1. **KentVision Code and title of the module**

HIST7870 The Nature of Command

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

Arts and Humanities, School of History

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

Level 6

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 or Spring

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

None

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

BA in Military History

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

8.1 Acquire a firm grasp of the historiography of the topic and of shifts in the attitudes towards, and demands of, senior military commanders.

8.2 Demonstrate a broad conceptual command of the study of military leadership, and a thorough and systematic understanding of the latest research on the subject.

8.3 Demonstrate their capacity to assess and critically engage with a wide range of primary sources, both visual and written.

8.4 Demonstrate independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.

8.5 Acquire the ability to analyse key texts and other materials critically at a high level.

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

9.1 Enhance their ability to express complex ideas using a variety of methods, skills which can be transferred to other areas of study and employment.

9.2 Demonstrate enhanced communication, presentational skills and information technology skills.

9.3 Demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments.

9.4 Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.

9.5 Approach problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches.

1. **A synopsis of the curriculum**

The course will provide students with a historical understanding of command at a variety of levels by looking at various types of battle scenarios, both strategic and tactical. The course will take an international perspective as well as a chronological one, but will rely primarily on Anglo-American case studies, the colonial struggles of the 19th century, the retreat from empire, the two world wars and the recent actions in the Gulf. As well as providing historical lessons, students will be challenged to solve universal command problems still applicable to modern warfare, and thus provides a transferable skill in both a specific sense - useful for anyone contemplating a career in the armed forces - and in a generic sense it will stimulate the skills needed to deconstruct and solve problems logically while taking account of a variety of factors and perspectives.

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: 30

Private study hours: 270

Total study hours: 300

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

Essay 1 (3,000 words) 30%

Essay 2 (3,000 words) 30%

Presentation (15 minutes) 20%

Thematic Timed Essay (1,000 words) 20%

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Thematic Timed Essay | **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) |
| 17/02/2023 | Minor | 2023/24 | 13-14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018