1. KentVision Code and title of the module

HIST3530 - Britain and the Second World War: The Home Front

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

Arts and Humanities (History)

1. **The level ofthe 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**

15 credits (7.5 ECTS credits)

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

Autumn or Spring term

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 in History, all single- and joint-honours programmes.

BA in Military History

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

8.1 Demonstrate knowledge of the events and themes in the history of the British Home Front.

8.2 Show knowledge of key historical debates related to the British Home Front;

8.3 Express their own opinion substantiated with historical evidence, which they can communicate using a variety of methods.

8.4 Demonstrate independent learning skills by being able to make use of a wide range of electronic resources, including the university’s e-journals, Mass Observation online, Moodle and Turnitin.

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

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

9.1 Consider critically relevant intellectual concepts as well as differences of opinion and interpretation both amongst historians, and they will also have developed their ability to identify and solve problems

9.2 Work both independently and within groups. Students will have engaged in independent work, using library resources, and will have practised and improved their skills in time management, historical research, organisation and analysis of material, presentations and essay writing.

9.3 Demonstrate the skill to communicate complex concepts effectively through written work. They will have acquired the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.

9.4 Deploy their enhanced communication skills and skills with IT.

9.5 Present information creatively and accessibly.

1. **A synopsis of the curriculum**

War has often been seen as a catalyst for change. This module will examine how far this was true of politics, society, culture and the economy in Britain in the Second World War. The module will draw on a wide range of primary sources: Parliamentary debates, contemporary writings, including those of J B Priestley, cartoons, diaries, and personal memoirs. In order to increase familiarity with primary sources students will complete a compulsory document question as part of their Coursework. By the end of the module students should be able to discuss with authority the varying interpretations of the impact of the war. They will also have experienced the different approaches of political, social, cultural and economic historians, and this should provide a basis for choice of modules in Stage 2.

1. **Reading list**

## 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: 22

Private study hours: 128

Total study hours: 150

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

**Autumn Term**

* Archive Exercise (1,000 words) 30%
* Essay (2,000 words) 70%

The Archive Exercise is a group activity.

**Spring Term**

* Archive Exercise (500 words) 15%
* Essay (1,500 words) 35%
* Examination (2 hours) 50%

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 (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** |  | **x** | **X** | **x** | **x** | **x** | **x** | **x** |
| Lectures and Seminars | **x** | **x** | **x** |  | **X** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Archive Exercise | **x** | **x** | **x** | **x** | **X** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **X** | **x** | **x** | **x** | **x** | **x** |
| Examination | **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