1. KentVision Code and title of the module

HIST4270 The British Army and Society since 1660

1. **Division and School/Department which will be responsible for management of the module**

Arts and Humanities (History)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules** **and/or any module restrictions**

None

1. **The course(s) of study to which the module contributes**

Optional to the following courses:

BA(Hons) History and associated Joint Honours programmes

BA(Hons) Military History

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Understand, evaluate, contextualise and communicate effectively their knowledge of the history of this topic.

8.2 Understand the British army in this period. In particular: the social and political groups which provided its officer corps and other ranks, its role in politics and its role in shaping the British state.

8.3 Navigate the disciplines of political, social and economic history and their various methodological approaches.

8.4 Practise skills appropriate to level 4 students by setting them specific, differentiated tasks.

8.5 Access a range of sources of information and present the results.

8.6 Practise skills of conceptualisation, reflexivity, critical thought and epistemological awareness.

8.7 Take with them knowledge and understanding of the past and particular aspects of the historiography and methodology, assisting them in other courses.

8.8 Adopt a critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.

8.9 Examine and evaluate primary sources, whether texts or images, and understand their context, strengths and limitations, and value.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate analytical and reflective skills and the ability to express complex ideas and arguments using a variety of methods, skills which can be transferred to other areas of study and employment.

9.2 Show enhanced communication, presentation and information technology skills.

1. **A synopsis of the curriculum**

This module will examine various aspects of the British army since its formation in 1660. The term ‘Army and Society’ has been used in the title of the module to emphasise that the central focus of this module will be a ‘new military history’ of the British army in this period. Thus the focus will be on how the army was recruited, the composition of the officer corps (pre and post purchase), the political interventions made by the army and the role of the army in shaping the British state. The module will include thematic studies of central issues such as the composition of the officer corps, the politics of the army and the survival of the regimental system which need to be placed in a long chronological pattern.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Contact Hours**

Total contact hours: 42

Private study hours: 258

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Essay 1 2,000 words 15%
* Essay 2 2,000 words 15%
* Source Analysis 1,000 words 10%
* Seminar Participation 10%
* Exam Preparation Essay 1,000 words 10%
* Examination 2 hours 40%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *8.9* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures and Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Source Analysis Exercise | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Participation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam Preparation Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 21/12/2021 | Major | 2022/23 | 8-9,13-14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018