**Part A: Programme Summary Information**

1. **Title of programme:** MA in International Slavery Studies

2. **Programme Code:** HIIS

3. **Entry Award(s):**

<table>
<thead>
<tr>
<th>Award</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>180</td>
<td>7 (of which up to 30 credits may be at Level 6)</td>
</tr>
<tr>
<td>PGDip</td>
<td>120</td>
<td>7 (of which up to 15 credits may be at Level 6)</td>
</tr>
<tr>
<td>PGCert</td>
<td>60</td>
<td>7 (of which up to 30 credits may be at Level 6)</td>
</tr>
</tbody>
</table>

4. **Exit Awards:**

<table>
<thead>
<tr>
<th>Award</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>PGCert</td>
<td>60</td>
<td>7 (of which up to 30 credits may be at Level 6)</td>
</tr>
</tbody>
</table>

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or
| **5. Date of first intake:** | September 2013 |
| **6. Frequency of intake:** | Annually, in September |
| **7. Duration and mode of study:** | Full-time, 1 year  
Part-time, 2 years |
| **8. Applicable framework:** | University Framework for Postgraduate Modular Provision |
| **Framework exemption required:** | ☒ No (please go to section 9)  
☐ Yes (please provide a brief summary below) |
| **Date exemption approved by AQSC:** | N/A |
| **9. Applicable Ordinance:** | Ordinance 40 (general ordinance for modular Master’s degrees, postgraduate diplomas and postgraduate certificates) |
| **New/revised Ordinance required:** | ☒ No (please go to section 10)  
☐ Yes (please provide a brief summary below) |
| **Date new/revised Ordinance approved by Council:** | N/A |
| **10. Faculty:** | Faculty of Humanities and Social Sciences |
| **11: Level 2 School/Institute:** | School of Histories, Languages and Cultures |
| **12. Level 1 unit:** | Department of History |
| **13. Campus:** | Main |
| **14. Other contributors from UoL:** | School of the Arts |
| **15: Teaching other than at UoL:** | Staff from the International Slavery Museum and other external fellows of the Centre for the Study of International Slavery will be involved as UoL recognised teachers, as appropriate, by local arrangement. |
16: **Director of Studies:** Dr. Richard Huzzey

17: **Board of Studies:** School of Histories, Languages and Cultures (Academic Quality and Standards Sub-Committee)

18: **Board of Examiners:** School of Histories, Languages and Cultures

19. **External Examiner(s):**
   - **Name:** Prof William Whyte
   - **Institution:** University of Oxford
   - **Position:** Tutorial Fellow

20. **Professional, Statutory or Regulatory body:** N/A

21. **QAA Subject benchmark Statements(s):** N/A

22. **Other reference points:** N/A

23. **Fees:** Standard home/EU and international rates for postgraduate taught programmes

24. **Additional costs to the student:** Reasonable costs associated with printing and text books.

25: **AQSC approval:** N/A

**Part B: Programme Aims & Objectives**

26. **Aims of the Programme**

   The programme provides students with the skills and knowledge necessary to investigate slavery over a wide range of geographical and chronological contexts. Probing “slavery” as a category of cultural, legal, political and social analysis, students will confront the realities of un-free labour and asserted human ownership in ancient, modern and contemporary societies. Drawing expertise from across the Faculty, this degree will confirm the University of Liverpool as a pioneer in the provision of truly multidisciplinary academic programmes.

   This MA is a flagship activity for the Centre for the Study of International Slavery, a partnership between the University of Liverpool and National Museums Liverpool’s International Slavery Museum, and students’ participation in the Centre’s programme of speaker seminars and other events will enrich its research environment at the same time as they benefit from the internationally-leading visiting scholars who visit the Centre and contribute to its offerings.

   **No.** | **Aim:**
   --- | ---
   1 | To examine the nature, experience and consequences of “slavery” in a wide
variety of historical and contemporary settings, providing students with the advanced knowledge and conceptual skills to do so. (For students).

2  To disseminate our researchers’ expertise and to share the opportunities offered by the CSIS’s activities to a new generation of scholars and graduate leaders. Doing so will offer students an unrivalled opportunity to work with experts studying slavery in very different ways, while providing new opportunities for researchers to discuss, test and develop their ideas through their teaching. (For students, for CSIS, for academic researchers).

3  To develop our students’ powers of critical analysis, equipping them with a working familiarity of different scholarly approaches to the study of slavery and developing their expertise in a chosen discipline or set of disciplines. (For students).

4  To provide a postgraduate intellectual experience that prepares our students for careers in the public sector, the private sector, the charity sector, as well as preparing students who plan to pursue higher degrees within academia (such as PhDs, including those funded by UK research councils under 1+3-year schemes). (For students).

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Master’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A sophisticated understanding of slavery as a conceptual category of analysis and the extent to which it aids our understanding of contemporary and historical experiences of freedom and “un-freedom”.</td>
</tr>
<tr>
<td>2</td>
<td>Appropriate disciplinary skills, becoming familiar with a range of techniques, methods and concepts deployed in the analysis of slaveries and their legacies.</td>
</tr>
<tr>
<td>3</td>
<td>Knowledge of “slavery” in a wide variety of historical and contemporary contexts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A strong understanding of slavery as a conceptual category of analysis and the extent to which it aids our understanding of contemporary and historical experiences of freedom and “un-freedom”.</td>
</tr>
<tr>
<td>2</td>
<td>Appropriate disciplinary skills, becoming comfortable with some of the techniques, methods and concepts deployed in the analysis of slaveries and their legacies.</td>
</tr>
<tr>
<td>3</td>
<td>Knowledge of “slavery” in a variety of historical and contemporary contexts.</td>
</tr>
</tbody>
</table>
No. | Learning outcomes – Postgraduate Certificate
--- | ---
1 | An understanding of slavery as a conceptual category of analysis and the extent to which it aids our understanding of contemporary and historical experiences of freedom and “un-freedom”.
2 | Appropriate disciplinary skills, becoming acquainted with some of the techniques, methods and concepts deployed in the analysis of slaveries and their legacies.
3 | Knowledge of “slavery” in a historical and/or contemporary context.

Learning Outcomes
No. | Learning outcomes – Postgraduate Award
--- | ---
1 | An understanding of slavery as a conceptual category of analysis and the extent to which it aids our understanding of contemporary and historical experiences of freedom and “un-freedom”.
2 | Become acquainted with some of the techniques, methods and concepts deployed in the analysis of slaveries and their legacies.
3 | Demonstrate awareness of “slavery” in a historical and/or contemporary context.

27a. Mapping of subject-based learning outcomes:
Learning outcome No. | Module(s) in which this will be delivered | Mode of assessing achievement of learning outcome | PSRB/Subject benchmark statement (if applicable)
--- | --- | --- | ---
1 | HIST 581, POLI 150, MODL 515, HIST 582. | Essay; report; oral presentation. | 
2 | Chosen disciplinary modules (see 32 below); MODL 515, HIST 581. | Essay. | 
3 | HIST 581, POLI 150, MODL 515, HIST 582. | Essay. | 

28. Skills and Other Attributes
Skills and attributes:
No. | Skills and attributes:
--- | ---
1 | Skills of written communication and rational argument, drawing on appropriate disciplinary methods.
2 | Communicating ideas or conclusions to non-academic audiences, in government, business or the wider community.
3 | Expertise in identifying and deploying appropriate evidence to support analysis.
28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HIST 581, POLI 150, MODL 515, HIST 582; chosen disciplinary skills modules (see 32 below); HLAC 500, HLAC 599.</td>
<td>Learning and Employability: Formal written argument. Research skills: Location, development and execution of research skills.</td>
<td>Essays and other written coursework</td>
</tr>
<tr>
<td>2</td>
<td>POLI 150, HIST 582.</td>
<td>Learning and Employability: Oral presentation and adaptable communication skills.</td>
<td>Written reports and oral presentations</td>
</tr>
<tr>
<td>3</td>
<td>HIST 581, POLI 150, MODL 515, HIST 582; HLAC 500; HLAC 599.</td>
<td>Research and learning skills: independent investigation, discovery and argument.</td>
<td>Essays, reports and oral presentations</td>
</tr>
</tbody>
</table>

29. Career opportunities:

- Further research in the study of slavery, dependence, and subordination, or of particular historical, political, and social dimensions of these phenomena, e.g. PhD studentships in a wide range of disciplines.
- Research positions, e.g. central or local government, journalism, police, leisure and heritage, business, public affairs, politics.
- Public education and custodianship, e.g. museums, schools, gallery.
- Consultancies and activist positions in national and international governmental and nongovernmental organisations, charities, community-based and grassroots organisations focused on slavery, human trafficking, and human rights (e.g. Anti-Slavery International; various UN bodies).

Part C: Entrance Requirements

30. Academic Requirements:

We require a good undergraduate degree (meaning a UK qualification of 2.i or better, with equivalent degrees from international applicants equally encouraged). Because of the interdisciplinary nature of our programme,
we welcome those from a wide range of undergraduate backgrounds, typically encompassing any subject in the humanities or social sciences subject; the preparedness of applicants based on the discipline of their undergraduate qualifications will be judged by the Director of Studies on a case-by-case basis. Students from non-English-speaking backgrounds must also satisfy the University’s standard requirements for language proficiency.

31. **Work experience:**
   
   N/A

32. **Other requirements:**

   N/A

### Part D: Programme Structure

33. **Programme Structure:**

   **FULL-TIME PATHWAY**

   **Semester 1**
   - HIST581 - Histories of Slavery (15 credits) *(required)*
   - POLI150 - Contemporary Anti-Slavery, Forced Labour and Human Rights (15 credits) *(required)*
   
   30 credits of optional modules

   **Optional modules**
   - HIST507 - Historical Research (30 credits)
   - MODL503 - Background approaches to research in languages and cultures (30 credits)
   - ALGY601 - Research and Beyond for ACE M-Level students (30 credits)
   - HIST527 - Historical Research (15 credits)
   - ENGL601 - Research Skills in Literature (15 credits)

   **Semester 2**
   - HIST582 - The Heritage of Slavery (15 credits) *(required)*
   - MODL515 - Representing Slavery (15 credits) *(required)*
   
   30 credits of optional modules

   **Optional modules**
   - HIST590 – New Themes in History (15 credits)
   - HLAC500 – International Slavery Dissertation Proposal (15 credits)
   - POLI138 – Research Methods in Politics (30 credits)

   **Summer vacation**
   - HLAC599 - International Slavery Dissertation (60 credits) *(required)*
**PART-TIME PATHWAY**

**YEAR 1**

**Semester 1**
HIST581 - Histories of Slavery (15 credits) \textit{(required)}
POLI150 - Contemporary Anti-Slavery, Forced Labour and Human Rights (15 credits) \textit{(required)}

**Semester 2**
HIST582 - The Heritage of Slavery (15 credits) \textit{(required)}
HLAC515 - Representing Slavery (15 credits) \textit{(required)}

**YEAR 2**

**Semester 1**
30 credits of optional modules

\textit{Optional modules}

HIST507 - Historical Research (30 credits)
MODL503 - Background approaches to research in languages and cultures (30 credits)
ALGY601 - Research and Beyond for ACE M-Level students (30 credits)
HIST527 - Historical Research (15 credits)
ENGL601 - Research Skills in Literature (15 credits)

**Semester 2**
30 credits of optional modules

\textit{Optional modules}

HIST590 – New Themes in History (15 credits)
HLAC500 – International Slavery Dissertation Proposal (15 credits)
POLI138 – Research Methods in Politics (30 credits)

**Summer vacation**
HLAC599 - International Slavery Dissertation (60 credits) \textit{(required)}

34. **Industrial placement/work placement/year abroad:**
   N/A

35. **Liaison between the Level 2 Schools/Institutes involved:**
   Regular consultation with colleagues in other Schools regarding their teaching contributions, which ensure the genuine inter-disciplinarity of this innovative programme.

\textbf{Part E: Learning, Teaching and Assessment Strategies}
This programme offers an innovative mixture of disciplinary approaches to the study of international slaveries throughout human history. Modules such as HIST 581 and MODL 515 offer immersive seminar discussions, supported by traditional written essay assessments. They also require student responses to new research presented at the CSIS seminar series. POLI 150 and HIST 582 draw on the University’s links in other ways, with seminar discussion soon giving way to negotiated research projects concerning, respectively, contemporary trafficking, forced labour or human rights abuses, and the evaluation and assessment of the International Slavery Museum. In both cases oral presentations and reports, aimed at private- or public-sector officials rather than scholarly dissemination, offer an alternative means of assessment. Beyond these modules, students select disciplinary training modules in their preferred area(s) and then decide alongside their dissertation tutor which disciplinary assessment criteria and research strategies to pursue. The dissertation preparation and dissertation modules, HLAC 500 and HLAC 599, offer the opportunity for MA students to complete their own research project under the tutelage of an appropriate advisor to the disciplinary approach they decide to adopt.

36a. Learning, Teaching and Assessment methods:

Learning:
- Discussion
- Independent research and reading
- Lectures and research seminar presentations

Teaching:
- Seminars
- Guest speaker forums
- Field trips
- Individual tutorials

Assessment:
- Written essays
- Written reports
- Oral presentations
- Dissertation

37. Assessment information for students:

Code of Practice on Assessment

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University’s expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

The University marks scale, marking descriptors and qualification descriptors;
The framework for modular, postgraduate programmes;
Information about students’ progress, including guidance for students;
The procedure for assessment appeals;
Regulations for the conduct of exams;
The University's policy on making adjustments to exam arrangements for disabled students.
The code of practice relating to external examining (see also below)
The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
The policy on providing students with feedback on assessment.

Please click [here](#) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

**Marking criteria:**

Each module, on this interdisciplinary MA programme, clearly informs students of the marking criteria, usually reflecting the standard marking criteria of the department owning the module. Programme induction makes a special point of highlighting the sensitivity and adaptability required of working across disciplines for this degree. In the case of HLAC 500 and HLAC 599, students and their individual supervisor inform the module coordinator of the marking criteria under which their work will be assessed (which would usually be the marking criteria of the supervisor's home department).

**38. Student representation and feedback:**

A departmental Staff/Student Liaison Committee (SSLC) is established in accordance with the University Code of Practice on Student Representation (a copy of which can be accessed at: [https://www.liv.ac.uk/media/livacuk/tqsd/student-enhancement/student-representation/cop_on_student_representation.pdf](https://www.liv.ac.uk/media/livacuk/tqsd/student-enhancement/student-representation/cop_on_student_representation.pdf))

The SSLC normally meets twice a year. Its membership, terms of reference, and the manner in which it conducts its business conforms to the requirements of the Annex to the Code of Practice on Student Representation. Elections to SSLCs are carried out within the structure determined by the University Student Representation Steering Group, and all students will be encouraged to participate. Training is provided by the Guild of Students. Student representation is encouraged on all decision-making committees in the School and participation in these settings are welcomed and appreciated.

Students are also asked to take part in module evaluation exercises, using module evaluation questionnaires (MEQs) to feedback on their experiences of modules. Staff feedback on issues raised and actions taken via lectures, VITAL or other methods (SSLC) and MEQs form a large element of the module review process and Module Review Boards. Other avenues of
providing feedback via focus groups, open forums or through the University’s quality assurance processes (e.g. Periodic Review or Holistic Review) may take place from time to time and the participation of students in these settings is valued very highly. Students are further encouraged to make use of less formal mechanisms for feedback such as through speaking to relevant members of staff or academic advisors at any time. Formal complaints may be made to the Head of Department, but issues can normally be resolved through informal discussion or the mechanisms noted above at an early stage should any difficulties occur.

Part F: Status of Professional, Statutory or Regulatory Body Accreditation

39. Status of Professional, Statutory or Regulatory Body Accreditation:

N/A

Part G: Diversity & Equality of Opportunity and Widening Participation

40. Diversity & Equality of Opportunity and Widening Participation:

The programme’s design, structure and content are consistent and Comply with the University’s Diversity and Equal Opportunities Policy

Within the Department there is a diverse student population consisting of a wide ethnic mix, home/EU and international students and a number of mature students. The annual subject review (ASR) identifies where there may be particular difficulties placed on a particular group of students allowing for any processes to ensure equality can be put into place.

The Department strives to ensure that all students, whatever their background, have a good range of opportunities to enhance their employability and skills throughout their programme of study.

ANNEX 1

Annex Of Modifications Made To The Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
</table>

TQSD/14.15