

# UNIVERSITY OF KENT

## Programme Specification

**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 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.

### MA History of Medicine and Health

1. <b>Awarding Institution/Body</b>	University of Kent
2. <b>Teaching Institution</b>	University of Kent
3. <b>School responsible for management of the programme</b>	History
4. <b>Teaching Site</b>	Canterbury
5. <b>Mode of Delivery</b>	Full-time Part-time
6. <b>Programme accredited by</b>	N/A
7. <b>a) Final Award</b>	MA
7. <b>b) Alternative Exit Awards</b>	PG Diploma in History of Medicine and Health; PG Certificate in History of Medicine and Health
8. <b>Programme</b>	History of Medicine and Health
9. <b>UCAS Code (or other code)</b>	
10. <b>Credits/ECTS value</b>	180 (90 ECTS)
11. <b>Study Level</b>	Level 7
12. <b>Relevant QAA subject benchmarking group(s)</b>	History 2014 This Subject Benchmark Statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to postgraduate level study
13. <b>Date of creation/revision</b>	Sept 2010/revised Dec 2016/revised Mar 2017/revised FSO Dec 2017
14. <b>Intended Start Date of Delivery of this Programme</b>	September 2018

### 15. Educational Aims of the Programme

The programme aims to:

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- Place the study of texts, images and documentaries in their historical contexts, at the centre of student learning and analysis.
- Ensure that students of the history of medicine and health acquire a comprehensive knowledge and understanding of the historical modes of theory and analysis.
- Enable students to understand and use concepts, approaches and methods of history of medicine and health in different academic contexts. Develop students' capacities to think critically about past events and experiences.
- Encourage students to relate the academic study of the history of medicine and health to questions of public debate and concern.
- Promote a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate.
- Assist students to develop cognitive and transferable skills relevant to their vocational and personal development.

### 16 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 History (2014).

This Subject Benchmark Statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to postgraduate level study

#### A. Knowledge and Understanding of:

1. How people have conceptualised disease reacted to environment and created technological artefacts and scientific knowledge in the differing contexts of the past and present. (History Subject Benchmark Statement [hereafter HSB] 3.1.1; 4.3)
2. The historical relationships between medicine and health and wider political and social movements and trends in the modern period. (HSB 3.1.3; 4.5)
3. Historical and contemporary texts and materials, both critically and empathetically, and an understanding of questions of genre, content, perspective and purpose. (HSB 4.4)
4. 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. (HSB 4.6)
5. The history of medicine and health from different perspectives within the discipline of history and relevant disciplines from the social sciences and humanities. (HSB 3.1.3; 4.5)

#### Skills and Other Attributes

##### B. Intellectual Skills:

1. The ability to gather, organise and deploy evidence, data and information from a variety of secondary and primary sources. (HSB 4.4; 6.13)
2. The ability to identify, investigate and analyse primary and secondary information. (HSB 4.4; 6.13)
3. The ability to make reasoned defensible arguments based on reflection, study and critical judgement. (HSB 3.3.7-8)
4. The ability to evaluate critically current research and advanced scholarship, and to evaluate methodologies and develop critiques and, where appropriate, to propose new hypotheses. (HSB 3.3.9-10)

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5. The ability 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 skills. (HSB 3.3.7-8)

### C. Subject-specific Skills:

1. The ability to apply a comprehensive understanding of the social, economic and cultural history of medicine and health, and to relate those to the political and ethical issues of the modern period and their significance within a global perspective. (HSB 3.1.4-5; 4.5)
2. The ability to apply and use methods, concepts and theories used in the studies of history and relevant disciplines from the social sciences and humanities. (HSB 4.6)
3. The ability to evaluate different interpretations and sources. (HSB 3.1.2; 3.3.5)
4. The ability to marshal an argument: to summarise and defend a particular interpretation or analysis of events. (HSB 3.3.5-6)

### 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. (HSB 3.3.7-8)
2. 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. (HSB6.6)
3. Information Technology: produce written documents; undertake online research; communicate using email; process information using databases and spreadsheets (where necessary). (HSB 6.4)
4. Independence of mind and initiative. (HSB 3.1.1; 3.1.3)
5. Self-discipline and self-motivation. (HSB6.6)
6. Ability to work with others and have respect for others' reasoned views. (HSB 3.3.6)

### Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

Acquisition of these outcomes is achieved through a combination of seminars and dissertation workshops.

Teaching will be delivered by specialists from within the University of Kent. All modules, compulsory and optional, deliver knowledge and understanding. Students will be equipped with reading lists in advance of seminars that will enable them to initiate discussion on the listed themes. Seminar leaders will steer discussion and challenge students to tackle key concepts more rigorously. Students will have the option of taking a research project, thus honing their knowledge and understanding still further.

#### Assessment

Assessment is through a combination of assessed coursework (essays), oral and written presentations, a research dissertation and project work.

Intellectual skills are developed through the teaching and learning programme outlined above. 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 dissertation work promote outcomes 1-5. Students are introduced to ways in which historical and social-science perspectives can be employed to interpret a range of historical issues. Lectures (or lecture elements within seminars) 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, seminar presentations and the researching and writing of dissertations allow students to demonstrate sustained ability.

Intellectual skills are assessed through assessed coursework and seminar assignments.

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All students are required to undergo training in research methodologies. They will attend the two compulsory modules (Autumn Term) which will provide training in research methodologies and in the Spring Term they must attend the Dissertation workshops. 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. Discussions of issues, formative assessment of presentations in class, essays and projects; marks for essays and individual/group seminar contributions will provide the assessment.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this programme of study, see the module mapping table, located at the end of this specification.

### **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**

This programme is studied over one year full-time or two years part-time.

The programme is divided into two stages. Stage 1 comprises modules to a total of 120 credits and Stage 2 comprises a 60 credit dissertation module. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 180 credits in an academic year requires 1,800 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of a Master's degree students must obtain 180 credits, at least 150 of which must be Level 7. Students who obtain 120 credits, but excluding the dissertation, will be eligible for the award of postgraduate diploma.

Students successfully completing 60 credits at Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 1 will be eligible for the award of postgraduate certificate.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

The following modules cannot be trailed, compensated or condoned:

- HI878
- HI835

At postgraduate level the 'Summer Term' includes the standard summer vacation period. For specific details of term dates please refer to <https://www.kent.ac.uk/academic/University-term-dates/Menutermdates.html>.

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KV Code	Code	Title	Level	Credits	Term(s)
<b>Stage 1</b>					
<b>Compulsory Modules</b>					
HIST8780	HI878	Methods and Interpretations of Historical Research	7	30	1
HIST8350	HI835	Modern Medicine and Health, 1850 to the Present	7	30	1
<b>Optional Modules</b> Students must select 60 level 7 credits from the History of Medicine and Health Optional Modules					
<b>Stage 2</b>					
<b>Compulsory Modules</b>					
HIST9930	HI993	History Dissertation	7	60	Summer & Vacation

### 18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

### 19 Support for Students and their Learning

- School and University induction programme
- Programme/module handbooks
- Student Support <http://www.kent.ac.uk/studentsupport/>
- Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/)
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
- Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/)
- Kent Graduate Student Association (KGSA) <https://www.kent.ac.uk/graduateschool/community/kgsa.html>
- Graduate School (Provision of (i) skills training (workshops and online courses) (ii) institutional level induction and (iii) student-led initiatives such as social events, conferences and workshops) [www.kent.ac.uk/graduateschool/index.html](http://www.kent.ac.uk/graduateschool/index.html)
- Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)
- Postgraduate student representation at School, Faculty and Institutional levels
- Centre for English and World Languages [www.kent.ac.uk/cewl/index.html](http://www.kent.ac.uk/cewl/index.html)
- Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)

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- International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
- Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>
- Library services <http://www.kent.ac.uk/library/>
- PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>
- School Student Support Officer

### 20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

#### 20.1 Entry Route

For current information, please refer to the University prospectus

Minimum 2.1 or equivalent in history or a relevant subject (eg, politics, international relations, archaeology). In certain circumstances, the School will consider candidates who have not followed a conventional education path. These cases are assessed individually by the Director of Graduate Studies.

All applicants are considered on an individual basis and additional qualifications, and professional qualifications and experience will also be taken into account when considering applications.

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

- An engaging approach to the political, social, cultural, and economic history of medicine and health, and a critical appreciation of health and medicine in the wider historical context
- Teaching by experts in the history of medicine, health, and human experimentation
- A structured opportunity to gain key transferable skills valued by employers
- Opportunity to study part time
- Access to a range of primary source material for use in study at all levels

#### 20.3 Personal Profile

- An interest in the history of medicine and health
- A willingness to engage in informed debate about the theory, production, practice and cultural construction of medicine and health
- A willingness to acquire or develop IT skills
- A commitment to develop the skills required to analyse problems and critically evaluate a wide range of source materials

### 21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

#### 21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- Periodic Programme Review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>

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- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
- Student module evaluations
- Annual staff appraisal
- Peer observation

### 21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Board of Examiners
- School Graduate Studies Committee
- Faculty Graduate Studies Committee
- Faculty Board
- Graduate School Board
- Staff/Student Liaison Committee

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

- Staff-Student Liaison Committee
- Postgraduate Taught Experience Survey (PTES)
- Student module evaluations
- Postgraduate Student Representation System (School, Faculty and Institutional level)

### 21.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Programme
- Study Leave
- Academic Practice Provision (PGCHE, other development opportunities)
- PGCHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Equality, Diversity and Inclusivity (EDI) awareness

## 22 Indicators of Quality and Standards

- Annual External Examiner reports
- Results of periodic programme review January 2013
- Annual programme and module monitoring reports
- Graduate Destinations Survey
- Postgraduate Taught Experience Survey (PTES) results
- QAA Higher Education Review 2015

### 22.1 The following reference points were used in creating these specifications:

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- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking statement for History 2014
- School and Faculty plan
- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>)

### 23 Inclusive Programme Design

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

*Template last updated November 2017*



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<b>Module code</b>	<b>Title</b>	<b>C r</b>	<b>A: Knowledge and understanding</b>					<b>B: Intellectual skills</b>					<b>C: Subject-specific skills</b>				<b>D: Transferable skills</b>					
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	5	6
<b>HI835</b>	<b>Modern Medicine and Health, 1850 to the Present</b>	<b>30</b>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>HI878</b>	<b>Methods and Interpretations</b>	<b>30</b>			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
<b>HI993</b>	<b>Dissertation</b>	<b>60</b>	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	