

**MRes Economic History (by research) (full-time)**  
**For students entering in 2015/6**

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:	12 months
Date of specification:	21/Aug/2015
Programme Director:	Dr Anthony Moore
Programme Advisor:	
Board of Studies:	Centre for Economic History
Accreditation:	

**Summary of programme aims**

The programme is designed for students from a wide range of disciplinary backgrounds who have a strong interest in exploring economic or financial systems from a historical perspective. It seeks to develop in students a body of knowledge and skills that will enable a deeper understanding of economic fundamentals, and of both the origins and likely long-term consequences of contemporary economic policies. Students graduating from the programme will have developed considerable expertise in their specialist area of research. They will have demonstrated an ability to understand and apply complex ideas; to collect and analyse large quantities of information; to construct reasoned and articulate arguments; and to reach carefully balanced judgements. In terms of both the content of their knowledge base, and the nature of their acquired skills, such students should be well placed to embark upon a range of professional careers.

**Transferable skills**

The programme requires a substantial amount of independent reading, research and study and students are expected to take personal responsibility and show initiative in developing their knowledge and understanding of the field of study. In following this programme students will also have the opportunity to enhance and develop their skills relating to communication (oral and written), presentations, information handling, problem solving, team working, the use of information technology, and problem solving. Students will work under time pressures and will learn to set priorities and manage their time in order to meet strict deadlines. Successful completion of this degree will require an ability to assimilate, assess and evaluate a wide variety of written sources; to provide coherent and convincing explanations of complex processes; to balance conflicting arguments, to reach considered judgements, and to communicate these findings effectively. These analytical skills are ones which should serve as a sound basis for any professional career.

**Programme content**

Students will be able to choose from a wide range of modules covering a chronological sweep from ancient to contemporary periods. All students will undertake an in depth research project on a topic of their choosing - and will receive appropriate training in research methods.

An outline of the programme content is provided in the table below:

**Compulsory Modules**

<i>Module Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
EHMRM	Research Methods	10	7
EHMCT	Current Themes in Economic History Research	20	7
EHMD	Dissertation	120	7

**Optional Modules (to amount to a total of 30 credits)\***

<i>Module Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
ICM228	Topics in the History of Finance	10	7
MMM060	Global Entrepreneurial Management	20	7
ARM050D	The Archaeology of Money: Coins, Power & Society	20	7
ARM026D	Expansion or Contraction in the Twelfth Century	20	7
CLMAT	Approaches to Ancient Trade and Navigation	30	7
MMM087	Management in Creative and Cultural Organisations	20	7
EHMISL	Independent Study Option - Long	20	7
EHMISL	Independent Study Option - Short	10	7

\* This list of optional modules is provided only as a guide. We cannot guarantee that all the above modules will be available every year, furthermore others not on this list may be selected with the approval of the Programme Director. Please consult the Programme Director for advice on option module availability.

### **Part-time or modular arrangements**

The programme may be studied part-time over two consecutive years by arrangement with the Programme Director.

### **Progression requirements**

Assessment of taught modules by May/June; resit failed modules in September; submit dissertation or summer project by mid-September, or by a month thereafter if there are resits.

### **Summary of Teaching and Assessment**

The programme is delivered through a combination of taught modules and a dissertation, which involves extensive guided independent study. The delivery of material varies among the taught modules, especially in the proportion of time allocated to lectures, classes and seminars. All modules involve coursework, which takes a variety of forms reflecting the aims of the module. Final assessment of the optional modules may involve an examination and/or coursework (weights vary according to module). A dissertation supervisor is appointed for each student in relation to that component of the programme.

The University's taught postgraduate marks classification is as follows:

#### **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 Degree*

To qualify for Distinction, students must gain an overall average of 70 or more over 180 credits and a mark of 60 or more for the dissertation, and must not have any mark below 40.

To qualify for Merit, students must gain an overall average of 60 or more over 180 credits and a mark of 50 or more for the dissertation, and must not have any mark below 40.

To qualify for Passed, students must gain an overall average of 50 or more over 180 credits and a mark of 50 or more for the dissertation. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.

#### *For PG Certificate*

To qualify for a Postgraduate Certificate, students must gain an overall average of 50 or more over 60 credits. 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 a first degree the equivalent of a British Honours 2i. References are also taken into account. Acceptance is at the discretion of the Programme Director.

**Admissions Tutor:** The Programme Director is responsible for admissions.

### **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-session 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](http://www.reading.ac.uk/student)

### **Career prospects**

Graduates from this programme will be well positioned to embark on a range of professional careers in either public or private sectors. Some may wish to pursue academic research in the form of a PhD, others will prefer to apply the knowledge and perspective they gain from the programme to employed roles of a technical, analytical or managerial nature. Whichever career path they choose, graduates from this programme will take with them a body of knowledge and skills that will help to orient them in a complex and changing environment.

### **Opportunities for study abroad or for placements**

None

### **Programme Outcomes**

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

1. The historical development and functioning of economic systems and policies.
2. Differing theoretical approaches to the subject and how these relate to the real world.
3. How cultural, legal and political / social differences have affected economic development in various historical contexts.
4. The historical development of selected economic agents or policies and the evolving role of economic institutions in specific sectors.
5. An appreciation of the relevance of an economic history perspective to our understanding of the modern world.

##### **Teaching/learning methods and strategies**

1-5  
Formal lectures, guest lectures from industry or visiting academics, discussions, individual and group presentations, group exercises, case studies, guided readings and guidance on key sources of reference material. Feedback and guidance are important elements complementing an emphasis on self-study.

##### *Assessment*

Coursework comprising long essays, projects or the dissertation. Seminar presentations are also used as a means of assessment in some modules.

#### **Skills and other attributes**

##### **B. Intellectual skills - able to:**

1. Structure, analyse, and evaluate theoretical issues, and practical economic dynamics and challenges.
2. Think logically and analytically and to understand the difference between positive and normative statements.
3. Identify key economic relationships and evaluate them with reference to different social and historical contexts.
4. Critically assess contemporary debates about the global economy and appreciate factors influencing both the nature of economic change - and they way this is commonly explained and understood.

##### **Teaching/learning methods and strategies**

Students are frequently challenged in all teaching situations to complete logical arguments, analyse problems and alternative strategies, and justify statements. Long essays or research projects, debate, group work, and presentations provide the principal vehicle for developing intellectual skills.

##### *Assessment*

Coursework, dissertation.

##### **C. Practical skills - able to:**

1. Evaluate current theoretical and empirical research in the field of study.
2. Evaluate alternative economic strategies and routes of development.

##### **Teaching/learning methods and strategies**

Students are required to undertake and understand a wide range of reading, both of specific references and through researching their own sources of information. Discussion in lectures and seminars

3. Evaluate the economic policies of governments and the strategies and behaviours of firms and markets.
4. Effectively apply key skills and concepts learned through study to real world situations.

emphasises the use of statistical and empirical evidence and the strengths and weaknesses in alternative theories, methodologies, and international business practices.  
1-4 are achieved through lectures, seminars, presentations, case studies, and group exercises.

*Assessment*

Long essays, presentations and dissertation.

**D. Transferable skills - able to:**

1. Communicate effectively with a wide range of individuals using a variety of means.
2. Evaluate his/her own academic performance.
3. Utilise problem-solving skills in a variety of theoretical and practical situations.
4. Manage change effectively and respond to changing demands.
5. Take responsibility for personal and professional learning and development (personal Development Planning).
6. Manage time, prioritise workloads and manage personal emotions and stress.
7. Understand career opportunities and begin to plan a career path.
8. Information management skills. e.g. IT skills.

**Teaching/learning methods and strategies**

The presentation of well-researched written work is a fundamental element of the programme and requires the application of all the skills listed in 1-5. This is reinforced by the breadth and depth of the syllabuses for each module and the highly structured system of deadlines for assessed work, and examinations, which develop the students' skills of time management. Oral skills are developed through lecture and seminar discussions and individual and group presentations.

*Assessment*

Coursework, including dissertation.

**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.**