

**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 and One Other Subject (Joint Honours)**

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>	BA (Hons)
7. <b>b) Alternative Exit Awards</b>	BA (non hon) History and other subject; Diploma in History and other subject ; Certificate in History and other subject
8. <b>Programme</b>	History and one other subject This is a half programme please see the prospectus for information
9. <b>UCAS Code (or other code)</b>	Dependent upon other subject - This is a half programme please see the prospectus for information
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>	Dec 2002/revised version Dec 2017
14. <b>Intended Start Date of Delivery of this Programme</b>	from September 2018

**15. Educational Aims of the Programme**

The programme aims to:

## UNIVERSITY OF KENT

- 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.

### 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) and other subject.

#### A. Knowledge and Understanding of:

1. The complexities of human existence in the past within our own culture and cultures different from our own (HSB3.1), while recognising that history does not consist '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; the range of possible viewpoints and ways of dealing with them; the limits within which interpretation is possible (HSB3.1)
4. The value of neighbouring disciplines approached through the interdisciplinary nature of history itself (HSB2.5).
5. More than one country, period (medieval, early modern, modern) and analytical approach (political, social, economic, legal, cultural history, the 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 to recognise the relative and contested character of concepts themselves.
2. Gather, organise and deploy evidence, data and information from a variety of primary and secondary sources.

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3. The ability to investigate and analyse such information and to synthesise it to produce a coherent understanding of issues.
4. To develop reasoned defensible arguments based on reflection, study and critical judgement.
5. To differentiate between arguments.

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

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

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

1. 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 (HSB3.3 and HSB3.4).
2. Information technology: produce written documents; undertake online research; communicate using e-mail; process information using databases.
3. Independence of mind and initiative: Identify and define problems; explore alternative solutions and discriminate between them (HSB3.1 and HSB3.4).
4. Self-discipline and self-motivation: Explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning (HSB3.3).
5. Ability to work with others and have respect for others' reasoned views (HSB3.3).

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

Acquisition of outcomes above 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 (HSB6.3). 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.

The role and significance of the intellectual skills indicated in the facing column is demonstrated in lectures (HSB6.3). 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. The dissertation and the final year special subject are cumulatively important in developing critical thinking skills and the capacity for synthesis and discrimination.

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 (HSB6.1). They also get guidance on how to identify, locate and use material available in the library and online. Discussion of appropriate methods and approaches takes place in seminars and sometimes in individual and small group meetings.

These skills are tested by the methods listed in A and B above.

Transferable skills are incorporated within all modules beginning quite explicitly with the Part I core module Making History. 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

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students helps develop powers of presentation, analysis and communication (HSB6.10, HSB6.11). 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.

### Assessment

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.

Progress is also monitored through the information supplied by teachers to the Stage 1 and Stage 2 Senior Tutors, the termly report of the History Undergraduate Progress Committee and discussion of it at, and recommendations from, School meetings.

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

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 and other subject. 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 and other subject. 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 year 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)
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## UNIVERSITY OF KENT

<b>Stage 1</b> Students must take 120 level 4 credits					
<b>Compulsory Modules</b> Students are required to take the compulsory History module plus any Stage 1 level 4 compulsory modules from the other subject. Students must take into consideration the requirements for their other subject when making module choices.					
HIST4260	HI426	Making History: Theory and Practice	4	30	1, 2
<b>Optional Modules</b> Any remaining credits must be selected (following any requirements) from the Stage 1 level 4 optional modules offered by History and the other subject. Students must take into consideration the requirements for their other subject when making module choices.					
<b>Stage 2</b>					
<b>Optional Modules</b> Students must select 120 credits – 60 in each term from the Stage 2 optional modules offered by both History and the other subject. Students must select 30 credits from the Stage 2 level 5 History optional modules. Students are required to take between 90 and 150 History Credits over Stages 2 and 3. Students are permitted to substitute a maximum of 30 Credits in History, across both Stages, with Wild modules. A maximum of 30 credits may be taken across both Stages 2 and 3 with Wild modules. Students must take into consideration the requirements for their other subject when making module choices. Please note: 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.					
<b>Stage 3</b>					
<b>Compulsory Modules</b>					
<b>Optional Modules</b> Students must select 120 credits – 60 in each term (at least 90 credits must be taken at Level 6) from optional modules offered by both History and the other subject. Students must take 30 Credits from the History optional modules. A maximum of 30 credits may be taken across both Stages 2 and 3 with Wild modules. Students must take into consideration the requirements for their other subject when making module choices.					

### 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
- 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/)

# UNIVERSITY OF KENT

- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
- 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 A level History grade B and excluding General Studies and Critical Thinking.

#### 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 (32 members of academic staff) 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, organized 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.
- Additional events and guest speakers, including Research Centre Lectures and School Research Seminar Series.

### 20.3 Personal Profile

- An existing enthusiasm for studying the human past, from any point of view.
- A willingness to expand and develop your current interests as much as you can through studying for your degree.

## UNIVERSITY OF KENT

- A desire to improve your skills in order to study more successfully and to make up your own mind about historical issues through discussion and debate.
- An awareness that the abilities you develop in the course of your History degree can be put to use in a wide range of ways once you are a graduate, from further study to many different kinds of employment.

### 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

- Student module evaluations
- Annual programme and module monitoring reports  
<http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>

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

- Staff-Student Liaison Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

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

- Student module evaluations
- Staff-Student Liaison Committee
- Student rep system (School, Faculty and Institutional level)
- Annual NSS
- School EDI Survey

#### 21.4 Staff Development priorities include:

- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Academic Practice Provision (PGCHE, other development opportunities)
- Professional body membership and requirements

- Programme team meetings
- Research seminars
- Conferences
- Study leave
- Equality, Diversity and Inclusivity (EDI) awareness

## 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/s for History 2014 and other subject
- 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*

# UNIVERSITY OF KENT

## Programme Title: BA (Hons) History and One Other Subject

History, Joint Honours Programmes			
Programme Learning Outcome	HI426 Making History		
A1	X		
A2	X		
A3	X		
A4	X		
A5	X		
B1	X		
B2	X		
B3	X		
B4	X		
B5	X		
C1	X		
C2	X		
C3	X		
C4	X		
D1	X		
D3	X		
D4	X		
D5	X		
D6	X		

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