

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

| | |
|---|----------------------------------|
| 1. Awarding Institution/Body | University of Kent at Canterbury |
| 2. Teaching Institution | University of Kent at Canterbury |
| 3. Teaching Site | University of Kent at Canterbury |
| 4. Programme accredited by: | N.A. |
| 5. Final Award | Certificate in Modern History |
| 6. Programme | Certificate in Modern History |
| 7. UCAS code (or other code) | N/A |
| 8. Relevant QAA subject benchmarking group/s | History |
| 9. Date of production/revision | December 2002 |
| 10. Applicable cohort/s | 2003 entry |

11. Educational Aims of the Programme

The programme aims to:

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

| 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>). | |
| | Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated |
| Knowledge and Understanding | |
| 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 (HSB12i). | <p>Informal lectures and directed reading are the principal means for providing surveys of topics and issues.</p> <p>Seminars and individual or small group meetings are the principal means for following up and discussing these, and particularly for considering interpretative frameworks, the scope and appropriateness of alternative approaches, and methodological issues.</p> <p>Assessment of knowledge and understanding is made through a wide variety of continuous assessment methods. Each module is examined by traditional coursework essays from between 2,500-4000 words and at least one additional assignment specifically designed to measure the individual learning outcomes, such as historiographical, documentary or other source work studies, eg film, or individually agreed project work.</p> |
| 2. The ability to read texts and other source materials, both critically and empathetically, while addressing questions of genre, content, perspective and purpose (HSB12ii) | |
| 3. Understanding the problems inherent in the historical record itself, and the limits within which interpretation is possible (HSB12iii and iv) | |
| 4. Through the study of History, itself an interdisciplinary activity, to recognise the value of neighbouring disciplines | |
| 5. Acknowledging that History does not 'recognise a specific body of required knowledge' (HSB 3), students will have acquired knowledge of more than one country and several specialisms (including social, economic, political, and cultural history) (HSB20). | |

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

| D. Transferable skills: | |
|---|--|
| 16. Communication: organise information clearly; respond to written sources; present information orally; adapt style for different audiences; use of images as a communication tool | 16. Is intensively developed in seminar and group discussion work, through written work of all kinds, and is assessed as described under B and C above, reaching level I at exit. |
| 17. Numeracy: make sense of statistical materials; integrate numerical and non-numerical information; understand the limits and potentialities of arguments based on quantitative information | 17. Where relevant opportunities exist for developing numeracy at level C, particularly the interpretation of basic historical statistical data. |
| 18. Information Technology: produce written documents; undertake online research; communicate using e-mail; process information using databases | 18. All students are encouraged to word-process essays and other assignments, communicate using e-mail, access and use electronic sources of information (library catalogues, departmental and university websites, CD-ROM, www, &c) (level I); a small number of students may draw on personal experience to progress to the use of textual, numerical and image databases (level I). |
| 19. Working with others: define and review the work of others; work co-operatively on group tasks; understand how groups function | 19. Is developed via small group work for seminar presentations and project work |
| 20. Improving own learning: explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop specialist learning skills (e.g. foreign languages); develop autonomy in learning | 20. Is developed 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. Problem solving: identify and define problems; explore alternative solutions and discriminate between them | 21. All history modules develop problem solving skills, but particularly project planning and dissertation work, beginning at certificate level. |

The programme is offered part-time over two years, although students may take longer depending on personal circumstances. It leads to the award of Certificate in the Modern History, and offers progression to the Diploma in Kentish History or the Diploma in Medieval and Modern History, or to the second year of the full-time BA (Hons) programme. It is a rolling entry programme and students may take the core module in either year. This 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 Diploma modules. Students also take a further three modules from those offered within the certificate or other approved programmes. In each year students take a total of 60 credits. The award of the certificate is made on successful completion of 120 credits, 30 of which are made up by the core module. Students are required to take at least three modules including the core module (90 credits) from the programme to achieve the award, but may take one module (30 credits) from another, approved, programme. The programme is underwritten by the School of History's key principle for the provision of opportunities for students to develop their transferable and their subject-specific skills over a series of historical periods, themes and approaches.

| Programme structures and requirements, levels, modules, credits and awards | | | | |
|---|---|--------------|----------------|---------------|
| Code | Title | Level | Credits | Term/s |
| Year 1 | | | | |
| <i>Required Modules (for all Certificate in Modern History students)</i> | | | | |
| HI360 | Making History | C | 30 | I or II |
| <i>Optional Modules</i> | | | | |
| HI317 | Poverty and its Problems in England 1834-1914 | C | 30 | I or II |
| HI318 | Home Front Wars | C | 30 | I or II |
| HI362 | Nationalism and Imperialism: The European Great Powers, 1870-1914 | C | 30 | I or II |
| Hi361 | War, Revolution and Dictatorship in Europe 1914-1945 | C | 30 | I or II |

Support for Students and Their Learning

1. All part-time students are invited to a Saturday induction day at the Canterbury campus organised by the Unit for Regional Learning. They are introduced to all the facilities available to students including Library, Computing, the Student Learning Advisory Centre (UELTA), and the other pastoral support services. For students who apply early there are also occasional 'Preparing to Study' workshops run by URL during the summer. For late applicants, who are a large proportion, introductory support is provided by the Programme Director and individual module tutors. Throughout their first year of registration students at all centres are invited to regular skills workshops.
2. The School of History publishes a detailed Handbook for part-time students itemising all modules available, including weekly programmes and reading lists and assessment procedures, outlining the aims of studying History and giving detailed instructions of the presentation of written work.
3. The policy of the School is to provide all students with clear general guidance on access to the resources available in the Library at the beginning of their first year and in introductory material for each module, but then to encourage them to explore the materials more independently with support from teachers and reading lists. Expenditure is therefore targeted

towards maximising the range of library provision to support the learning needs of students. 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. In addition to Canterbury Cathedral Library and Archives, Students also have access when required to.
- (3) At present electronic access to information plays a supplementary role, but it is steadily increasing and kept under review. About 50 history journals are currently accessible electronically; guidance notes are included in the Library guide to history holdings. Students are also able to access internet sites on any networked PC (over 600 are publicly available on campus).
- (4) All new part-time students are introduced to the appropriate library facilities in the first or second week of their first module by the History Librarian, with appropriate follow-up guidance throughout the year.
- (5) Student feedback is obtained through evaluation forms for each module, informal mid-term feedback session and representation on the meeting with the external examiner at the end of the year. Part-time students may also raise issues through the appropriate consultative committees. Most part-time student issues are dealt with directly by the module teachers as students are the main point of contact with the University, and they are also encouraged to contact the programme director or the programme secretary for general advice and support. Students are also encouraged to approach the History subject specialist on the library staff with any problems.

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

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

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

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

when guidance is given on progression to the next stage of study.

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

Entry Profile**Entry Route**

For fuller information, please refer to the University Part-time prospectus.

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

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

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

Committees with responsibility for monitoring and evaluating quality and standards

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

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

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

Staff development priorities include:

Minimum requirement of Ph.D for appointment: PGCHE; ILT; staff appraisal; staff development courses with emphasis on web development & teaching skills; research seminars, conferences. Part-time teaching staff are required to attend induction workshops, may take the Associate Teacher Accreditation (within the PGCHE) and are allotted a mentor from the full-time History Staff.

13. Indicators of quality and standards

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

The following reference points were used in creating these specifications:

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

Programme Specification Template

Annex 2

18 May 2001