**UNIVERSITY OF KENT AT CANTERBURY**

**Annex 2**

**UKC Programme Specifications Template**

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| **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. |

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| **Degree and Programme Title** |

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| 1. **Awarding Institution/Body** | University of Kent at Canterbury |
| 1. **Teaching Institution** | University of Kent at Canterbury |
| 1. **Teaching Site** | University Centre at Tonbridge |
| 1. **Programme accredited by:** | N.A. |
| 1. **Final Award** | Certificate in Local History and Archaeological Studies |
| 1. **Programme** | Certificate in Local History and Archaeological Studies |
| 1. **UCAS code (or other code)** | N/A |
| 1. **Relevant QAA subject benchmarking group/s** | History; Archaeology. |
| 1. **Date of production/revision** | January 2010 |
| 1. **Applicable cohort/s** | 2010 entry onwards |

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| 1. **Educational Aims of the Programme** |
| **The programme aims to**: |
| * Produce graduates with a firm understanding of the traditions and disciplines of History and Archaeology as a means of understanding changes in regional society over time. |
| * Develop intellectual curiosity and initiative in students, foster the appreciation of study as a value in itself, and 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. |
| * Equip students with verbal and written skills to describe and synthesise data and ideas and foster an aptitude for further study. |
| 1. Develop a critical understanding of the past and of historical and archaeological data and their interrelations in the study of a specific region |
| 1. Provide a flexible programme through which students can adopt a structure for their various interests. |

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| 1. **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 statements for History (**HSB**) and Archaeology (**ASB**) | |
| **Knowledge and Understanding** | **Teaching/learning and assessment**  **methods and strategies used to enable outcomes to be achieved and demonstrated** |
| **A. Knowledge and understanding of:** |  |
| 1. the complexities of human existence in the past, both within our own culture and cultures different from our own (HSB 3 1i; ASB 4 3xiii). | Informal lectures and directed reading are the principal means for providing surveys of periods, topics and issues.  Seminars 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.  Assessment of knowledge and understanding is made through a variety of continuous assessment methods. Modules are examined by coursework essays from between 1,500-4,000 words together with other assignment formats specifically designed to measure the individual learning outcomes, such as field study report, oral history interview, palaeography transcription and commentary, project work, archaeological source assignment, oral presentation. |
| 1. The ability to read texts and other source materials, both critically and empathetically, while addressing questions of genre, content, perspective and purpose (HSB 3 1ii; ASB 3 1iv). |
| 1. Understanding the problems inherent in the historical and archaeological records, and the limits within which interpretation is possible (HSB 3 1iv and iv; ASB 3 1vi). |
| 1. Understanding of the cognate disciplines of Archaeology and History, their diverse sources of evidence, and how they can be studied in relation to one another (HSB4 1 ASB 3 1iv). |
| 1. Knowledge of the archaeology and history of selected periods and themes with a specific focus on local studies (HSB 3 ASB 3 1 xiv, xv). |
| 1. Understanding of the nature of archaeological evidence and its creation, recovery and interpretation in relation to appropriate theoretical frameworks (ASB 3 1 ii, iv). |  |

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| **Skills and Other Attributes** |  | Teaching/learning methods and strategies used to enable outcomes to be achieved and demonstrated |
| **B. Intellectual skills:** | |  |
| 7. Conceptualisation: the ability to relate concept to empirical evidence, and the ability to recognise the relative and contested character of concepts themselves (ASB 4 1 i). | | 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.  The work undertaken in the optional modules is particularly important in beginning the development of critical thinking skills and the capacity for synthesis and discrimination.  Cognitive skills are tested by coursework essays and specifically designed assignments, and informally assessed seminar presentations and group work and discussion.  In addition to the methods used in B above, subject-specific skills are developed throughout the programme through field work, small group work, and work on primary written and visual sources within a specialised local context. Students are encouraged to work together on small projects, such as map work and other visual sources, and to define individual projects, under tutorial guidance, for at least one assignment within the optional history modules. |
| 8. Critical thought and independence of mind: the ability to challenge received conclusions and evaluate the work of others (HSB 3 1v ASB 4 3.ii, xiii). | |
| 9. Ability to synthesise material from a variety of sources to gain a coherent understanding of issues (HSB 3 1vi ASB 4 3 v). | |
| 10. An understanding of the nature of the disciplines of archaeology and history (HSB 4 5 ASB 3 1 i). | |
| 11. Recognition and employment of what is required to solve particular problems; ability to analyse and interpret evidence (HSB4 4 ASB 4 2 i). | |
| **C. Subject-specific skills:** | |
| 12. Apply a range of historical and archaeological methods and analytical approaches, including theoretical approaches, showing where appropriate awareness of the relevance of other humanities and social science disciplines (HSB3.1 3.2 ASB 4 2 i). | |
| 13. Access and accurately describe and/or synthesise a range of sources of information, including textual and archaeological material (HSB 4.4 ASB 4 2 vii, 4 3 vii). | |
| 14. Ability to present the results of historical and archaeological work to a critical audience and/or readership, using standard notes, reference systems and bibliography (HSB3.1 3.3 4.7 ASB 4 3 v). | |
| 15. Marshall an argument: summarise, analyse and defend a particular interpretation or analysis of historical events (HSB 3.1 ASB 4 3 ii, iii). | |

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| **D. Transferable skills:** | **Teaching/learning methods and strategies used to enable outcomes to be achieved and demonstrated** |
| 16. Communication: organise information clearly; respond to written sources; present information orally; adapt style for different audiences; use of images as a communication tool (HSB 3.1 3.3 ASB 4 3 iv, viii). | 16. Communication skills are intensively developed in seminar and group discussion work, through written work, and assessed as described under B and C above, reaching level C at exit.  17. A small number of modules provide opportunities for developing numeracy at level C, particularly the interpretation of basic historical statistical data.  18. All students must word-process essays and other assignments and access and use electronic sources of information (library catalogues, departmental and university websites, CD-ROM, www, &c) (level C); a small number may progress to the use of textual, numerical and image databases (level I).  19. Small group work is engaged in, e.g. for seminar presentations etc.  20. Personal development is fostered especially through feedback on essays, tutorial guidance, seminar work, courses and workshops provided by the UELT, Language Centre, and Computing Centre, and involvement with Staff-Student liaison.  21. All modules develop problem solving skills, but particularly project planning and dissertation work beginning at certificate level. |
| 17. Numeracy: make sense of statistical materials; integrate numerical and non-numerical information; understand the limits and potentialities of arguments  based on quantitative information (HSB6.16 ASB 4 2 viii). |
| 18. Information Technology: produce written documents; undertake online research; communicate using e-mail; process information using databases (HSB6.4 ASB 4 3 vi). |
| 19. Working with others: define and review the work of others; work co-operatively on group tasks; understand how groups function (HSB 6.5 6.16 ASB 4 3 x). |
| 20. Improving own learning: explore personal strengths and weaknesses; time management; develop autonomy in learning (HSB 6.6 ASB 4 3 xiii). |
| 21. Problem solving: identify and define problems; explore alternative solutions and discriminate between them; accumulate, synthesise and critically analyse data (HSB 3.3 ASB 4 2 i). |

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| The programme is offered part-time over two years, although students may take longer if necessary, for instance, if personal circumstances affect their study. It leads to the award of the Certificate in Local History and Archaeological Studies, and offers progression to the Diploma in Kentish History, the Diploma in Medieval and Modern History, the Diploma in Archaeological Studies, or to the second year of the full-time BA (Hons) programme in History or Classical & Archaeological Studies. It is a two year programme and students are required to take two modules per year; these modules rotate between archaeology and history-focused modules though elements of both are introduced in each module where appropriate. In each year students normally take a total of 60 credits made up of one core module in archaeology or history plus one option module. The award of the certificate is made on successful completion of 120 credits at level C. Students are required to take at least three modules (90 credits) from the programme to achieve the award, but may take one module (30 credits) from another approved programme such as the Certificate in Modern History, the Certificate in Combined Studies, or the relevant full-time part 1 programmes. |

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| 13 **Programme structures and requirements, levels, modules, credits and awards** | | | | |
| **Code** | **Title** | **Level** | **Credits** | **Term/s** |
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| ***Required Modules (for all Single and Joint Honours students)*** | | | | |
| CL349 | Archaeology: its history, themes and personalities | **C** | **30** | **I** |
| HI371 | Introduction to Palaeography, Documents and Sources | **C** | **30** | **I** |
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| ***Optional Modules*** | | | | |
| HI382 | Introduction to Landscape Studies | **C** | **30** | **II** |
| HI384 | The Treatment of the Poor in Kent | **C** | **30** | **II** |
| HI383 | The Maritime Trade of South-east England | **C** | **30** | **II** |
| HI404 | Towns and Townspeople in late medieval Kent | **C** | **30** | **II** |
| HI405 | Using Historical Sources: Kentish Local History research | **C** | **30** | **II** |
| HI365 | Introduction to the Social and Economic History of South-east England | **C** | **30** | **II** |
| CL\*\* | Roman Kent | **C** | **30** | **II** |

[Module map](CertHistArchModMap.docx)

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| 14 Support for Students and Their Learning |
| * Central support services such as UELT, Disability support services, Careers Advisory Service, College Masters, Counselling Service, and the Students Union. * Personal Academic Support through Personal and Senior Tutors in the relevant departments. * Learning Resources including library provision at both the Canterbury and Tonbridge Campuses; AVS and IT support; a teaching collection of archaeological material; local and regional museums, archaeological sites, and historical archives. |
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| 15 **Entry Profile** |
| **Entry Route**  For fuller information, please refer to the University Part-time prospectus. |
| There are no formal academic requirements for entry to certificate programmes, but students must demonstrate that they have the motivation and ability to work at HE level, and demonstrate a commitment to historical study. In some cases they may be required to submit written work, and a few may be advised to take an Access course before moving on to level C. |
| **What does this programme have to offer?** |
| * flexible study for part-time students * an introduction to local Kentish and South-east regional history and archaeology through specially designed modules * an introduction to the full range of skills needed for the study of local and regional history and archaeology * an introduction to a wide range of historical, archaeological and local archival sources and the necessary skills to utilise them fully * a qualification for progression to the next stage of a part-time or full-time History, Classical & Archaeological Studies, or Archaeological Studies degree. * 120 credits which may be transferred to other programmes and/or institutions * Committed and approachable teaching staff |
| **Personal Profile** |
| Part-time students taking the Certificate come from a wide range of backgrounds, educational and life experiences. Ages range from late 20s to 60+. Most have developed a sustained interest in local history and/or archaeology through participation in local groups, family history research or other local projects, for instance archaeological fieldwork, and have identified a personal need to acquire more structured academic skills and knowledge. School teachers who are required to incorporate local history within the curriculum also take the certificate to enhance their knowledge and practice.  Applicants will have an enthusiasm for the study of the past and an open, enquiring mind. |

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| 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; moderation of assessed work; 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; Part-time Studies Committee |
| **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| Student evaluations on each module; staff student liaison; informal mid-term feedback sessions |
| **Staff development priorities include:** |
| Minimum requirement of M.A. or Ph.D for appointment: PGCHE; HE Academy; staff appraisal; staff development courses with emphasis on web development & teaching skills; research seminars, conferences |

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| 1. **Indicators of quality and standards** |
| * Results of Periodic review, Institutional Audit * Certificate results and progression * Reports from external examiners |

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| The following reference points were used in creating these specifications: |
| * Benchmarking statements for History and Archaeology * University Plan * L&T strategy |