

## 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.

### BA (Hons) History

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>	School of 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>	BA (Hons)
7. <b>b) Alternative Exit Awards</b>	BA (non hon) History; Diploma in History; Certificate in History
8. <b>Programme</b>	History
9. <b>UCAS Code (or other code)</b>	V100
10. <b>Credits/ECTS Value</b>	360 (180 ECTS)
11. <b>Study Level</b>	Undergraduate
12. <b>Relevant QAA subject benchmarking group(s)</b>	History 2014
13. <b>Date of creation/revision</b>	April 2002, revised 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:

- Provide students with a firm understanding of the tradition and discipline of history as a means of understanding cultures different from their own and changes in society over time
- Develop students' intellectual curiosity and initiative
- Encourage independent critical thinking and judgement
- Develop new areas of teaching and incorporate the research expertise of teachers into the programme

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- Provide stimulating learning opportunities based on well-planned teaching strategies and offer effective support for students from a variety of backgrounds
- Prepare students for a range of careers and roles in a modern complex society or for further study
- Develop a critical understanding of the past
- Provide a flexible degree through which students can adopt a structure for their various interests.

### **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)

#### **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 (HSB3.1), while recognising that history does not consist of 'a specific body of required knowledge' (HSB2.1).
2. texts and other source materials, read both critically and empathetically, while addressing questions of genre, content, perspective and purpose (HSB3.1)
3. the problems inherent in the historical record itself, and the limits within which interpretation is possible (HSB3.1)
4. the value of neighbouring disciplines, recognised through the interdisciplinary nature of History itself (HSB2.5).
5. more than one country, period (medieval, early modern, modern) and analytical approach (social, political, economic, cultural history, history of science) (HSB4.3, HSB4.4 and HSB4.6).

#### **Skills and Other Attributes**

##### **B. Intellectual Skills:**

1. Conceptualisation: the ability to relate concept to empirical evidence, and the ability to recognise the relative and contested character of concepts themselves.
2. Critical thought and independence of mind: the ability to challenge received conclusions and evaluate the work of others.
3. Ability to synthesise material from a variety of sources to gain a coherent understanding of issues.
4. An understanding of the nature of the discipline and our own involvement with it (reflexivity).
5. Recognising and distinguishing between the different sources of historical knowledge (epistemological awareness).
6. Recognition and employment of what is required to solve particular problems.

##### **C. Subject-specific Skills:**

1. Apply a range of historical methods and analytical approaches showing where appropriate awareness of the relevance of other humanities and social science disciplines (HSB3.2).
2. Access a range of sources of information, including textual and non-textual material.
3. Ability to present the results of historical work to a critical audience and/or readership, using standard notes, reference systems and bibliography (HSB3.1).
4. Marshall an argument: summarise, analyse and defend a particular interpretation or analysis of historical events

##### **D. Transferable Skills:**

1. Communication: organise information clearly; respond to written sources; present information orally; adapt style for different audiences; use of images as a communication tool (HSB3.3, HSB3.4)
2. Information Technology: produce written documents; undertake online research; communicate using e-mail; access information using databases.

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3. Working with others: define and review the work of others; work co-operatively on group tasks; understand how groups function (HSB3.3).
4. 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 (HSB3.3).
5. Problem solving: identify and define problems; explore alternative solutions and discriminate between them (HSB3.1 and HSB3.4)

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

#### Teaching/Learning

Acquisition of outcomes A1-5 is achieved through a range of methods. Lectures and directed reading are the principal means for providing surveys of periods, topics and issues (HSB6.3). 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.

The role and significance of cognitive skills B1- 6 is demonstrated in lectures (HSB6.3). Their application and development, particularly the structuring and articulation of argument are pursued in seminars, and especially in essay writing and essay feedback. The Stage 3 dissertation, written with individual supervision, and special subject, are particularly important in developing critical thinking skills and the capacity for synthesis and discrimination.

Skills C1-4 are developed through teaching and learning in all History modules. Students are all given full reading lists for each module at outset, with guidelines on how to prepare and present their work (HSB6.1).

Guidance is also given, formally and informally, on how to identify, locate and use material available in the library and online resources.

Discussion of appropriate methods and approaches is incorporated into seminars and individual or small group meetings.

1. Is intensively developed in seminar and group discussion work, through written work of all kinds, and is assessed as described under A and B above (HSB6.2 and HSB6.5).
2. A small number of modules provide opportunities for developing numeracy, and/or skills in using information technology to answer questions about historical data (HSB6.17), but this is not central to the programme.
3. All students must word-process essays and dissertations, communicate using e-mail, access and use electronic sources of information (library catalogues, departmental and university websites, e-books, online databases, etc.) (HSB6.4)
4. Is developed via small group work for seminar presentations and project work, especially at the outset in the Stage 1 core module (HSB6.5).
5. Is developed especially through feedback on essays, individual supervision and staff office hours, seminar work, courses and workshops provided by the Unit for the Enhancement of Learning and Teaching, Centre for English and World Languages. Study advice and guidance is also available from the Student Learning Advisory Service. (HSB6.10 and HSB6.11)
6. All history modules develop problem solving skills, but particularly project planning and dissertation work; addressed from the Stage 1 core module onwards.

#### Assessment

Assessment of knowledge and understanding is made through a variety of written examinations, long and short essay assignments, the writing of dissertations and seminar presentations. The coursework essay is the principal method of demonstrating and testing historical understanding.

Cognitive skills are tested by examinations, assessed seminar presentations and group discussion.

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All these skills are tested by methods listed under A and B above. Students are able to monitor their progress in these skills closely with each piece of assessed work that they produce. Stage 3 Special Subjects incorporate a source-analysis based examination.

Feedback from assessed work includes comments on general skills. Students are able to draw conclusions from their performance in a variety of different tasks. Communication skills are assessed via presentation and/or participation in seminars (HSB6.16).

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards 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 three years full-time or six years part-time.

This programme can also be taken full-time over four years with the optional year abroad/placement year. Students studying the programme on a part time basis do not have the option of doing a year abroad/placement year. Please refer to the Humanities Year Abroad/Placement Year specification for further details.

The programme is divided into three stages, each stage comprising modules to a total of 120 credits. 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 120 credits in an academic year requires 1,200 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 an honours degree students must obtain 360 credits (480 including Year Abroad/Placement Year), at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.

Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in History. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in History. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.

Students successfully completing Stage 2 and also the year abroad/placement and meeting credit framework requirements will be eligible for the award of the Diploma with a Year Abroad/Placement Year.

For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>.

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 condoned or compensated:

- HI426 Making History: Theory and Practice
- HI605 Undergraduate Dissertation

KV Code	Code	Title	Level	Credits	Term(s)
<b>Stage 1</b>					

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<b>Compulsory Modules</b>					
HIST4260	HI426	Making History: Theory and Practice	4	30	1,2
<p><b>Optional Modules</b> Students must select 90 level 4 credits from the History optional modules list (it is recommended that students take complimentary modules):</p> <p>30 credits from the Block 1 Survey modules,            plus 30 credits from the Black 2 Survey modules ,            plus 30 credits from either of the above blocks, or the History topic modules, or from the list of Wild Modules</p>					
<b>Stage 2</b>					
<p><b>Optional Modules</b> Students must select 90 level 5 credits from the History optional modules list, the remaining modules can be taken from the History optional modules list or from Wild Modules</p> <p>If a module is available at both Levels 5 and 6, then Stage 2 students should take the Level 5 and Stage 3 the Level 6. Students cannot take both versions of the same module.</p>					
<b>Stage 3</b>					
<b>Compulsory Modules</b>					
HIST6050	HI605	Undergraduate Dissertation in History	6	30	2
<p><b>Optional Modules</b> Students must select 60 level 6 credits from History Special Subject optional modules. The remaining 30 credits can be taken from the recommended History level 6 optional modules or from Wild modules.</p> <p>If a module is available at both Levels 5 and 6, then Stage 2 students should take the Level 5 and Stage 3 the Level 6. Students cannot take both versions of the same module.</p>					

### **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
- Student Support Officer
- Programme/module handbooks
- Library services <http://www.kent.ac.uk/library/>
- Student Support <http://www.kent.ac.uk/studentsupport/>
- Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/)
- 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/](http://www.kentunion.co.uk/)
- Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)
- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>

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- Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)
- Undergraduate 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/studentwellbeing/medicalcentre.html>

## 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

#### A level

ABB including Classics-Ancient History, Classics-Classical Civilisation or History grade B, excluding Critical Thinking and General Studies

#### Access to HE Diploma

The University will not necessarily make conditional offers to all Access candidates but will continue to assess them on an individual basis.

If we make you an offer, you will need to obtain/pass the overall Access to Higher Education Diploma and may also be required to obtain a proportion of the total level 3 credits and/or credits in particular subjects at merit grade or above.

#### BTEC Level 3 Extended Diploma (formerly BTEC National Diploma)

The University will consider applicants holding BTEC National Diploma and Extended National Diploma Qualifications (QCF; NQF; OCR) on a case-by-case basis. Please contact us for further advice on your individual circumstances.

#### International Baccalaureate

34 points overall or 16 points at HL including History 5 at HL or 6 at SL

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

- A broad-based degree taught in a large department and offering a great range of choice within the programme.
- Excellent library, computing and other learning facilities, built up to support this programme.
- A friendly department, organised to provide support for students from their first arrival through to graduation – as evidenced by a low drop-out rate.
- A compact and well-planned campus overlooking a major historical city, with important resources (archives, buildings and archaeology) which are exploited in our teaching.

### 20.3 Personal Profile

- A commitment to the study and advancement of 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.

<b>21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning</b>
<b>21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards</b>
<ul style="list-style-type: none"> <li>• Student module evaluations</li> <li>• Annual programme and module monitoring reports <a href="http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html">http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html</a></li> <li>• External Examiners system <a href="http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html">http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html</a></li> <li>• Periodic programme review <a href="http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html">http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html</a></li> <li>• Annual staff appraisal</li> <li>• Peer observation</li> <li>• Quality Assurance Framework <a href="http://www.kent.ac.uk/teaching/qa/codes/index.html">http://www.kent.ac.uk/teaching/qa/codes/index.html</a></li> <li>• QAA Higher Education Review <a href="http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx">http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx</a></li> </ul>
<b>21.2 Committees with responsibility for monitoring and evaluating quality and standards</b>
<ul style="list-style-type: none"> <li>• Staff-Student Liaison Committee</li> <li>• School Education Committee</li> <li>• Faculty Education Committee</li> <li>• Faculty Board</li> <li>• Education Board</li> <li>• Board of Examiners</li> </ul>
<b>21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience</b>
<ul style="list-style-type: none"> <li>• Student module evaluations</li> <li>• Staff-Student Liaison Committee</li> <li>• Student rep system (School, Faculty and Institutional level)</li> <li>• Annual NSS</li> </ul>
<b>21.4 Staff Development priorities include:</b>
<ul style="list-style-type: none"> <li>• PGCHE requirements</li> <li>• HEA (associate) fellowship membership</li> <li>• Annual appraisals</li> <li>• Institutional Level Staff Development Programme</li> <li>• Academic Practice Provision (PGCHE, other development opportunities)</li> <li>• Professional body membership and requirements</li> <li>• Programme team meetings</li> <li>• Research seminars</li> <li>• Conferences</li> <li>• Study leave</li> <li>• Equality, Diversity and Inclusivity (EDI) awareness</li> <li>• Minimum requirement of PhD for appointment</li> </ul>

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- Staff development courses with emphasis on web development and teaching skills; research seminars, conferences

### 22 Indicators of Quality and Standards

- Results of periodic programme review Jan 2013
- QAA Higher Education Review 2015
- Annual External Examiner reports
- Annual programme and module monitoring reports

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

- 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/hta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>) (or collaborative partner's equivalent)

### 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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## Programme Title: BA (Hons) History

Learning Outcomes	Stage 1	Stage 3
	HI426 – Making History	HI605 – Undergraduate Dissertation
A1	X	
A2	X	X
A3	X	X
A4	X	
A5	X	
B1	X	X
B2	X	X
B3	X	X
B4	X	
B5	X	X
B6		X
C1	X	X
C2	X	X
C3	X	X
C4	X	X
C5		X
D1	X	X
D2		X
D3	X	
D4	X	X
D5	X	X

Note: Optional Modules cover all programme learning outcomes irrespective of the combination taken.