

# 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

<b>1. Awarding Institution/Body</b>	University of Kent at Canterbury
<b>2. Teaching Institution</b>	University of Kent at Canterbury, School of History
<b>3. Teaching Site</b>	University of Kent at Canterbury, Canterbury Campus
<b>4. Programme accredited by:</b>	
<b>5. Final Award</b>	BA (Hons)
<b>6. Programme</b>	History Single Honours
<b>7. UCAS code (or other code)</b>	V100
<b>8. Relevant Quality Assurance subject benchmarking group/s</b>	History
<b>9. Date of production/revision</b>	April 2002
<b>10. Applicable cohort/s</b>	2002 entry onwards

#### 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 well-planned teaching strategies 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 History (as <b>HSB</b> , with section number).	
	<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), while recognising that history does not consist of 'a specific body of required knowledge' (HSB3).	<u>Teaching/Learning</u> Acquisition of outcomes 1-6 is achieved through a range of methods. Lectures and directed reading are the principal means for providing surveys of periods, topics and issues. 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.  <u>Assessment</u> 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 1500-2500 word coursework essay is the principal method of demonstrating and testing historical understanding.
2. texts and other source materials, read both critically and empathetically, while addressing questions of genre, content, perspective and purpose (HSB12ii)	
3. the problems inherent in the historical record itself, and the limits within which interpretation is possible (HSB12iii and iv)	
4. the value of neighbouring disciplines, recognised through the interdisciplinary nature of History itself	
5. more than one country, period (medieval, early modern, modern) and analytical approach (social, political, economic, cultural history, history of science) (HBS20).	

<b>Skills and Other Attributes</b>	
<b>B. Intellectual skills:</b>	
1. Conceptualisation: the ability to relate concept to empirical evidence, and the ability to recognise the relative and contested character of concepts themselves.	<p><u>Teaching/Learning</u> The role and significance of cognitive skills 1-6 is demonstrated in 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 second-year dissertation, written with individual supervision, and final-year special subject, are particularly important in developing critical thinking skills and the capacity for synthesis and discrimination.</p> <p><u>Assessment</u> Cognitive skills are tested by examinations, assessed seminar presentations and group discussion.</p>
2. Critical thought and independence of mind: the ability to challenge received conclusions and evaluate the work of others.	
3. Ability to synthesise material from a variety of sources to gain a coherent understanding of issues.	
4. An understanding of the nature of the discipline and our own involvement with it (reflexivity).	
5. Recognising and distinguishing between the different sources of historical knowledge (epistemological awareness).	
6. Recognition and employment of what is required to solve particular problems.	
<b>C. Subject-specific skills; the ability to:</b>	
1. Apply a range of historical methods and analytical approaches showing where appropriate awareness of the relevance of other humanities and social science disciplines.	<p><u>Teaching/Learning</u> Skills 1-4 are developed through teaching and learning in all History modules. Students are all given full reading lists for each module at outset, with guidelines on how to prepare and present their work. Guidance is also given, formally and informally, on how to identify, locate and use material available in the library and online resources.</p> <p>Discussion of appropriate methods and approaches is incorporated into seminars and individual or small group meetings.</p> <p><u>Assessment</u> All these skills are tested by methods listed under A and B above. Students are able to monitor their progress in these skills closely with each piece of assessed work that they produce.</p>
2. Access a range of sources of information, including textual and non-textual material.	
3. Ability to present the results of historical work to a critical audience and/or readership, using standard notes, reference systems and bibliography.	
4. Marshall an argument: summarise, analyse and defend a particular interpretation or analysis of historical events	

<b>D. Transferable skills:</b>	
1. Communication: organise information clearly; respond to written sources; present information orally; adapt style for different audiences; use of images as a communication tool	<p><u>Teaching/Learning</u></p> <p>1. Is intensively developed in seminar and group discussion work, through written work of all kinds, and is assessed as described under a and B above.</p> <p>2. A small number of modules provide opportunities for developing numeracy, but this is not central to the programme.</p> <p>3. 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); a small number may progress to the use of textual, numerical and image databases.</p> <p>4. Is developed via small group work for seminar presentations and project work, especially at the outset in the first year core module, <i>Making History</i>.</p> <p>5. Is developed especially through feedback on essays, individual supervision, seminar work, courses and workshops provided by the Unit for the Enhancement of Learning and Teaching, Language Centre, and Computing Centre, and involvement with Staff-Student liaison.</p> <p>6. All history modules develop problem solving skills, but particularly project planning and dissertation work; addressed from the Part I core module <i>Making History</i> onwards.</p> <p><u>Assessment</u></p> <p>Feedback from assessed work includes comments on general skills. Students are able to draw conclusions from their performance in a variety of different tasks.</p>
2. Numeracy: make sense of statistical materials; integrate numerical and non-numerical information; understand the limits and potentialities of arguments based on quantitative information	
3. Information Technology: produce written documents; undertake online research; communicate using e-mail; process information using databases	
4. Working with others: define and review the work of others; work co-operatively on group tasks; understand how groups function	
5. 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	
6. Problem solving: identify and define problems; explore alternative solutions and discriminate between them	

The School of History has 26 members of academic staff, all of whom contribute to teaching the degree programme.

The programme is offered on both a full-time and a part-time basis. Full-time students complete the programme in three years and part-time students normally in six years. Study in the programme is divided into a number of blocks called modules. Single-weighted modules carry 15 credits and double-weighted modules 30 credits. One credit corresponds to approximately 10 hours of 'learning time'. This includes all taught and supervised classes and all private study and research.

The programme is divided into three stages each comprising 120 credits, and students must achieve specified requirements before being permitted to proceed to the next stage. For full-time students each stage represents an academic year of study, involving therefore approximately 1200 hours of learning time. Each module is designated at one of three ascending levels: Certificate (C), Intermediate (I) or Honours (H). To be eligible for the award of an honours degree students normally have to obtain 360 credits, at least 210 of which must be at Level I or above, and at least 90 of which must be at Level H or above.

The programme offers a wide range of choice in each of the three years. In the first year (Level C) students take a total of 120 credits of which 30 are taken up by the compulsory core course. Students are required to take at least four history modules. Further, their selection of modules must cover chronological and geographical areas of History which they have not previously studied. The compulsory 'core' module provides students with an introduction to the essence of historical methodology and is designed to help students to make informed choices about their second and final year modules. In the second and third years (Levels I and H) students take a total of eight 30-credit modules, four in each year. Most of these modules are open both to second and final year students. In the second year, students take two modules in Term 1 and two further modules, one of which must be a 10,000-word dissertation on an approved historical subject, in Term 2. Their choice of modules must cover more than one chronological period (medieval and early modern; modern) and more than one geographical area. In the final year students develop their skills in the interpretation of primary sources either by taking a special subject consisting of two 30-credit modules over Terms 1 and 2, or an Independent Documentary Study (30 credits, Term 2). In the former case they choose two other modules, in the latter case they choose three. 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 historical periods, themes and approaches.

Note: the list of modules which follows is occasionally subject to changes because of staffing constraints or for other reasons – students are given as much notice as possible of any modifications.

### **13. Programme structures and requirements, levels, modules, credits and awards**

<b>Code</b>	<b>Title</b>	<b>Level</b>	<b>Credits</b>	<b>Term/s</b>
<b>Year 1</b>				
<b>Required Modules (for all Single and Joint Honours students)</b>				
HI360	Making History	C	30	1,2
<b>Optional Modules</b>				

<b>Group A - Ancient, Medieval and Early Modern</b>				
HI306	Medieval Monasticism	<b>C</b>	<b>15</b>	<b>2</b>
HI321	The Crusades	<b>C</b>	<b>15</b>	<b>1</b>
HI323	Atlantic Exploration	<b>C</b>	<b>15</b>	<b>2</b>
HI338	The Hundred Years' War	<b>C</b>	<b>15</b>	<b>2</b>
HI339	Medieval Pilgrimage	<b>C</b>	<b>15</b>	<b>1</b>
HI3XX	Monarchy & Aristocracy	<b>C</b>	<b>15</b>	<b>1</b>
<b>Group B - History of Science and Medicine</b>				
HI300	Introduction to Literature and Science	<b>C</b>	<b>30</b>	<b>1,2</b>
HI308	Science Fiction	<b>C</b>	<b>30</b>	<b>1,2</b>
HI3XX	Introduction to History of Medicine	<b>C</b>	<b>15</b>	<b>1</b>
<b>Group C - Modern History</b>				
HI340	Poverty and its Problems in England, 1834-1914	<b>C</b>	<b>15</b>	<b>2</b>
HI341	Birth of a Nation	<b>C</b>	<b>15</b>	<b>1</b>
HI342	Revolutionary and Napoleonic France	<b>C</b>	<b>15</b>	<b>1</b>
HI3XX	Cinema and Society: War, Depression and Affluence: Europe and America 1914-1960	<b>C</b>	<b>15</b>	<b>1</b>
HI354	American in Upheaval: the 1960s	<b>C</b>	<b>15</b>	<b>2</b>
HI366	Britain in the Age of Industrialisation 1815-1939	<b>C</b>	<b>15</b>	<b>2</b>
HI3XX	Concept and Art of Warfare in Europe and North America, 1700-2001	<b>C</b>	<b>15</b>	<b>2</b>
<b>Year 2 Compulsory Module</b>				
HI566	History Dissertation	<b>I</b>	<b>30</b>	<b>2</b>
<b>Years 2/3</b>				
<b>Optional Modules</b>				
<b>GROUP A: ANCIENT, MEDIEVAL AND EARLY MODERN</b>				
HI507	Medieval Christendom	<b>I/H</b>	<b>30</b>	<b>1</b>
HI639	Pre-Industrial England 1700-1815	<b>I/H</b>	<b>30</b>	<b>2</b>
HI640	Late Stuart and Hanoverian: Britain 1688-1750	<b>I/H</b>	<b>30</b>	<b>1</b>
HIXXX	Plague, Community and Conflict in Late Medieval England	<b>I/H</b>	<b>30</b>	<b>1</b>
HI619	The Kingdom of England 1042-1327	<b>I/H</b>	<b>30</b>	<b>2</b>
HI602	Tudor England and Britain 1485-1603	<b>I/H</b>	<b>30</b>	<b>1</b>
HI613	Conflict in Seventeenth-Century Britain	<b>I/H</b>	<b>30</b>	<b>2</b>
HI614	Britain and the American Revolution 1750-1800	<b>I/H</b>	<b>30</b>	<b>2</b>

<b>GROUP B: MODERN HISTORY</b>				
HI637	From Revolution to Reconstruction: America 1760-1880	I/H	30	1
HI630	The Politics of Progress, 1815-1895	I/H	30	1
HI626	African American Thought & Culture in the 19th Century	I/H	30	1
HI525	The Left & Right in Europe 1870-1945	I/H		
HI634	Literature and Science in 19th Century Cultures	I/H	30	1
HI621	Topics in the History of the USA since 1880	I/H	30	2
HI6XX	From Baldwin to Blair: British Society and Politics	I/H	30	2
HI615	The History of Medicine: Ethics and Social Change, 1350-1850	I/H	30	2
HI573	The Third Republic and the Vichy Regime in France 1870-1944	I/H	30	1
HI632	The Tools of Empire 1760-1920	I/H	30	1
<b>GROUP C: SPECIAL SUBJECTS/INDEPENDENT DOCUMENTARY STUDY</b>				
Year 3 - ONE REQUIRED FROM:				
HI605	Independent Documentary Study in History	H	30	2
HI523-3	The Crusading Kingdom	H	60	1,2
HI554-5	Popular Rebellions and the making of Civil War: English society 1450-71	H	60	1,2
HI540-1	The Elizabethan Court and Realm	H	60	1,2
HI652-3	The Great War: British Culture, Memory and History	H	60	1,2
HI582-3	The United States Supreme Court in the Twentieth Century	H	60	1,2
HI656-7	The Civil Rights and Black Power Eras in the United States, c.1945-1968	H	60	1,2
HI530-1	English Politics 1629-1640: A Highroad to Civil War?	H	60	1,2
HI646-7	Britain and the Seven Years' War 1756-1763	H	60	1,2
HI534-5	Life in the Third Reich	H	60	1,2
HI590	Museum and Heritage Placement	H	30	1,2
<b>OTHER MODULES TAUGHT FROM SCHOOL OF HISTORY</b>				
CP511	Science Fiction: Comparative Perspectives	I/H	30	1

CP512	Science Fiction: Themes and Topics	I/H	30	2
SP551	History of Psychology	I/H	30	1
SP552	Philosophy of Psychology	I/H	30	2

#### **14. Support for Students and Their Learning**

1. During their first few weeks at the university, care is taken to introduce new students to the School and to familiarise them with necessary study skills. New students arrive in the week before the start of term, are allocated to a group of four tutors, whom they visit on the Friday before the start of term. All students are welcomed to the School on the same day in an orientation session, addressed by the Head of School, and introduced to members of the School. They are allocated to their seminar groups in the first week of term. The first year History Core module (HI360) forms an integral part of student support. One of its major aims is the systematic introduction of the appropriate learning skills, e.g. use of library and electronic resources. These skills are presented together with a guide to the learning resources available at Kent, e.g. the Unit for the Enhancement of Learning and Teaching. The course begins with an induction week when students are briefly introduced to these aims and objectives, together with a guide to the academic support system and central support services. Second and third year students participate in this induction, for instance, by giving an account of things they wished they had known about at the start of their first year. Student-based evaluation is sought as the basis for the support of students and their learning.

2. The Faculty of Humanities and Social Sciences Handbooks list and describe all modules available in those faculties. The School of History also publishes a detailed Handbook itemising all modules available from the first to the third years, 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. This applies particularly to the preparation of coursework essays and dissertations, and is also progressive, as students are expected to be more proactive in seeking out information as they proceed to second and final years. Expenditure is therefore targeted towards maximising the range of library provision to support the intended diversity of learning experiences. 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.

(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. Students also have access when

required to Canterbury Cathedral Library and Archives, usually for project and dissertation work, and to the Franciscan Studies Centre Library.

(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 first year students are given guided tours around the Library by professional staff, and a training session with the specialist history librarian which is integrated with Part I History modules. On both occasions information is provided about more advanced training facilities available on demand. Teachers check that students have acquired library skills for each module as it proceeds.

(5) Student feedback on learning resources is obtained through evaluation forms for each module, and consultative committees for general issues. Students are also encouraged to approach the History subject specialist on the library staff with any problems.

4. Academic support system: all History students are allocated to a group of four tutors in their first year. Thereafter, for purposes of advice, guidance and help, they are directed to approach either their first year tutor (where appropriate) or a member of the teaching staff whom they know well or the Director of Studies. Student support and guidance is directed by a senior tutor for second and final year students. Progress is regularly monitored and teachers report problems (lack of attendance, failure to produce written work) to the senior tutor for the period of study concerned. The latter then invites the students concerned to discuss their problems. Attendance is closely monitored as failure to attend involves the loss of coursework marks. In the middle of the academic year, teachers are expected to make general reports of student progress, which are then collated by the senior tutors and appropriate action taken. The senior tutor devotes two afternoons a week - more if necessary - to the discussion of problems with students on an individual basis. Students will consult their first-year tutor at the beginning of their second year in order to review progress and identify areas of difficulty. An undergraduate progress committee, the Board of Studies, meets regularly to review problems of individual students and general progress and reports to the School Board when necessary.

5. 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 Carees Advisory Service. The Unit for the Enhancement of Learning and Teaching provides workshops on study skills, and students can also be referred to the Unit for individual advice and practical assistance.

## **15. Entry Profile**

## **Entry Route**

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

A Level (or equivalent) candidates are asked to achieve 300 points (21 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 is a broad-based discipline, and a large range of skills are relevant to studying it 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.

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

- a broad-based degree taught in a large department (26 members of staff) and offering a great range of choice within the programme
- excellent library, computing and other learning facilities, built up to support this programme
- a friendly department, organized to provide support for students from their first arrival through to graduation – as evidenced by a low drop-out rate
- a compact and well-planned campus overlooking a major historical city, with important resources (archives, buildings and archaeology) which are exploited in our teaching

## **Personal Profile**

**You should have:**

- an existing enthusiasm for studying the human past, from any point of view
- a willingness to expand and develop your current interests as much as you can through studying for your degree
- a desire to improve your skills in order to study more successfully and to make up your own mind about historical issues through discussion and debate
- an awareness that the abilities you develop in the course of your History degree can be put to use in a wide range of ways once you are a graduate, from further study to many different kinds of employment.

## **16. 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 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 committees.

### **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.

## **17. 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 statement for History
- University Plan
- Learning & Teaching strategy

Programme Specification Template  
Annex 2  
18 May 2001