

## UNIVERSITY OF KENT AT CANTERBURY

### Annex 2

#### UKC Programme Specifications Template

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found [*either* by following the links provided *or* in the programme handbook]. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

#### Degree and Programme Title

<ol style="list-style-type: none"> <li><b>1. Awarding Institution/Body</b></li> <li><b>2. Teaching Institution</b></li> <li><b>3. Teaching Site</b></li> <li><b>4. Programme accredited by:</b></li> <li><b>5. Final Award</b></li> <li><b>6. Programme</b></li> <li><b>7. UCAS code (or other code)</b></li> <li><b>8. Relevant QAA subject benchmarking group/s</b></li> <li><b>9. Date of production/revision</b></li> <li><b>10. Applicable cohort/s</b></li> </ol>	<p>University of Kent at Canterbury            University of Kent at Canterbury            University of Kent at Canterbury            N.A.            BA (Hons)            BA (Hons) History Part-time            N/A            History              December 2001            2002 entry</p>
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#### 11. Educational Aims of the Programme

**The programme aims to:**

- Produce graduates with a firm understanding of the tradition and discipline of History as a means of understanding both cultures different from their own and changes in society over time.
- Develop intellectual curiosity and initiative in students, and to foster the appreciation of study as a value in itself.
- Encourage independent critical thinking and judgement in students
- Develop new areas of teaching in response to the advance of scholarship and the needs of the community; incorporate the research expertise of teachers into the programme (research-led teaching).
- Provide stimulating learning opportunities based on thought through pedagogy and offer effective support for students from a variety of backgrounds.
- Widen participation in higher education within the locality and the region, including the European region.
- Prepare students for a range of careers and roles in a modern complex society, and for further study.
- Develop a critical understanding of the past
- Provide a flexible degree through which students can adopt a structure for their various interests

<b>12. Programme Outcomes</b>	
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for ( <i>SB</i> ).	
	<b>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated</b>
<b>Knowledge and Understanding</b>	
<b>A. Knowledge and understanding of:</b>	
1. the complexities of human existence in the past, both within our own culture and cultures different from our own (HSB12i).	<p>Informal lectures and directed reading are the principal means for providing surveys of periods, topics and issues.</p> <p>Seminars and individual or small group meetings are the principal means for following up and discussing these, and particularly for considering interpretative frameworks, the scope and appropriateness of alternative approaches, and methodological issues.</p> <p>Assessment of knowledge and understanding is made through a variety of written examinations, long and short essay assignments, the writing of dissertations and seminar presentations. The 2000-2500 word essay is the principal method of demonstrating and testing historical understanding.</p>
2. The ability to read texts and other source materials, both critically and empathetically, while addressing questions of genre, content, perspective and purpose (HSB12ii)	
3. Understanding the problems inherent in the historical record itself, and the limits within which interpretation is possible (HSB12iii and iv)	
4. Through the study of History, itself an interdisciplinary activity, to recognise the value of neighbouring disciplines	
5. Acknowledging that History does not 'recognise a specific body of required knowledge' (HSB 3), graduates will have acquired knowledge of more than one country, more than one period (medieval, early modern and modern), and several specialisms (including social, economic, political, and cultural history, and history of science) (HSB20).	

<b>Skills and Other Attributes</b>		
<b>B. Intellectual skills:</b>		
6. Conceptualisation: the ability to relate concept to empirical evidence, and the ability to recognise the relative and contested character of concepts themselves.	<p>The role and significance of cognitive skills is demonstrated in informal lectures. Their application and development, particularly the structuring and articulation of argument are pursued in seminars, and especially in essay writing and essay feedback.</p> <p>The final year dissertation/independent documentary study (Level H), written with individual supervision, is particularly important in developing critical thinking skills and the capacity for synthesis and discrimination.</p> <p>Cognitive skills are tested by coursework essays and assignments and informally assessed seminar presentations and group discussion.</p>	
7. Critical thought and independence of mind: the ability to challenge received conclusions and evaluate the work of others.		
8. Ability to synthesise material from a variety of sources to gain a coherent understanding of issues.		
9. An understanding of the nature of the discipline and our own involvement with it (reflexivity).		
10. Recognising and distinguishing between the different sources of historical knowledge (epistemological awareness).		
11. Recognition and employment of what is required to solve particular problems.		
<b>C. Subject-specific skills:</b>		
15. Apply a range of historical methods and analytical approaches showing where appropriate awareness of the relevance of other humanities and social science disciplines.		<p><b>Teaching/learning methods and strategies used to enable outcomes to be achieved and demonstrated</b></p> <p>In addition to the methods used in B above, subject-specific skills are further developed intensively and refined in research for and composition of the dissertation/independent documentary study.</p>
16. Access a range of sources of information, including textual and non-textual material.		
17. Ability to present the results of historical work to a critical audience and/or readership, using standard notes, reference systems and bibliography.		
15. Marshall an argument: summarise, analyse and defend a particular interpretation or analysis of historical events		

<b>D. Transferable skills:</b>		<b>Teaching/learning methods and strategies used to enable outcomes to be achieved and demonstrated</b>
16.	Communication: organise information clearly; respond to written sources; present information orally; adapt style for different audiences; use of images as a communication tool	<p>16. Is intensively developed in seminar and group discussion work, through written work of all kinds, and is assessed as described under B and C above, reaching level 4 at exit.</p> <p>17. A small number of modules provide opportunities for developing numeracy from level 2 to 3, but this is not central to the programme.</p> <p>18. All students must word-process essays and dissertations, communicate using e-mail, access and use electronic sources of information (library catalogues, departmental and university websites, CD-ROM, www, &amp;c) (level 3); a small number may progress to the use of textual, numerical and image databases (level 4).</p> <p>19. Is developed via small group work for seminar presentations and project work, especially in the Part I core course, <i>Making History</i>.</p> <p>20. Is developed especially through feedback on essays, individual supervision, seminar work, courses and workshops provided by the UELT, Language Centre, and Computing Centre, and involvement with Staff-Student liaison.</p> <p>21. All history modules develop problem solving skills, but particularly project planning and dissertation work; addressed from the Part I core module.</p>
17.	Numeracy: make sense of statistical materials; integrate numerical and non-numerical information; understand the limits and potentialities of arguments based on quantitative information	
18.	Information Technology: produce written documents; undertake online research; communicate using e-mail; process information using databases	
19.	Working with others: define and review the work of others; work co-operatively on group tasks; understand how groups function	
20.	Improving own learning: explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop specialist learning skills (e.g. foreign languages); develop autonomy in learning	
21.	Problem solving: identify and define problems; explore alternative solutions and discriminate between them	

The programme is offered part-time over years. It leads to the degree of B.A. with Honours in History, and students must have successfully achieved the equivalent of 120 Level C credits and successfully completed either the Diploma in Kentish History or the Diploma in Medieval and Modern History (120 credits at Level I/H). The programme offers a wide range of choice, and students take a total of 120 credits, normally 60 in each year which may be taken at either the Canterbury campus or the University Centre at Tonbridge. They are required to take the compulsory 30 credit final year dissertation or independent documentary study (Level H) and normally three further optional 30 credit modules (Level H/I). Their optional modules may be drawn from the modules available in the Diploma in Medieval and Modern History, the Diploma in Kentish History, the full-time Part II History programme, including the 60 credit Special Subject, and may include no more than 30 credits from another, approved, Level H/I programme. Students are encouraged to take modules which cover more than one historical period and culture, but may, with guidance from the programme director, define their studies through pathways in either local/regional history or medieval history.

<b>Programme structures and requirements, levels, modules, credits and awards</b>				
<b>Code</b>	<b>Title</b>	<b>Level</b>	<b>Credits</b>	<b>Term/s</b>
<i>Required Modules (for all part-time Single Honours students) ONE of the following</i>				
HI664	History Dissertation	<b>H</b>	<b>30</b>	<b>I or II</b>
HI605	Independent Documentary Study	<b>H</b>	<b>30</b>	<b>I or II</b>
<i>Optional Modules</i>				
HI662	Late Iron Age, Roman and Anglo-Saxon Kent	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI691	Medieval Kent	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI694	The Landscape of Kent to 1500	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI	Reformation to Restoration: Kent in the sixteenth and seventeenth centuries	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI693	The Development of Politics and Local Government in Kent in the eighteenth and nineteenth centuries	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI692	Kent in the Twentieth Century	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI	Kent in its Cultural Context	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI	Economic and Social Change in Kent from 1500 to the twentieth century	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI594	Anglo-Saxon England	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI674	The Social and Economic History of Peasant Society in Late Medieval England	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI609	Princes and People 1500-1650	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI588	Late Stuart and Hanoverian Britain 1688-1750	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI695	History of the Social Sciences	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI654	America and the Civil Rights Movement	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI658	The Making of Modern India	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI	Heritage	<b>I/H</b>	<b>30</b>	<b>I or II</b>
HI	South Africa	<b>I/H</b>	<b>30</b>	<b>I or II</b>

HI651	The Third Republic and the Vichy Regime in France	I/H	30	I or II
H	Medieval Languages	H	30	I or II

#### Support for Students and Their Learning

1. Although most students taking the part-time BA programme will have progressed directly from one of the history diplomas, students may have transferred from other institutions. All new part-time students are invited to a Saturday induction day at the Canterbury campus organised by the Unit for Regional Learning. They are introduced to all the facilities available to students including Library, Computing, the Student Learning Advisory Centre (UEL), and the other pastoral support services. For students who apply early there are also occasional 'Preparing to Study' workshops run by URL during the summer. For late applicants, who are a large proportion, introductory support is provided by the Programme Director and individual module tutors. Throughout their first year of registration students at all centres are invited to regular skills workshops.

2. The School of History publishes a detailed Handbook for part-time students itemising all modules available, including weekly programmes and reading lists and assessment procedures, outlining the aims of studying History and giving detailed instructions of the presentation of written work.

3. The policy of the School is to provide all students with clear general guidance on access to the resources available in the Library at the beginning of their first year and in introductory material for each module, but then to encourage them to explore the materials more independently with support from teachers and reading lists. They are also encouraged to use the Local Studies provision in local libraries. Expenditure is therefore targeted towards maximising the range of library provision to support the learning needs of students across the three university centres. Key features are as follows:

(1) The Templeman Library contains over 97,000 history titles and subscribes to about 200 relevant journals. The computerised catalogue is accessible from all campus computers (about 250 in the Library itself) and from PCs in networked student study bedrooms (currently over 1,500 and being extended to all campus accommodation). Annual Library expenditure on history materials is currently £44,000, including a special element for widening participation, which will support a review of services for part-time and off-campus courses. The holdings at Tonbridge are constantly being increased, and there is an efficient service for transferring books on short term loan to these centres from the main Templeman Library.

(2) The Library is open 79 hours a week in term time. All holdings are accessible to students and non-reference books can be borrowed overnight if in heavy demand, for 1 week if on core reading lists, or for 4 weeks otherwise. In addition to Canterbury Cathedral Library and Archives, Students also have access when required to, and to the Franciscan Studies Centre Library usually for project work. The University collection at Tonbridge is housed in the Reference Section of Tonbridge Library, with a part-time university Library Assistant.

(3) At present electronic access to information plays a supplementary role, but it is steadily increasing and kept under review. About 50 history journals are currently accessible electronically; guidance notes are included in the Library guide to history holdings. Students are also able to access internet sites on any networked PC (over 600 are publicly available on

campus).

(4) All new part-time students are introduced to the appropriate library facilities in the first or second week of their first module by the History Librarian, with appropriate follow-up guidance throughout the year.

(5) Student feedback is obtained through evaluation forms for each module, informal mid-term feedback session and representation on the meeting with the external examiner at the end of the year. Part-time students may also raise issues through the appropriate consultative committees. Most part-time student issues are dealt with directly by the module teachers as students are the main point of contact with the University, and they are also encouraged to contact the programme director or the programme secretary for general advice and support. Students are also encouraged to approach the History subject specialist on the library staff with any problems.

4. In 2000-01 the School has 22.68 full and third time members of staff and 1.48 part-time (total 24.16). There were 170 single and 96 joint honours students. Together with Heritage, part-time and post-graduate students, this gives the adjusted number (full-time equivalent) of 489.28, giving a staff-student ratio of 20:25:1.

5. Learning resources: Students may be directed to the The Student Learning Advisory Service (UELТ) for workshops, individual advice and skills in presentation of work.

6. Equipment/plant: two laptop computers and a data projector; in addition to this each member of staff has a desktop computer. All teaching rooms are have OHP facilities and many are fitted with audio-visual equipment.

7. Academic support system: The Director of Part-time Programmes acts as personal tutor to all the part-time students, and individual module teachers also provide academic tutorial support. Student progress is monitored at the end of each module and at the end of each year when guidance is given on progression to the next stage of study.

8. Central Support Services: students are directed where appropriate to dedicated central support services in matters on which members of the department cannot advise. These include Student Counselling Service, Disability Support Unit, to which students with problems of dyslexia (formally registered as such) are referred, and the Careers Advisory Service. The UELТ provides workshops on study skills (see item 5 above).

1.

### **Entry Profile**

### **Entry Route**

For fuller information, please refer to the University prospectus.

**What does this programme have to offer?**

**Personal Profile**



**Methods for evaluating and enhancing the quality and standards of teaching and learning  
Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum  
and outcome standards**

student evaluations; annual monitoring reports on modules; overall annual subject report;  
annual external examiners' reports; periodic programme reviews; annual appraisal; staff student  
liaison linked to Learning & Teaching Committee; peer observation

**Committees with responsibility for monitoring and evaluating quality and standards**

Staff-student liaison; Learning & Teaching; Board of Examiners; Faculty L&T; L&T Board

**Mechanisms for gaining student feedback on the quality of teaching and their learning  
experience**

Student evaluations on each module; staff student liaison; student reps on School meetings and  
L&T

**Staff development priorities include:**

Minimum requirement of Ph.D for appointment: PGCHE; ILT; staff appraisal; staff  
development courses with emphasis on web development & teaching skills; research seminars,  
conferences

**13. Indicators of quality and standards**

- Results of subject review
- TQA 'satisfactory'
- Degree results
- Reports from external examiners

The following reference points were used in creating these specifications:

- Benchmarking statement for History
- University Plan
- L&T strategy