

Degree and Programme Title B.A. History and Archaeology
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1. Awarding Institution/Body	University of Kent
2a. Teaching Institution	University of Kent
2b. Teaching Site	University of Kent, Canterbury campus
3. Programme accredited by:	
4. Final Award	BA (Hons)
5. Programme	History and Archaeology Multidisciplinary Programme
6. UCAS code (or other code)	VV14
7. Relevant QAA subject benchmarking group/s	History and Archaeology
8. Date of production/revision	December 2002

9. Educational Aims of the Programme

Aims should reflect the mission of UKC, and might place the study of the discipline in contexts such as: enabling students to develop their capacity to learn; meeting international, national, regional or local needs; preparing students for employment or for further study; widening access to higher education. Examples are available in the QAA guidelines.

The programme aims to:

- Produce graduates with a firm understanding of the disciplines of History and Archaeology as a means of understanding both their own culture and cultures different from their own as well as changes in societies over time.

- Develop intellectual curiosity and initiative in students and to foster the appreciation of study as a value in itself.
- Enable students to understand and use concepts, approaches and methods appropriate in different kinds of History and Archaeology and to develop some understanding of their relation to proximate disciplines.
- Encourage independent critical thinking and judgement in students about the past and its material remains and, through that process, about the world more generally.
- Develop new areas of teaching in response to the advance of scholarship, the changing interests of students and the concerns of the community; incorporate the research expertise of teachers into the programme, particularly, but not solely, in final year teaching.
- Provide a curriculum and stimulating learning opportunities based on well-planned teaching strategies, staff development and a flourishing research culture and offer effective support for students from a variety of backgrounds.
- Offer a flexible degree programme, with a wide range of opportunities to combine historical and archaeological approaches in studying the past.
- Widen participation in higher education within the locality and the region.
- Prepare students for a range of careers and roles in modern society, including the possibility of further study, through development of cognitive and transferable skills relevant to their vocational and personal development.

10. Programme Outcomes

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 [relevant subject] (SB). [The benchmark may be referenced on individual outcomes by using the SB symbol] [Examples are available in the QAA guidelines]

Knowledge and Understanding

A. Knowledge and understanding of:

- the complexities of human existence in the past within our own culture and cultures different from our own (HSB12i), while recognising that history does not consist of

Teaching/Learning

Acquisition of outcomes in the facing column

<p>'a specific body of required knowledge' (HSB3), and that archaeology too results in 'a pluralistic approach to the study of the past' (Archaeology Benchmark Statement).</p> <ul style="list-style-type: none"> • texts and other source materials, read both critically and empathetically (HSB12ii).and in conjunction with the study of material evidence. • the problems inherent in the historical record itself; the range of possible viewpoints and ways of dealing with them; the limits within which interpretation is possible (HSB12iii and iv) • the value of neighbouring disciplines approached through the interdisciplinary nature of history and archaeology. • More than one country, period (ancient, medieval, modern) and analytical approach (political, social, economic, legal, cultural history, the history of science) (HSB20), textual, scientific and practical approaches to archaeological study. 	<p>is achieved through a variable combination of lectures and seminars in all three years of study. Lectures and directed reading are the principal means of providing surveys of periods, topics and issues. Seminars and, in some cases, individual and small group meetings allow the following up and discussion of these and particularly for considering interpretative frameworks, the scope and appropriateness of alternative approaches and methodological issues.</p>
	<p>Assessment</p> <p>Assessment of knowledge and understanding is made through written examinations, long and short essay assignments, the writing of dissertations and individual and group seminar presentations.</p> <p>Progress is also monitored through the information supplied by teachers to the Part I and Part II Senior Tutors, the termly report of the History Undergraduate Progress Committee and discussion of it at, and recommendations from, School meetings.</p>
<p>Skills and Other Attributes</p>	

<p>B. Intellectual (thinking) skills:</p>	
<ul style="list-style-type: none"> • Conceptualisation: the ability to relate concept to empirical evidence and to recognise the relative and contested character of concepts themselves. • Gather, organise and deploy evidence, data and information from a variety of primary and secondary sources. • The ability to investigate and analyse such information and to synthesise it to produce a coherent understanding of issues. • To develop reasoned defensible arguments based on reflection, study and critical judgement. • To differentiate between arguments. 	<p>The role and significance of the intellectual skills indicated in the facing column is demonstrated in lectures. Their application and development, particularly the structuring and articulation of argument, are pursued in seminars. The ability to gather and deploy empirical evidence and to relate it to concepts arises from essay writing and essay feedback.</p> <p>The dissertation and the final year special subject are cumulatively important in developing critical thinking skills and the capacity for synthesis and discrimination.</p> <p>Assessment</p> <p>Cognitive skills are tested by examinations, assessed seminar presentations and group discussions.</p>
<p>C. Subject-specific skills:</p>	
<ul style="list-style-type: none"> • Apply a range of methods and analytical approaches showing, where appropriate, awareness of the relevance of other disciplines. • Access a range of textual and non-textual sources of information. • Ability to present the results of work using standard notes, reference systems and bibliography. • Construct an argument: summarise, analyse and defend an interpretation or analysis of historical or archaeological evidence. 	<p>These skills are developed through learning and teaching in all History and Archaeology modules. Students have full reading lists for each module and guidelines on how to prepare and present their work. They also get guidance on how to identify, locate and use material available in the library and online.</p> <p>Discussion of appropriate methods and approaches takes place in seminars and sometimes in individual and small group meetings.</p> <p>These skills are tested by the methods listed in A and B above.</p>

D. Transferable skills:	
<ul style="list-style-type: none"> • Communication: the ability to organise information clearly; respond to written sources; present information orally; adapt style for different audiences; use images as a communication tool. • Numeracy: the ability to read graphs and tables; integrate numerical and non-numerical information; understand the limits and potentialities of arguments based on quantitative information. • Information technology: produce written documents; undertake online research; communicate using e-mail; process information using databases. • Independence of mind and initiative. • Self-discipline and self-motivation. • Ability to work with others and have respect for others' reasoned views. 	<p>Transferable skills are incorporated within all modules beginning quite explicitly with the Part I core module <i>Making History</i>. They are related to particular pieces of work and assessment as appropriate. Strategies include: student-led seminars; self-directed learning and the use of research-based teaching materials and methods. All modules require regular written work and feedback to students helps develop powers of presentation, analysis and communication. A small number of modules provide opportunities for developing numeracy but this is not central to the programme. A number of students may progress to the use of textual, numerical and image databases.</p>

11. Programme structures and requirements, levels, modules, credits and awards

The programme is offered as a full-time course over three years. It leads to the degree of B.A. with Honours in History and Archaeology. The programme offers the widest possible range of choice in each of the three years. In the first year (Level 1) students take a total of 120 units of which 30 are taken up by the compulsory history core course. Students are required to take at least six modules of History and Archaeology. Further, their selection of modules must cover chronological and geographical areas which they have not previously studied. The compulsory 'core' course provides students with an introduction to the essence of historical methodology and is designed to help students to make informed choices about their Part II courses. In Part II (Levels 2 and 3, i.e. the second and third years) students take a total of eight two-unit modules, four in each year. Most Part II modules are open both to second and final year students. In the second year, students take two modules in Period I and two further modules, one of which must

be a 10,000-word dissertation on an approved historical subject, in Period I. In the final year students develop their skills in the interpretation of primary sources either by taking a history special subject consisting of 2 two-unit modules over Periods I and II, or an Independent Documentary Study (2 units, Period II), or an archaeology special subject (2 units, Period I or II) In the first case they choose two further modules, in the others they choose three. Students must take at least three modules from the history list and at least three modules from the archaeology list in part II as a whole. A key principle which informs the structure of the programme is the provision of opportunities for students to develop their transferable and their subject-specific skills over a broad series of periods, themes and approaches, from prehistory to modern studies.

HE Level 1/C

Code	Title	Term	Credits
<i>Compulsory</i> (for all Single and Joint Honours students)			
HI360	Making History	I, II, III	30
<i>Optional Modules</i>			
<i>HISTORY</i>			
<i>Group A</i>	<i>Ancient, Medieval and Early Modern</i>		
HI306	Medieval Monasticism	II	15
HI321	The Crusades	I	15
HI323	Atlantic Exploration 1450-1700	II	15
HI335	English Architecture c.1520-1720	II	15
HI377	The Hundred Years' War	I	15
HI348	Medieval Pilgrimage	I	15
HI349	Renaissance Courts: Culture and Politics	II	15
HI357	Monarchy and Aristocracy	I	15

<i>Group B</i>	<i>History of Science and Medicine</i>		
HI300	Introduction to Literature and Science	I, II	30
HI308	Science Fiction	I, II	30
HI310	Development of the Social Sciences	I, II	30
HI379	Introduction to the History of Medicine	I	15
<i>Group C</i>	<i>Modern History</i>	I	15
HI340	Poverty and its Problems in England, 1834-1914	I	15
HI341	The Birth of a Nation: the American Revolution	I	15
HI342	Revolutionary and Napoleonic France	I	15
HI354	America in Upheaval: the 1960s	II	15
HI366	Britain in the Age of Industrialisation, 1700-1850	II	15
HI380	War in History: The Concept and Art of War in Europe and North America, 1700-2001	I	15
HI381	Cinema and Society: War, Depression and Affluence: Europe and America, 1914-1960	II	15
ARCHAEOLOGY			
CL332	Archaeology and Archaeologists	II	15
CL318	Atlantis	II	15
CL329	An Introduction to Archaeology	I	15
CL313	The Age of Stonehenge: an Introduction to Prehistoric Studies	I	15
HE Level 2			
Code	Title		Credits
<i>Compulsory</i>	<i>Module</i>		
HI566	History Dissertation		30
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HE Level 2/3 I/H			
<i>Optional</i>	<i>Modules</i>		

<i>HISTORY</i>			
<i>GROUP A</i>	<i>ANCIENT, MEDIEVAL AND EARLY MODERN</i>		ALL 30
HI594	Anglo-Saxon England		
HI608	Princes and Peoples in Europe 1500-1680		
HI640	Stuart and Hanoverian: Britain 1688-1750		
HI675	Plague, Community and Conflict		
HI683	Tudor England and Britain 1485-1603		
HI601	France in the Age of Absolutism 1515-1715		
HI613	Conflict in Seventeenth-Century Britain		
HI614	Britain and the American Revolution, 1750-1800		
HI680	Heresy and Repression in Medieval Christendom		
HI619	The Norman World		
CL584	The Roman Empire from Trajan to Constantine		
HI679	Medicine , Ethics and Social Change, 1350-1850		
	<i>MODERN HISTORY</i>		
HI515	War, Revolution and Dictatorship in Europe		ALL 30
HI573	The Third Republic and the Vichy Regime		
HI603	Museums and the National Heritage I		
HI604	Museums and the National Heritage II		
HI621	Museums and the National Heritage II		
HI626	Topics in U.S. History since 1880		
	African-American Thought & Culture in 19 th C.		
HI629	African-American Thought & Culture in 20 th C.		
HI630	The Politics of Progress		
HI632	Tools of Empire		
HI634	Literature & Science in 19thC. Cultures		
HI636	Left & Right in Europe, 1870-1945		
HI637	From Revolution to Reconstruction		
HI676	From Baldwin to Blair		
HI6xx	Revolution or Reform; Britain, 1815-1914		

HI6xx	Cinema & Society: Britain & the 2 nd World War		
HI6xx	The American South from Old to New		
HI590	Museum & Heritage Placement		
SO516	Perspectives in History & Social Anthropology		
HI605	Independent Documentary Study in History		
<i>ARCHAEOLOGY</i>			ALL 30
CL598/599	Archaeological Project		
CL612	Archaeology of the Romans in the West		
CL591	Barbarians in the West 400-700AD		
CL504	Extended Essay		
CL611	Eastern Empires in Antiquity		
CL566	Foundations of Britain		
CL606	Gender and Archaeology		
CL580	Greek Art and Architecture		
CL588	Heads, Heroes and Horses: the Ancient Celts		
CL581	Roman Art and Architecture		
CLxxx	The Archaeology of Religion		ALL 60
HE level 3/H			
<i>HISTORY</i>	Special Subjects (Final Year)		
HI530-1	British Politics, 1629-1642		
HI532-3	The American Supreme Court in 20 th C.		
HI534-5	Life in the Third Reich		
HI536-7	The World of Illuminated Manuscripts		
HI540-1	Elizabethan Court & Realm		
HI552-3	The Crusaders in the East, 1100-1187		
HI600-1	The French Wars of Religion		
	Britain & the Seven Years' war, 1756-1763		

HI646-7	The Great War: British Culture, Memory & History		
HI652-3	Racial Eugenics, Ethics and Politics		
HI677-8	Popular Uprisings and the Making of Civil War		
HI688-9	The Dutch Golden Age in the 17th Century		ALL 30
HI6xx	Empire in Crisis: the Soviet Union and its Collapse, 1956-1991		
<i>ARCHAEOLOGY</i>	Special Subjects (Final Year)		
	The Age of Augustus		
CL562	Christian and Pagan at the Fall of Rome		
CL594			
	Story-Telling in Antiquity		
CL600			
	The Archaeology of Death		
CL601			
N.B. HI6xx	Approved modules to begin in 2003-04 but not yet given a code.		

12. Support for Students and Their Learning

- Support for History and Archaeology students is administered through the School of History as detailed below. The Director of Studies for the programme in the School of History maintains oversight of progress and requirements for modules taught within the Classical and Archaeological Studies section of the School of European Culture and Languages.
- **Induction programme**
- **Handbook**
- **Library/skills package**
- Library tours at beginning of the year and generic library skills training sessions taught by library staff.
- Subject specific library skills training sessions taught by subject librarian.
- Training sessions on the use of online resources and data bases.
- Special support for students writing projects and dissertations.

- New students obtain Essential Information Services Guide and the Library Special Guide on learning resources in History and Archaeology etc. Subject librarian can be consulted by telephone, e-mail or in person.
- Student:staff ratio of **22.77:1** in History
- Learning resources: Long- and short term lending, access to online resources, interlibrary loans, video library
- Online book renewals and reservations
- Over 1300 study spaces available in library open ca. 90 hours per week in term time
- Some 100,000 history titles in the library and near 200 relevant journals.
- 'UltraAccess: online library resources available from off campus
- 500 public PCs available for use by all students
- e-mail addresses and designated file-store space for all students
- laser printing facilities available in larger terminal rooms
- internet, e-mail and online resources can be accessed from most study bedrooms on campus
- student representation on Library Users' Panel and Computer Users' Panel
- Academic support system: Senior Tutor for first year students who offers advice, guidance and help. Students also recommended to approach the relevant teaching member of staff for concerns about course work. A Senior Tutor for Part II (2nd and final years). Progress monitored regularly through reports of student difficulties by teachers to Senior Tutors and they, the Chief Examiner and Director of Studies form Undergraduate Progress Committee (UPC) that reports termly to School meeting which decides on action.
- Central Support Services include a Unit for the Enhancement of Learning and Teaching. The unit provides an individual student drop in service to deal with learning problems and regular sessions on necessary learning and expressive skills. There is a University Medical Centre, a Students' Union with an advice and information service, a pro-active Careers Advisory Service, a Counselling Service and a Disability Support Unit.

13. Admissions Criteria

For fuller information, and general entry qualifications, please refer to the University Undergraduate Prospectus.

A Level (or equivalent) candidates are asked to achieve 280 points (20 units), including grade B at History A level if taken. But candidates with less usual subject mixes, or special circumstances, are carefully considered on their merits. History and Archaeology are both broad-based disciplines, and a large range of skills are relevant to studying them successfully. International candidates are also individually evaluated (but see the Undergraduate Prospectus for information about how a range of international qualifications can be compared with A level grades).

Mature applicants who lack traditional qualifications will be asked to provide proof of recent study and relevant skills - in such cases an interview forms part of the assessment process, and is seen as essential in giving candidates full individual consideration.

The School of History, and its Director of Admissions, is happy to deal with queries, by post or telephone.

14. 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 liaison linked to Learning & Teaching Committee; peer observation.

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

Staff-student liaison; School of History Learning & Teaching; Board of Examiners; Faculty Learning & Teaching; University Learning & Teaching Board

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

experience

Student evaluations on each module; Staff-student liaison meetings; student representatives in School meetings; Learning & Teaching and other commitments

Staff development priorities include:

Minimum requirement of Ph.D. for appointment: Postgraduate Certificate in Higher Education; staff membership of the Institute for Learning and Teaching; staff appraisal; staff development courses with emphasis on web development & teaching skills; research seminars, conferences, peer review

15. Regulation and assessment

See Part I and Part II Examination Conventions

16. Indicators of quality and standards

- . Results of subject review
- . Teaching Quality Assessment ‘satisfactory’
- . Degree results and monitoring of employment outcomes
- . Reports from external examiners

The following reference points were used in creating these specifications:

- . Benchmarking statements for History and Archaeology
- . University Plan

. Learning & Teaching strategy