

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

### 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 discipline of History 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 to develop some understanding of the relation of History to proximate disciplines.
- Encourage independent critical thinking and judgement in students about the past 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, including the possibility of pursuing, in whole or in part, such pathways as Medieval and Tudor studies, War and Society or History in Film.
- 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 'a

Teaching/Learning

Acquisition of outcomes in the facing column

<p>specific body of required knowledge' (HSB3).</p> <ul style="list-style-type: none"> <li>• texts and other source materials, read both critically and empathetically, while addressing questions of genre, content, perspective and purpose (HSB12ii).</li> <li>• 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)</li> <li>• the value of neighbouring disciplines approached through the interdisciplinary nature of history itself.</li> <li>• More than one country, period (medieval, early modern, modern) and analytical approach (political, social, economic, legal, cultural history, the history of science) (HSB20)</li> </ul>	<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 Progrss Committee and discussion of it at, and recommendations from, School meetings.</p>
<b>Skills and Other Attributes</b>	
<p><b>B. Intellectual (thinking) skills:</b></p>	

<ul style="list-style-type: none"> <li>• Conceptualisation: the ability to relate concept to empirical evidence and to recognise the relative and contested character of concepts themselves.</li> <li>• Gather, organise and deploy evidence, data and information from a variety of primary and secondary sources.</li> <li>• The ability to investigate and analyse such information and to synthesise it to produce a coherent understanding of issues.</li> <li>• To develop reasoned defensible arguments based on reflection, study and critical judgement.</li> <li>• To differentiate between arguments.</li> </ul>	<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>
<b>C. Subject-specific skills:</b>	
<ul style="list-style-type: none"> <li>• Apply a range of historical methods and analytical approaches showing, where appropriate, awareness of the relevance of other disciplines.</li> <li>• Access a range of textual and non-textual sources of information.</li> <li>• Ability to present the results of work using standard notes, reference systems and bibliography.</li> <li>• Construct an argument: summarise, analyse and defend an interpretation or analysis of historical events</li> </ul>	<p>These skills are developed through learning and teaching in all History 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>
<b>D. Transferable skills:</b>	

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Information technology: produce written documents; undertake online research; communicate using e-mail; process information using databases.</li> <li>• Independence of mind and initiative.</li> <li>• Self-discipline and self-motivation.</li> <li>• Ability to work with others and have respect for others' reasoned views.</li> </ul>	<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 Joint Honours in History and another discipline. 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 three History modules. Further, their selection of modules must cover chronological and geographical areas of History 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, two of which must be History modules. Most Part II modules are open both to second and final-year students. In the second year, students take one History module in Period I and one further module, one of which can be a 10,000-word dissertation on an approved historical subject, in Period II. In the final year students may, if they so wish, take either a History Special Subject (a 2 two-unit module over Periods I and II) or the Independent Documentary Study in History (2 units Period II). In the former case they take no other History

module, in the latter case they choose one other History module. 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, including following wholly or in part pathways such as War and Society and History in Film.

### 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>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
<b>HE Level 2</b>			
<b>Code</b>	<b>Title</b>		<b>Credits</b>
<i>Compulsory</i>	<i>Module</i>		
HI566	History Dissertation		30
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<b>HE Level 2/3 I/H</b>			
<i>Optional</i>	<i>Modules</i>		
<b>GROUP A</b>	<b>ANCIENT, MEDIEVAL AND EARLY MODERN</b>		<b>ALL 30</b>
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		
HI573	The Third Republic and the Vichy Regime		ALL 30
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		
HI629	African-American Thought & Culture in 19 <sup>th</sup> C.		
HI630	African-American Thought & Culture in 20 <sup>th</sup> C.		
	The Politics of Progress		
HI632	Tools of Empire		
HI634	Tools of Empire		
HI636	Literature & Science in 19 <sup>th</sup> C. Cultures		
HI637	Left & Right in Europe, 1870-1945		
HI676	From Revolution to Reconstruction		
HI6xx	From Baldwin to Blair		
HI6xx	Revolution or Reform; Britain, 1815-1914		
HI6xx	Cinema & Society: Britain & the 2 <sup>nd</sup> World War		
HI590	The American South from Old to New		
SO516	Museum & Heritage Placement		ALL 30
HI605	Perspectives in History & Social Anthropology		
HE level 3/H	Independent Documentary Study in History		
HI530-1	Special Subjects (Final Year)		
HI532-3	British Politics, 1629-1642		
HI534-5	The American Supreme Court in 20 <sup>th</sup> C.		
	Life in the Third Reich		ALL 60
HI536-7			

HI540-1	The World of Illuminated Manuscripts		
HI552-3	Elizabethan Court & Realm		
HI600-1	The Crusaders in the East, 1100-1187		
HI646-7	The French Wars of Religion		
HI652-3	Britain & the Seven Years' war, 1756-1763		
HI677-8	The Great War: British Culture, Memory & History		
HI688-9	Racial Eugenics, Ethics and Politics		
HI6xx	Popular Uprisings and the Making of Civil War		
HI6xx	The Dutch Golden Age in the 17 <sup>th</sup> Century		
N.B. HI6xx	Empire in Crisis: the Soviet Union and its Collapse, 1956-1991		
	Approved modules to begin in 2003-04 but not yet given a code.		

## 12. Support for Students and Their Learning

- **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 Politics 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 (2<sup>nd</sup> 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 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.

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

