

# 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.

### ***BA (Hons) Military History***

<b>1. Awarding Institution/Body</b>	University of Kent
<b>2. Teaching Institution</b>	University of Kent
<b>3. School responsible for management of the programme</b>	<i>History</i>
<b>4. Teaching Site</b>	<i>Canterbury</i>
<b>5. Mode of Delivery</b>	Full-time Part-time
<b>6. KentVision Academic Model</b>	<i>To be completed in due course, once approved by the University</i>
<b>7. Programme accredited by</b>	<i>n/a</i>
<b>8. a) Final Award</b>	<i>BA (Hons)</i>
<b>8. b) Alternative Exit Awards</b>	<i>List alternative exit awards as per Credit Framework Annex 5 <a href="https://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex5.html">https://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex5.html</a>, e.g. BA (non hons) Military History; Diploma in Military History; Certificate in Military History</i>
<b>9. Programme</b>	<i>Military History</i>
<b>10. UCAS Code (or other code)</b>	V391
<b>11. Credits/ECTS Value</b>	<i>360 (180 ECTS)</i>
<b>12. Study Level</b>	<i>Insert study level of the programme</i>
<b>13. Relevant QAA subject benchmarking group(s)</b>	<i>History 2014</i> <a href="https://www.qaa.ac.uk/quality-code/subject-benchmark-statements">https://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a>
<b>14. Date of creation/revision (note that dates are necessary for version control)</b>	August 2002; revised version Nov 2014/revised version Dec 2017; revision October 2019
<b>15. Intended Start Date of Delivery of this Programme</b>	<i>September 2020</i>

## 16. Educational Aims of the Programme

The programme aims to:

- Place the study of war, in its historical and political contexts, at the centre of student learning and analysis.
- Ensure that students of Military History acquire knowledge and understanding in the historical mode of theory and analysis.
- Enable students to understand and use concepts, approaches and methods of History and develop an understanding of the differing and contested aspects and within the discipline.
- Develop students' capacities to think critically about War in all its forms and interpretations.
- Encourage students to relate the academic study of War 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.

## 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 subject benchmarking statement for XXX

*State relevant QAA benchmarking statement(s). Benchmarking should be referenced to individual outcomes, e.g. using **SB1.1**, **SB1.2**, etc. Where referencing to more than one benchmarking statement suitable additional abbreviations should be included to differentiate between statements. It may not be possible to map all the programme learning outcomes to the benchmarking statement(s). The number of programme learning outcomes will vary for each programme.*

*Staff should also refer to the FHEQ qualification level descriptors as set out in Annex 2 of the Credit Framework and ensure that these are appropriately reflected in the programme learning outcomes.*

### A. Knowledge and Understanding of: (*i.e. subject-specific knowledge and understanding*)

1. How people have reacted to, and conceived, war in the differing contexts of the past and present. (History Subject Benchmark [hereafter HSB] 3.1.1)
2. The origins and development of warfare in human societies, the justifications for war and its outcomes. (HSB 3.1.1)
3. The structure, nature and operation of institutions and states in differing contexts, through the medium of warfare. (HSB 3.1.1; 4.2)
4. The contestable nature of many interpretations of war, both from original sources and from contemporary academics and commentators. (HSB 3.2; 4.4)
5. Historical and contemporary texts and materials, both critically and empathetically, with an understanding of questions of genre, content, perspective and purpose. (HSB 3.1.2)
6. 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 3.1.4)
7. Military history as it has been considered in operational, war and society, and cultural history approaches to the subject (HSB 3.2)
8. The social, political, cultural and military aspects of warfare. (HSB 3.2; 4.6)
9. The power structures and impulses to use war as a form of human interaction. (HSB 3.1.1)

## Skills and Other Attributes

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

1. Gather, organise and deploy evidence, data and information from a variety of secondary and primary sources. (HSB 3.3.5; 3.3.6-7)
2. The ability to identify, investigate and analyse primary and secondary information. (HSB 3.1.2; 4.4)
3. To develop reasoned defensible arguments based on reflection, study and critical judgement. (HSB 3.1.7; 3.3.3)
4. To differentiate between arguments. (HSB 3.1.5)
5. 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 3.3.1-2)

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

1. Understanding of the nature of war and its significance as a global and historical human activity. (HSB 3.1.1; 4.2-3)
2. Application of methods, concepts and theories used in the study of History. (HSB 4.5)
3. Evaluate different interpretations and sources. (HSB 3.5; 4.4)
4. Marshall an argument; summarise and defend a particular interpretation or analysis of events. (HSB 3.1.7)

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

1. Communication: the ability to organise information clearly; respond to written sources; ability to communicate effectively to a variety of audiences and/or using a variety of methods; adapt style for different audiences; use of images as a communications tool. (HSB 3.1.7-8)
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. (HSB 3.1.5)
3. Information Technology: produce written documents; undertake online research; communicate through a variety of different IT media to share and disseminate information; process information using databases and spreadsheets (where necessary). (HSB 6.4)
4. Independence of mind and initiative. (HSB 3.3.3)
5. Self-discipline and self-motivation. (HSB 3.3.1-2)
6. Ability to work with others and have respect for others' reasoned views. (HSB 3.3.4)

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

Acquisition of these outcomes will be taught through the compulsory and optional modules. Each module is taught by a combination of lectures/seminars. Each level of study will build on the previous, to further develop and refine skills and critical engagement. The dissertation element at the final level provides students with the opportunity to embark on independent work involving the design of a project and its subsequent research under the supervision from an academic member of staff. (HSB 4.7; 5.1; 6.2-3)

Assessment will be carried out across all modules through a combination of unseen written examinations and assessed coursework and project work. (HSB 6.11-17)

These skills are developed through the teaching and learning programme outlined above, and in point 19. Each module involves the critical reflection of key themes, verbal discussion and written analysis and interpretation of the relevant material. Lecturers and tutor-led seminars and project work also promote these skills. Students are introduced to ways in which historical perspectives can be employed to interpret a range of historical issues centring on the study of war. Lectures encourage a critical awareness of war and an appreciation of the diverse ways of interpreting it. The lectures provide students with an outline of the respective topic. Seminars encourage the discussion

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and further dissection of information in an informed and critical atmosphere. Essays allow students to demonstrate sustained ability. (HSB 3.3.1-10; 6.6)

Intellectual skills are assessed through assessed coursework and seminar assignments. (HSB 6.11-16)

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. (HSB 6.1; 6.6; 6.8; 7.1-5)

These skills are assessed by discussions of issues in seminars; formative assessment of presentations; and essays and projects. (HSB 6.5; 6.9; 6.16)

Transferable skills are generally incorporated within modules and relate to relevant assessments as appropriate. Examples of strategies include: student and tutor-led seminars; self-directed learning and the use of research-based teaching materials and methods. All modules require regular written work. Regular feedback on this work is given to the students to help develop their powers of presentation, analysis and communication. (HSB 3.3.4; 4.4.7; 6.5; 6.14)

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.

## 18 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 aboard/placement year. Students studying the programme on a part time basis do not have the option of doing a year aboard/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, 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 XXX. 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 XXX. 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 (*delete as applicable*) and meeting credit framework requirements will be eligible for the award of the Diploma with a Year Abroad/Sandwich Year/Year in Industry (*delete as applicable*). For further detail, refer to Annex 14 (Procedures for Periods of Study Abroad) of the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex14.html>.

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 trailed:*

- HI423, Introduction to Military History (Part One)
- HI424, Introduction to Military History (Part Two)

*The following modules cannot be condoned or compensated:*

- HI423, Introduction to Military History (Part One)
- HI424, Introduction to Military History (Part Two)
- HI605, Undergraduate Dissertation
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KV Code	SDS Code	Title	Level	Credits	Term(s)
<b>Stage 1</b>					
<b>Compulsory Modules</b>					
HIST4230	HI423	Introduction to Military History (Part One )	4	15	1
HIST4240	HI424	Introduction to Military History (Part Two)	4	15	2
HIST4270	HI470	The British Army and Society since 1660	4	30	1,2
<b>Optional Modules</b> Students must select <i>30 level 4 credits</i> from a list of optional modules that will be provided by the School:					
<b>Stage 2</b>					
<b>Optional Modules</b> Students must select <i>120 credits</i> from a list of optional modules that will be provided by the School.					
<b>Stage 3</b>					
<b>Compulsory Modules</b>					
HIST6105	HI615	Undergraduate Dissertation	6	30	2
<b>Optional Modules</b> Students must select <i>90 credits</i> from a list of optional modules that will be provided by the School.					

### 19 Work-Based Learning

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

### 20 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/)
- 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/](http://www.kentunion.co.uk/)

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- Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)
- 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/studentssupport/medical-centre.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

#### A level

ABB including a Humanities essay based A Level 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 at HL including History 5 at HL or 6 at SL

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

- An insight into the nature and significance of war as a historical and contemporary human and global activity;
- A solid knowledge and understanding of the role war plays in the shaping of societies, cultures, technological and political developments;
- A solid introduction to the historical and political methodologies and theories;
- Insights into the complex relationship between war and human society;
- Cosmopolitan staff and student body;
- Research-informed teaching;
- Solid introduction to the discipline;
- Wide choice of specialised modules;
- Extra-curricular learning opportunities;
- A friendly campus with high student morale and dedicated teaching staff. The vast majority of our students are successful in finding employment within the first six months of graduation or go on to further study.

**21.3 Personal Profile**

- An interest in war and the arguments surrounding it;
- A willingness to engage in informed debate about a controversial and challenging topic;
- A willingness to acquire or develop IT skills;
- A commitment to develop the skills required to analyse problems;

**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**

- Student module evaluations
- Annual programme and module monitoring reports  
<http://www.kent.ac.uk/teaching/ga/codes/taught/annexe.html>
- External Examiners system <http://www.kent.ac.uk/teaching/ga/codes/taught/annexk.html>
- Periodic programme review <http://www.kent.ac.uk/teaching/ga/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework <http://www.kent.ac.uk/teaching/ga/codes/index.html>
- QAA Higher Education Review

**22.2 Committees with responsibility for monitoring and evaluating quality and standards**

- Student Voice Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

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

- Student module evaluations
- Student Voice Committee
- Student rep system (School, Faculty and Institutional level)
- Annual NSS

**22.4 Staff Development priorities include:**

- PGCHE requirements
- Academic Practice Provision
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Professional body membership and requirements
- Programme team meetings



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

### 23 Indicators of Quality and Standards

- Results of periodic programme review (see <https://www.kent.ac.uk/teaching/ga/review.html> for the review schedule)
- Most recent QAA Higher Education Review
- Annual External Examiner reports
- Annual programme and module monitoring reports

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

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement for *History 2014*
- School and Faculty plan
- University Strategy <https://www.kent.ac.uk/strategy/> 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>)

### 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 October 2019*

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

## Module Mapping: Programme Title

	Stage 1							Stage 2							Stage 3										
	HI423 – Introduction to Military History Part 1	HI424 – Introduction to Military History Part 2	HI427 – The British Army and Society since 1660															HI605 Undergraduate Dissertation							
<b>Programme Learning outcomes</b>																									
<b>Knowledge and Understanding:</b>																									
A1	X	X	X																						
A2	X	X	X																						
A3	X	X	X																						
A4	X	X	X																						
A5																		X							
A6	X	X	X															X							
A7	x	X	X															X							
A8		X	X															X							
A9		X	X															X							
<b>Intellectual Skills:</b>																									
B1																		X							
B2			X															X							
B3	X	X	X															X							
B4	X	X	X															X							
B5	X	X	X															X							
<b>Subject-specific Skills:</b>																									
C1	X	X	X															X							
C2	X	X	X															X							
C3	X	X	X															X							
C4	X	X	X															X							
<b>Transferable Skills:</b>																									
D1	X	X	X															X							

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D2	X	X															X							
D3	X	X															X							
D4	X	X															X							
D5	X	X																						