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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 in Modern History

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent
3. School responsible for management of the programme	<i>History</i>
4. Teaching Site	<i>Canterbury</i>
5. Mode of Delivery	Full-time Part-time
6. KentVision Academic Model	<i>To be completed in due course, once approved by the University</i>
7. Programme accredited by	<i>None</i>
8. a) Final Award	<i>MA</i>
8. b) Alternative Exit Awards	PG Diploma in Modern History PG Certificate in Modern History
9. Programme	<i>Modern History</i>
10. UCAS Code (or other code)	V100
11. Credits/ECTS value	180 (90 ECTS)
12. Study Level	Level 7
13. Relevant QAA subject benchmarking group(s)	History 2019 This Subject Benchmark Statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to postgraduate level study
14. Date of creation/revision (<i>note that dates are necessary for version control</i>)	Sept 2009/revised June 2016/revised FSO Dec 2017/September 2018/ September 2019/ April 2020
15. Intended Start Date of Delivery of this Programme	September 2020

16. Educational Aims of the Programme

The programme aims to:

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- Place the study of texts, images and artefacts, in their historical contexts, at the centre of student learning and analysis.
- Ensure that students of Modern History acquire knowledge and understanding in the historical modes of theory and analysis.
- Enable students to understand and use concepts, approaches and methods of Modern History in different academic contexts and develop an understanding of the differing and contested aspects between, and within, the relevant disciplines. Develop students' capacities to think critically about past events and experiences.
- Produce graduates of value to the region, nationally and internationally by encouraging students to relate the academic study of Modern History to questions of public debate and concern.
- Provide an excellent quality of higher education by promoting a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate.
- Prepare students for employment or further study by assisting students to develop cognitive and transferable skills relevant to their vocational and personal development.
- Provide learning opportunities that are enjoyable experiences, based within a research-led framework.
- Provide an excellent quality of higher education by delivering research led teaching from research active staff.

17 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 2019 subject benchmarking statement for History (henceforth HBS), Section 8.1.

A. Knowledge and Understanding of:

1. A substantial body of historical knowledge.
2. The complexity of reconstructing the past, and the problematic and varied nature of historical evidence (see also HBS paragraph 3.1).
3. The varieties of approaches to understanding, constructing, and interpreting the past; and, where relevant, a knowledge of concepts and theories derived from the humanities and social sciences (see also HBS paragraphs 2.5 and 4.6)
Awareness of continuity and change over extended time spans (see also HBS paragraph 4.2).
4. The development of history as a subject and different types of historical research, analysis and methodology (see also HBS paragraph 4.6).

Skills and Other Attributes

B. Intellectual Skills: (*i.e. subject-specific intellectual skills*)

1. The ability to develop and sustain historical arguments in a variety of literary forms, formulating appropriate questions and utilising evidence (see also HBS paragraph 3.1).
2. An ability to interrogate, read, analyse and reflect critically and contextually upon contemporary texts and other primary sources, including visual and material sources like paintings, coins, medals, cartoons, photographs and films (see also HBS paragraphs 3.1, 4.4 and 6.14).
3. An ability to interrogate, read, analyse and reflect critically and contextually upon secondary evidence, including historical writings and the interpretations of historians (see also HBS paragraphs 3.1 and 4.5).

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C. Subject-specific Skills: *(These will include practise and professional skills)*

1. An ability to gather and deploy evidence and data to find, retrieve, sort and exchange new information (see also HBS paragraphs 3.3 and 6.17).
2. A command of comparative perspectives, which may include the ability to compare the histories of different countries, societies, or cultures (see also HBS paragraph 4.3).
3. An ability to design, research, and present a sustained and independently conceived piece of historical writing (see also HBS paragraphs 4.7 and 6.15).
4. An ability to address historical problems in depth, involving the use of contemporary sources and advanced secondary literature (see also HBS paragraphs 4.4 and 6.15).

D. Transferable Skills: *(Non-subject specific key skills)*

1. Clarity, fluency, and coherence in written expression (see also HBS paragraphs 3.1, 3.3, 6.6, 6.7, 6.13 and 6.17).
2. • Clarity, fluency, and coherence in oral expression (see also HBS paragraphs 3.1, 3.3, 6.5, 6.7 and 6.16).
3. • The ability to work collaboratively and to participate in group discussion (see also HBS paragraphs 6.5 and 6.17).
4. • Competence in specialist skills which are necessary for some areas of historical analysis and understanding, as appropriate (see also HBS paragraphs 3.2 and 6.17).
5. • An understanding of the public and ethical dimensions of historical study, writing and research (see also HBS paragraphs 3.3, 4.4, 4.5 and 4.7)

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

Modules in this programme will be taught primarily through seminars. Some module leaders may choose to supplement this with other methods, e.g. site visits or workshops.

All students are required to undergo training in research methodologies in two core modules that break into pathways half way through the term. In term 1, Reading the Past covers approaches and historiography at PG level. All students take the Writing the Past module in term 2. This will give guidance on archival materials, deliver skills sessions on researching and writing at PG level and provide preparatory workshops for the dissertation, again in the pattern of half the term taught generically and the second in pathway specific sessions. 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. Through their core modules students are also taught how to make effective use of archives and other primary source repositories.

Dissertation preparation will be delivered as part of the Writing the Past module and via one-to-one supervision. The dissertation element of the programme provides students with a formative opportunity to undertake independent work involving the design of a project and its subsequent research and execution under the supervision from an academic member of staff.

Knowledge, subject-specific skills, intellectual skills and transferable skills are developed through the teaching and learning programme outlined below. Each module, whatever the format of teaching, involves the critical reflection upon key themes, verbal discussion and written analysis and interpretation of the relevant material. Lecturers and tutor-led seminars and dissertation work promote 1-5. Students are introduced to ways in which historical, humanities and social-science

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perspectives can be employed to interpret a range of historical issues. Informal lecture components 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 in research and writing.

Teaching will respond to Kent Inclusive Practices (KIPs) by ensuring that core preparatory reading for seminars is, wherever possible, made available via electronic resources. Teaching will, by nature of the calibre of staff, consist of meaningful presentations. Staff will make students aware of and promote in their assessment feedback centralised student learning resources at the university providing other elements of KIP, including productivity tools.

Assessment

Summative assessment will be through a combination of coursework essays, creative assignments at lecturers' discretion, and through seminar presentations that may incorporate audio-visual source material. All modules require regular written work and regular feedback and this is given to the students to help develop their powers of presentation, analysis and communication. Informal student seminar presentations, where used, will give an opportunity for formative assessment via informal feedback.

Knowledge, subject-specific skills, intellectual skills and transferable skills are tested through assessed coursework and formal seminar presentations.

Student progress will be monitored through the student support officer, the monitoring committees of the School of History and by the Programme Director.

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.

18 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. Students would normally be expected to pass all taught modules in stage 1 before proceeding to the dissertation in stage 2.

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/ga/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/ga/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 2 will be eligible for the award of postgraduate certificate.

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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.

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>.

KV Code	SDS Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
HIST8780	HI878	Reading the Past	7	30	1
HIXXX	HIXXX	Writing the Past	7	30	2
Optional Modules Students must select <i>60 Level 7 credits</i> from a list of optional modules that will be provided by the School:					
Stage 2					
Compulsory Modules					
HIST9930	HI993	History Dissertation	7	60	Summer term and summer vacation

Part time study: in year one students would take HI878 Reading the Past in the Autumn term and an optional module in the Spring Term. In year two they would take an optional module in the Autumn term, HIXXX Writing the Past in the Spring term followed by the Dissertation in the Summer Term.

19 Work-Based Learning

N/A

20 Support for Students and their Learning

- School and University induction programme
- Programme/module handbooks
- Library services <http://www.kent.ac.uk/library/>

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- Student Support <http://www.kent.ac.uk/studentsupport/>
- Student Wellbeing www.kent.ac.uk/studentwellbeing/
- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
- Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html>
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>
- Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html>
- Kent Union www.kentunion.co.uk/
- Careers and Employability Services www.kent.ac.uk/ces/
- Information Services (computing and library services) www.kent.ac.uk/is/
- Postgraduate student representation at School, Faculty and Institutional levels
- 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/studentsupport/medical-centre.html>
- Kent Postgraduate Community <https://www.kent.ac.uk/graduate-school/postgraduate-community>
- 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

21 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.

21.1 Entry Route

For current information, please refer to the University prospectus

Minimum 2.1 or equivalent in history or a relevant subject. 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.

Average 6.5 in IELTS test, minimum 6.0 in reading and writing.

21.2 What does this programme have to offer?

The MA in Modern History focuses on the period c1500-2000, and draws on the considerable range of expertise within the School to offer a broad selection of modules, allowing students to tailor their programme to their interests.

Students learn from academics regarded as experts in their fields and research areas. They will develop their capacity to think critically about past events, approach primary and secondary sources from a variety of perspectives and strive to understand the complex issues surrounding context and significance. In addition, they will engage with the wider historiography and discourse associated with their studies, understanding the structure and nature of cultural, political and social forces in the modern period.

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21.3 Personal Profile

- A commitment to the study and advancement of modern history.
- A willingness to engage with history through study and engagement with conceptual debate.
- Good skills of expression and argument (written and oral) and/or a willingness to develop them.
- An ability to undertake self-directed study in order to develop an understanding of modern history, or a willingness to develop this ability.

22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

22.1 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 January 2013
<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>
- QAA Higher Education Review
- Student module evaluations
- Annual staff appraisal
- Peer observation
- School of History PPR Jan 2013

22.2 Committees with responsibility for monitoring and evaluating quality and standards

- Student Voice Committee
- Board of Examiners
- School Graduate Studies Committee
- Faculty Graduate Studies Committee
- Faculty Board
- Graduate School Board

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

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

22.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Programme
- Study Leave
- Academic Practice Provision

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- PGCHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Equality, Diversity and Inclusivity (EDI) awareness

23 Indicators of Quality and Standards

- Annual External Examiner reports
- Results of periodic programme review (see <https://www.kent.ac.uk/teaching/qa/review.html> for the review schedule)
- Annual programme and module monitoring reports
- Graduate Destinations Survey
- Postgraduate Taught Experience Survey (PTES) results
- Most recent QAA Higher Education Review

23.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement for *History* https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-history.pdf?sfvrsn=49e2cb81_4
- School and Faculty plan
- University Strategy <https://www.kent.ac.uk/strategy/> 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>)

24 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.

This version of the template updated September 2019

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Module mapping table to be amended as appropriate to the programme specification. Where the programme includes optional modules, only the compulsory modules should be included in the table. The programme learning outcomes will normally all be addressed by the compulsory modules.

Module Mapping: MA Modern History

	Stage 1		Stage 2
	<i>HI878, Reading g the Past</i>	<i>HIXXX, Writing the Past</i>	<i>HI993</i>
	Programme Learning outcomes		
	Knowledge and Understanding:		
A1	X	X	X
A2	X	X	X
A3	X	X	X
A4	X	X	X
A5	X	X	X
A6	X	X	X
	Intellectual Skills:		
B1	X	X	X
B2	X	X	X
B3	X	X	X
B4	X	X	X
B5	X	X	X
	Subject-specific Skills:		
C1	X	X	X
C2	X	X	X
C3	X	X	X
C4	X	X	X
	Transferable Skills:		
D1	X	X	X
D2	X	X	X
D3	X	X	X
D4	X	X	X
D5	X	X	X