

Royal Holloway, University of London
Course specification for a postgraduate award
MA Holocaust Studies (2553)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found [here](#). Further information on the University's Admissions Policy can be found [here](#).

Your degree course in MA Holocaust Studies provides the groundwork in which you will be able to gain a deep knowledge and understanding, and appropriate skills in the history, experience, sources, and ongoing impact of the Holocaust in Europe and the wider world. Your course contains a combination of mandatory and option modules to further your knowledge of the history, geography, and impact of the Holocaust, including thematic studies of Jewish refugee migrations, film and literature, comparative genocide, and the Holocaust's archival and cultural histories.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – Also referred to as 'programme', this term refers to the qualification you will be awarded upon successful completion of your studies. 'Courses' were formerly known as 'programmes' at Royal Holloway.

Module – This refers to the credits you will study each year to complete your degree course. Postgraduate taught degrees at Royal Holloway comprise 180 credits. On some degree courses a certain number of optional modules must be passed for a particular degree title. 'Modules' were formerly known as 'course units' at Royal Holloway.

Section 2 – Course details			
Date of specification update	June 2024	Location of study	Egham
Course award and title	MA Holocaust Studies	Level of study	Postgraduate
Course code	2553	Year of entry	2024/25
Awarding body	Royal Holloway, University of London		
Department or school	History	Other departments or schools involved in teaching the course	
Mode(s) of attendance	Full time and part time	Duration of the course	One year (52 weeks) full-time Two to five years (104 - 260 weeks) part-time
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	For queries on admissions:	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure				
3.1 Mandatory module information				
The following table summarises the mandatory modules which students must take in each year of study				
Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
HS5730	History of the Holocaust	30	7	Mandatory Condonable
HS5731	Interpreting the Holocaust	30	7	Mandatory Condonable
HS5790	Dissertation (Holocaust Studies)	60	7	Mandatory Non-Condonable

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example, where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

| 3.2 Optional modules | | | | |
| In addition to mandatory modules, there may be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered, or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information. Students will take 60 credits of modules offered by the Department. | | | | |

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All postgraduate taught students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001 in order to be awarded. The pass mark for the module assessment is stated in the on-line Academic Integrity Moodle module. Students may attempt the assessment as often as they wish with no penalties or capping. Students who otherwise meet the requirements for award as stipulated in the [Academic Taught Regulations](#) but fail to pass the Moodle-based Academic Integrity module will not be awarded.

Part-time students will normally complete HS5730 History of the Holocaust and a 30 credit optional module in their first year. The dissertation is taken in the final year of study.

Section 5 – Educational aims of the course

The aims of this course are to:

- to introduce students in detail the history and historiography of the Holocaust;
- to cover in detail cultural, philosophical and representational questions arising from the Holocaust;
- to introduce contemporary arguments and current research about the Holocaust;
- to enhance the intellectual abilities of the students and to foster their independent learning abilities;
- for students with the appropriate ability, offer a full grounding for doctoral work. The preparation and measure of suitability for doctoral work is high attainment in the dissertation.

Section 6 - Course learning outcomes	
In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (<i>Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)</i>)	
Theme	Course Learning Outcome
K, S	1. Students will be able to demonstrate an advanced critical understanding of the key and latest concepts, theories, methodologies, and historiographical debates that currently inform scholarship and creative practices in Holocaust and genocide studies.
S, *	2. Students will be able to evaluate with confidence and insight, in oral and written form, complex historical events and issues, the choices and contexts of European and global historical actors and societies, and approach related debates about the Holocaust and genocide both critically and creatively, making informed judgements based on available data and evidence.
K, *	3. Students will acquire and practice an advanced appreciation of the diversity of historical experiences and places of the Holocaust, genocide and their representations through languages, records, and sources of the period/location under study, and understand why partial and incomplete historical and personal narratives occurred in the past and persist today.
S, *	4. Students will be able to critically interpret and synthesise a range of Holocaust, refugee, and genocide-related sources (secondary; primary) and across multiple genres (material, visual, cartographic, textual, oral, digital, literary, filmic), addressing debates surrounding context and content, perspective, and purpose that currently inform the archiving and representational trajectories of the Holocaust and genocide.
S, *	5. Students will be able to develop robust methods for pursuing and practising structured critical enquiry, including the ability to retrieve, select and synthesise relevant information from a range of analogue and digital sources, by following guidance and through exercising initiative, personal responsibility, and adhering to academic integrity norms.
K, S, *	6. Students will be able to plan, structure and express their ideas in an advanced manner, in writing or by other formats as appropriate, producing original outcomes that are supported with relevant evidence, to specialist and/or non-specialist audiences in Holocaust and genocide studies such as in academia, heritage and museum settings and other stakeholders (industry, informal education, secondary schools).
K, S, *	7. Students will be able to develop, plan and write an advanced piece of research and/or creative work that draws on appropriate skills (e.g., language, digital literacy, bibliographic discovery, as appropriate to their historical sub-field) to advance their study of, and debates about, the Holocaust and genocide.
S, *	8. Students will be able to exhibit intellectual creativity and competence in designing creative work and/or the authentic design of assignments that integrate prior feedback, whether this feedback is gained through peer-to-peer learning opportunities or written assessments.
K, S, *	9. Students will be able to appreciate, communicate, and critique the ongoing resonances of the Holocaust and past and ongoing genocides in contemporary social and political life and demonstrate confidence and initiative in clarifying the historical record and its distortion where it arises for different groups (e.g., educators, heritage providers, and marginalised and minority communities, as appropriate to their historical sub-field).
S, *	10. Students will acquire and communicate transferable insights about the Holocaust and genocide's history and global representational cultures, including attention to knowledge, empathy, and practical skills that are multi-vocational, agile, and responsive to the contemporary social and global challenges that continue to resonate.

Section 7 - Teaching, learning and assessment

Teaching and learning on your course is closely informed by the active research of staff. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching and learning is mostly by means of lectures; seminars, study groups, essay consultations, oral presentations and guided independent study. Assessment of knowledge and understanding is typically by coursework, essays, reviews and projects and the dissertation. In addition, students may be involved in workshops and may produce various forms of creative or editorial work.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary. Assessments designated as 'summative' will receive a mark which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university and may also be checked routinely by external agencies.

Section 8 – Additional costs

There are no single associated costs greater than £50 per item on this degree course.

These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	7
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	Criteria	Awarding body
PG Diploma	Passes in at least 120 credits, with fails of between 40% to 49% for up to 40 credits condonable (with the exception of any course specific requirements).	Royal Holloway and Bedford New College
PG Certificate	Passes in at least 60 credits with no condonable fails	Royal Holloway and Bedford New College