

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.

Bachelor of Arts in War Studies

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| 1. Awarding Institution/Body | University of Kent |
| 2. Teaching Institution | University of Kent |
| 3. Teaching Site | Canterbury and Medway campus |
| 4. Programme accredited by: | N/A |
| 5. Final Award | BA (Hons) |
| 6. Programme | War Studies |
| 7. UCAS Code (or other code) | |
| 8. Relevant QAA subject benchmarking group(s) | History, Politics and International Relations and Law |
| 9. Date of production/revision | August 2002 |
| 10. Applicable cohort(s) | 2003 entry onwards |

11. Educational Aims of the Programme

The programme aims to:

1. Place the study of war, in its historical and political contexts, at the centre of student learning and analysis.
2. Ensure that students of War Studies acquire knowledge and understanding in the Historical and Politics/IR modes of theory and analysis.
3. Enable students to understand and use concepts, approaches and methods of History and Politics/IR and develop an understanding of the differing and contested aspects between, and within, the disciplines.
4. Develop students' capacities to think critically about War in all its forms and interpretations.
5. Encourage students to relate the academic study of War to questions of public debate and concern.
6. Promote a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate.
7. Assist students to develop cognitive and transferable skills relevant to their vocational and personal development.

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| <p>12. 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 <i>(SB)</i>.</p> | |
| <p>Knowledge and Understanding</p> | <p>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated</p> |
| <p>A. Knowledge and Understanding of:</p> | |
| <p>1. The ability to understand how people have reacted to, and conceived, war in the differing contexts of the past and present.</p> | <p>Acquisition of 1- is through a combination of lectures/seminars in all three years/levels of study. Each level of study to further develop and refine skills and critical engagement. A dissertation element in the final level to provide students with the opportunity to embark on independent work involving the design of a project and its subsequent research under the supervision from an academic member of staff.</p> |
| <p>2. The origins and development of warfare in human societies, the justifications for war and its outcomes.</p> | <p>Assessment Assessed through a combination of unseen written examinations and assessed coursework and project work.</p> |
| <p>3. The structure, nature and operation of institutions and states in differing contexts, through the medium of warfare.</p> | <p>Progress to be monitored through the mechanisms of the monitoring committees of the School of History and Department of Politics/IR</p> |
| <p>4. The contestable nature of many interpretations of war, both from original sources and from contemporary academics and commentators.</p> | |
| <p>5. The ability to understand historical and contemporary texts and materials both critically and empathetically while addressing questions of genre, content, perspective and purpose.</p> | |
| <p>6. The understanding of the problems inherent in the historical and contemporary record: awareness of a range of viewpoints and the way to cope with this: an awareness of the limitations of knowledge and the dangers of simplistic explanations.</p> | |

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| 7. Knowledge of war in the round, from different perspectives within the disciplines of History and Politics/IR. | |
| 8. Knowledge of the social, political, cultural and military aspects of warfare. | |
| 9. Knowledge of the power structures and impulses to use war as a form human interaction. | |
| Skills and Other Attributes | |
| B. Intellectual Skills: | |
| 1. Gather, organise and deploy evidence, data and information from a variety of secondary and primary sources. | Intellectual skills are developed through the teaching and learning programme outlined below. Each module, whatever the format of teaching, involves the critical reflection of key themes, verbal discussion and written analysis and interpretation of the relevant material. Lecturers and tutor-led seminars and project work promote 1-5. Students are introduced to ways in which historical and political-science perspectives can be employed to interpret a range of political and historical issues centring on the study of war. Lectures encourage a critical awareness of war and an appreciation of the diverse ways of interpreting it. The lectures provide students with an outline of the respective topic. Seminars encourage the discussion and further dissection of information in an informed and critical atmosphere. Essays allow students to demonstrate sustained ability. |
| 2. The ability to identify, investigate and analyse primary and secondary information. | Intellectual skills are assessed through assessed coursework and seminar assignments. |
| 3. To develop reasoned defensible arguments based on reflection, study and critical judgement. | |
| 4. To differentiate between arguments. | |
| 5. To reflect on, and manage, their own learning and seek to make use of constructive feedback from peers and staff to enhance their own performance and personal | |

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| skills. | |
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| C. Subject-specific Skills: | |
| 1. Understanding of the nature of war and its significance as a global and historical human activity. | All students receive initial guidance on how to identify, locate and use both library and electronic materials. Comprehensive reading lists are provided for each module at the outset, as are guidelines for the production of essays. Discussion of theoretical, conceptual and factual issues is integrated into all modules. Students are encouraged to evaluate a comprehensive sample of historical and political perspectives and texts. |
| 2. Application of methods, concepts and theories used in the studies of History and Politics/IR. | Discussions of issues, formative assessment of presentations in class, essays and projects; marks for essays and exams but not individual seminar contributions will provide the assessment. |
| 3. Evaluate different interpretations and sources. | |
| 4. Marshall an argument: summarise and defend a particular interpretation or analysis of events. | |
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| D. Transferable Skills: | |
| 1. Communication: the ability to organise information clearly; respond to written sources; present information orally; adapt style for different audiences; use of images as a communications tool. | Transferable skills are generally incorporated within modules and related to relevant assessments as appropriate. Examples of strategies include: student and tutor-led seminars; self-directed learning and the use of research-based teaching materials and methods. All modules require regular written work and regular feedback on this is given to the students to help develop their powers of presentation, analysis and communication. |
| 2. Numeracy: the ability to read graphs and tables; integrate | |

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| 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 email; process information using databases and spreadsheets (where necessary). | |
| 4. Independence of mind and initiative. | |
| 5. Self-discipline and self-motivation. | |
| 6. Ability to work with others and have respect for others' reasoned views. | |
| For more information on which modules provide which skills, see the module mapping | |

13. Programme Structures and Requirements, Levels, Modules, Credits and Awards

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. It is intended that in the first instance the programme will be offered at Canterbury only, but it is intended to open it up to students studying at the Medway campus at some future point. Study on 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. As the programme will not demand a special subject, it is intended to give students the opportunity to develop their skills in dealing with primary materials by a compulsory final year dissertation. This unit will be quadruple-weighted and run through the teaching year in order to give students the necessary supervision and skills required to produce such a piece of work.

The programme is divided into three stages each comprising of 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. Thus, for a full-time student each year of study involves 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 Level I or above, and at least 90 of which must be level H or above.

At its discretion the University allows for narrow failure in a small proportion of modules to be compensated by good performance in other modules or, in cases of documented illness or other mitigating circumstances, condoned.

The structure of the programme and the modules which make it up, their levels, credits and the terms in which they are taught, are shown below. Details of each module can be found at

<http://www.ukc.ac.uk/politics/teaching/modules/index.html>. and
<http://www.ukc.ac.uk/history>

Please note that the programme as laid out in term of available modules is subject to change. Keith Lampard has confirmed that all the new modules which have not yet been granted a course code have been approved in principle and some templates have already been altered according to the (minor) suggestions put forward by the Faculty.

| Code | Title | Level | Credits | Term(s) |
|----------------------------|---|--------------|----------------|----------------|
| Year 1 | | | | |
| Required Modules | | | | |
| HI380 | War in History | C | 15 | 1 |
| PO305 | International History and International Relations | C | 15 | 1 |
| Recommended Modules | | | | |

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| Optional Modules | | | | |
| HI321 | The Crusades | C | 15 | 1 |
| HI357 | Monarchy and Aristocracy | C | 15 | 1 |
| HI377 | The Hundred Years' War | C | 15 | 2 |
| HI342 | Revolutionary and Napoleonic France 1789-1815 | C | 15 | 2 |
| HI341 | The Birth of a Nation | C | 15 | 1 |
| HI380 | Cinema and Society: Depression, War and Affluence in Europe and America | C | 15 | 2 |
| PO309 | Politics, Democracy and the State | C | 15 | 1/2 |
| Year 2 | | | | |
| Required Modules | | | | |
| HI???? | War, Revolution and Dictatorship in Europe 1870-1945 | H/I | 30 | 1/2 |
| HI???? | The Cold War, 1945-1991 | H/I | 30 | 1/2 |
| Recommended Modules | | | | |
| LW550 | Armed Forces, Law and Society | H/I | 30 | 1/2 |
| HI???? | The Falklands War | H/I | 30 | 1/2 |
| Optional Modules | | | | |
| CL587 | History of the Roman Empire | H/I | 30 | 1 |
| HI608 | Princes and Peoples in | H/I | 30 | 1 |

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| | Europe, 1500-1660 | | | |
| HI573 | The Third Republic and Vichy France | H/I | 30 | 1 |
| HI637 | From Revolution to Reconstruction: America 1760-1880 | H/I | 30 | 1 |
| HI613 | Conflict in Seventeenth Century Britain | H/I | 30 | 2 |
| HIXXX | Cinema and Society: America at War, 1941-1945 | H/I | 30 | 1/2 |
| HIXXXX | Cinema and Society: Britain at War, 1939-1945 | H/I | 30 | 1/2 |
| HI676 | From Baldwin to Blair | H/I | 30 | 2 |
| PO580 | Rise and Fall of the Soviet Union | H/I | 15 | 2 |
| PO596 | The Politics and international relations of East Asia | H/I | 30 | 1/2 |
| PO559 | Ethics in International Relations | H/I | 30 | 1/2 |
| PO588 | Ending of Wars | H/I | 30 | 1/2 |
| PO598 | The Analysis of International Conflict | H/I | 30 | 1/2 |
| PO534 | Sociological Approaches to Violence | H/I | 30 | 1/2 |
| Year 3 | | | | |
| Required Modules | | | | |
| PO589/HI566 | Dissertation | H | 60 | 1&2 |

| Recommended Modules | | | | |
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| PO599 | European Security and Co-operation since 1945 | H/I | 30 | 1/2 |
| Optional Modules | | | | |
| HI608 | Princes and Peoples in Europe, 1500-1660 | H/I | 30 | 1 |
| HI573 | The Third Republic and Vichy France | H/I | 30 | 1 |
| HI637 | From Revolution to Reconstruction: America 1760-1880 | H/I | 30 | 1 |
| HIXXX | Cinema and Society, America at War 1941-1945 | H/I | 30 | 1/2 |
| HIXXX | Cinema and Society, Britain at War, 1939-1945 | H/I | 30 | 1/2 |
| HI613 | Conflict in Seventeenth Century Britain | H/I | 30 | 1/2 |
| HI676 | From Baldwin to Blair | H/I | 30 | 2 |
| PO580 | Rise and Fall of the Soviet Union | H/I | 30 | 2 |
| PO596 | The Politics and international relations of East Asia | H/I | 30 | 1/2 |
| PO559 | Ethics in International Relations | H/I | 30 | 1/2 |
| PO588 | Ending of Wars | H/I | 30 | 1/2 |
| PO586 | New World Orders and International | H/I | 30 | 1/2 |

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| | Relations | | | |
| PO534 | Sociological Approaches to Violence | H/I | 30 | 1/2 |

14. Support for Students and their Learning

- **Induction programme**
- **Handbook**
- **Library/skills package**
 - Library tours at the beginning of the academic year
 - 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
 - All new students obtain the Essential Information Services Guide
 - All new students obtain Library Special Guide on learning resources in History and Politics, International Relations and European Studies
 - The subject librarian and the Departments' Director of Learning Resources can be consulted on an individual basis by telephone, email or in person
- **Student:staff ratio of 22.77:1 (History) and 17.77:1 (Politics/IR) for the entire Department, Canterbury campus)**
- **Learning resources**
 - long- and short term lending, access to online resources, interlibrary loans, video library
 - online book renewals and reservations
 - more than 1,300 study spaces/seats available in Library
 - ca. 90 opening hours per week during term time
 - there are more than 50,000 books and 20,000 bound periodicals catalogued under History, Politics and International Relations and related class marks (not including Philosophy, Civilisation and Media Studies material)
 - students have access to ca. 150 online full-text journals
 - the Department subscribes to more than 200 journals
 - 'UltraAccess': online library resources available from off-campus
 - 500 public PCs are available for use by all students, some of them 24 hours per day, 7 days per week
 - email addresses and designated file-store space for all students
 - Windows 2000 and standard software (MS Office, Internet Explorer, SPSS, and others)
 - laser printing facilities available in all larger terminal rooms
 - internet, email and online resources can be accessed from most study bedrooms on campus
 - student representation on the Library Users' Panel and the Computer Users' Panel
- **Academic support system** – providing advice on module choice and programme structure, academic difficulties, progression routes and individual progress.
- **Senior Tutor and personal-tutor system**
- **Value Programme**
- **Central support services**, including a Unit for the Enhancement of Learning and Teaching, a medical centre, a Students' Union (including its

Advice and Information Service), a Careers Advisory Service, Counselling Service and Disability Support Unit.

15. Entry Profile

Entry Route

To obtain entry for the degree in War Studies a student should gain 280 points at AS/A2 and have gained B History A2.

- You must be at least 17 years old by 20 September in the year you begin your programme. There is no upper age limit to studying.
- Normally five GCSE passes, including:
 - English Language or Use of English,
 - Mathematics
 - Two subjects at GCE A-level
- Vocational A level (Double award 12 units) and a pass in an approved English Language qualification.
- A satisfactory pass in an approved Foundation or Access programme.
- BTEC National Diploma and a pass in an approved English language qualification.
- Higher National Diploma and a pass in an approved English language qualification.
- A Certificate in Education gained after a full three-year course at a college of education in the United Kingdom.
- ILC with passes in five Higher Level subjects at one sitting plus Ordinary Level English Grade C
- Five passes in approved subjects at Advanced Higher or Higher grade and a pass at Intermediate 2 grade in English Language.
- Four passes in approved subjects at Advanced Higher or Higher grade and two approved subjects at Intermediate 2 grade, one of which must be English Language.
- Completion of a degree course including all the required examinations at a university in the United Kingdom or at another approved university.
- If you are a mature student without the 'traditional' qualifications listed here, we ask you for proof of any recent study you have done or of your ability to complete a degree programme successfully.

In addition to the above requirements international students can also qualify with the following:

- School Certificates and Higher School Certificates awarded by a body approved by the University. Subsidiary level credit or pass = pass at GCSE, Higher School Certificate pass = pass at A level.
- Matriculation from an approved university, with a pass in English Language at GCSE/O level or an equivalent level in an approved English language test.
- Passing one of Kent's Foundation Programmes, provided that you meet the subject requirements for the degree course you intend to study.
- An examination pass accepted as equivalent to any of the above.

In order to enter directly onto a degree programme you also need to demonstrate your proficiency in English, and we ask for one of the following:

- Average 6.5 in IELTS test, minimum 6.0 in reading and writing.
- Grade B in Cambridge Certificate of Proficiency in English.
- Grade A in Cambridge Advanced Certificate in English.

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| <ul style="list-style-type: none"> • Pass overall in the JMB/NEAB Test in English for Overseas Students, with at least B in Writing, Reading and Speaking modules. • A TOEFL score of at least 580 (written test) or 237 (computer test). <p>For applicants without these qualifications the University runs its own Foundation Programme.</p> |
| <ul style="list-style-type: none"> • We will consider any evidence you have of previous study and your ability to follow your proposed programme. |
| <ul style="list-style-type: none"> • International Baccalaureate Diploma • European Baccalaureate Diploma • Advanced International Certificate of Education • Advanced Placement • Overseas Certificates (including other European Union countries) • The Higher School Certificate of Matriculation of approved overseas and EU authorities • American High School Diplomas if accompanied by Advanced Placements (AP) passes. • UKC considers other qualifications similar to the ones listed above, provided they include a pass in English Language at GCSE/O level or equivalent. <p>What does this programme have to offer?</p> <ul style="list-style-type: none"> • An insight into the nature and significance of war as a historical and contemporary human and global activity • A solid knowledge and understanding of the role war plays in the shaping of societies, cultures, technological and political developments. • A solid introduction to the historical and political methodologies and theories. • Insights into the complex relationship between war and human society • Cosmopolitan staff and student body • Research-informed teaching • Solid introduction to the discipline • Wide choice of specialised modules • Extra-curricular learning opportunities • A friendly campus with high student morale and dedicated teaching staff • The vast majority of our students are successful in finding employment within the first six months of graduation or go on to further study <p>Personal profile</p> <ul style="list-style-type: none"> • An interest in war and the arguments surrounding it. • A willingness to engage in informed debate about a controversial and challenging topic. • A willingness to acquire or develop IT skills • A commitment to develop the skills required to analyse problems |

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| <p>16. Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning</p> |
| <p>Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards</p> |
| <ul style="list-style-type: none"> • Student module evaluation questionnaires • Annual monitoring reports (includes review of progression and achievement statistics) |

- External examiners' reports
- Periodic programme reviews
- Active staff development programme
- Peer observation
- Annual staff appraisal
- Mentoring of new and part-time lecturers
- QAA Subject Review
- External accreditation
- Continuous monitoring of student progress and attendance
- Personal Academic Support System
- Regular Away Days
- Vetting process of examination questions by vetting committee and external examiners

Committees with responsibility for monitoring and evaluating quality and standards

- Module teams
- External examiners attending Board of Examiners
- External Examiners' reports
- Departmental staff acting as external examiners at other institutions
- Double marking and/or moderation of some assessed work
- Evaluation of graduate destination statistics
- Departmental director of learning and teaching
- Monitoring of part-time/sessional teachers
- Staff-Student liaison committee
- Departmental learning and teaching committee
- Faculty learning and teaching committee
- University Learning and Teaching Board
- Programme Approval sub-committee of the University Learning and Teaching Board
- Board of examiners
- Boards of Study in History and Politics/IR

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

- Staff/Student Liaison Committee
- Student module evaluations
- Exit questionnaires
- Discussions with module convenors
- Discussions with tutors
- Discussions with the Director of Student Support and Guidance
- Informal meetings and social contact with students (including student role in recruitment activities)
- Student representation on department committees
- Student representation on faculty committees
- Student representation on university committees
- Staff have office hours when students can discuss their modules/programmes
- [Library suggestions page \(email\) on Departmental website](#)

Staff Development priorities include:

- Research-informed teaching
- Links with other European institutions
- Postgraduate Certificate in Higher Education requirement for all probationary lecturers
- Part-time lecturers required to enrol on the Associated Teacher Accreditation Programme
- Regular formal and informal collaboration in programme development
- Staff appraisal scheme
- Staff development courses
- Staff supervision
- Research seminars
- Departmental visiting speakers programme
- Subject based conferences
- Interdisciplinary conferences
- Institute for Learning and Teaching membership
- Minimum expected qualifications for appointments to lecturing posts
- Minimum expected research record for appointments to lecturing posts
- Mentoring of new and part-time lecturers
- Study leave
- Conference attendance (with or without departmental funding)
- Annual policy day meeting
- Attendance on national/international subject symposia
- Membership of relevant professional/academic bodies
- Dissemination of good practice on new learning and teaching methods
- Others
- Current professional practice in the field

17. Indicators of Quality and Standards

- 2002 Degree Results (Total awarded 116) 9 First; 76 2:I; 29 2:II; 1 Third; 1 Fail
- External Examiners' reports
- Graduate destinations

The following reference points were used in creating these specifications:

- Subject benchmark statement for History and Politics and International Relations
- University Plan and Learning and Teaching Strategy
- School of History and Department of Politics and International Relations Plans
- Draft report of the QAA Subject Review panels for History and Politics and International Relations

Programme Specification Template

Annex 2

18 May 2001

Reformatted 11 April 2002