

University of Cambridge: Programme Specifications

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ADVANCED DIPLOMA IN HISTORIC ENVIRONMENT

1.	Awarding Body	University of Cambridge
2.	Teaching Institution	Institute of Continuing Education
3.	Programme endorsed by	Faculty of Archaeology & Anthropology
4.	Name of Final Award	Advanced Diploma in Historic Environment
5.	Programme Title	Historic Environment
6.	UCAS Code	N/A
7.	JACS code	K320
8.	Benchmark Statement(s)	Archaeology
9.	Qualifications Framework Level	FHEQ Level 6
10.	Date of Revision	February 2009
11.	Last Reviewed	November 2010

The **Advanced Diploma in Historic Environment** is offered by the University of Cambridge Institute of Continuing Education (ICE), as part of its credit-bearing programme at FHEQ levels 4, 5 and 6 (HE Levels 1, 2 and 3) offered to part-time adult students.

ICE is a General Board, non-School institution whose purpose can be defined in two complementary ways. It is a conduit both for transmission of the University's knowledge and research on the one hand and for enabling members of the public to access higher education courses, whether for personal interest or professional development, on the other. In these ways it contributes significantly to the University's public engagement and widening participation commitments.

Applicants seeking entry to Public Programmes courses at FHEQ Level 6 should normally be able to demonstrate significant previous study in disciplines cognate to the course to which they have applied. Academic experience up to and including the second year of undergraduate study in a cognate discipline, for example, the Diploma in Higher Education or an equivalent qualification, is normally be regarded as a minimum requirement. Applicants who have undertaken significant work at an appropriate level in this field, but who lack the appropriate academic qualifications may, however, also be considered, and may be asked to submit a piece of written work as part of conditions for their entry to the course.

The Advanced Diploma is directed and taught by Dr Susan Oosthuizen, University Senior Lecturer with responsibility for Historic Environment (UTO), assisted where required by Supervisors chosen from ICE's Tutor Panel, all of whom are assessed under quality assurance procedures approved by the General Board. It is a requirement of Panel membership that tutors should have academic qualifications and specialised expertise in their discipline appropriate to the teaching which they are invited to undertake, as well as experience in teaching adult learners with widely differing levels of academic experience and expertise. Academic responsibility for monitoring the performance of individual tutors working within the Advanced Diploma in Historic Environment rests with Dr Oosthuizen.

Aims of the Programme

The course focuses on research methods in all aspects of the historic environment. It brings together students' interests in particular archaeological sites, periods, evidence and/or issues relating to the historic environment with a scholarly conceptual and theoretical framework, through a programme of guided independent study assessed through five formative assignments and including five supervisions, which culminates in a summative dissertation of 10,000 – 12,000 words.

Students' work is undertaken in six stages which are designed to focus their thinking on issues in the study of historic environments, to familiarise them with relevant theories, concepts, debates and issues and their application to a problem in historic environment, and to teach them the elements of constructing a research proposal, putting together and managing a research timetable, as well as the essential, skills and methods of the research process, and the writing of a logical and well-argued dissertation. The assignments are carefully structured to follow the stages of the research process.

The course aims to

- provide a part-time one-year programme offering academic grounding in research skills focused on the historic environment through a research project which will enable students to investigate and explain the origins and/or development of locally distinctive landscapes of all periods, including designed landscapes, and their features, or specific sites or structures in the context of their wider landscapes;
- offer an opportunity to develop their research skills to professionals or volunteers engaged in all aspects of work with the historic environment, who wish to undertake a higher level qualification but do not wish to undertake a longer-term course such as a Master's degree;
- provide an entry route for progression into a Master's degree for individuals who would benefit from study at that level but who are not, at this stage, appropriately qualified;
- develop in students an understanding of the concepts, processes and skills required for researching an analytical question relating to the historic environment;
- help students to place their research within the context of the wider academic literature to which their interests relate, and to understand the importance of developing arguments which explain relationships between a specific question and general theoretical concepts, issues and debates in historic environment;
- encourage in students the development of appropriate critical skills, especially: evaluating the work of other academic researchers; identifying and evaluating appropriate primary data and secondary material; and identifying and evaluating appropriate methods of analysis, interpretation, and evaluation;
- support students in undertaking and completing a dissertation of between 10,000 – 12,000 words within the period of the course.

Educational objectives of the Programme

By the end of the Advanced Diploma, within the constraints of the course, students should be able to demonstrate the following learning outcomes:

Knowledge and Understanding

- a general knowledge and scholarly understanding of the origins, context and development of the historic environment, especially of the particular debate, issue or question within which they have specialised;
- a good understanding of the theoretical basis of landscape and garden archaeology and history, current debates over approaches to interpretation, and an awareness of the provisional nature of knowledge;
- broad and comparative knowledge of the historic environment of the geographical locality or region(s) and selected chronological period(s) within which their research project is based;
- familiarity with the range of sources of evidence generally used in studies of the historic environment (including, as appropriate to their individual research project, excavated, documentary, representational, observational, artefactual, architectural, art historical, environmental and scientific data);
- from specialised investigation, a deep understanding of one or more distinct classes of primary material which may include evidence drawn from existing monuments and structures, environmental data, art and architecture, texts and documents.

Critical Skills

- draw down, apply to, and explain the relationships between, appropriate scholarly, theoretical principles and concepts and their own research;
- identify, observe, and describe different classes of primary archaeological and/or other related data, and objectively record their characteristics through core fieldwork;
- show an understanding of the use of analogy, hypothesis and counter-hypothesis in the analysis and interpretation of problems relating to the historic environment;
- demonstrate an understanding of the reasons for variation in the reliability of different classes of archaeological, and architectural, art historical and documentary evidence relating to the historic environment;
- choose and evaluate critically the potential and limitations of appropriate methodologies (including, where appropriate, quantification) for collecting, analysing and interpreting primary and other data (including stratigraphy, typology, excavation, field survey and spatial data);
- plan, design, execute and report in a dissertation of 10,000 – 12,000 words a programme of primary research relating to a topic in the historic environment, working independently, within a period of 36 weeks.

Teaching and Learning Methods

Each of the five assignments is followed by a supervision of at least an hour. Supervisions are supplemented by written general and detailed comments on the assignments and by a limited volume of advice by telephone and e-mail.

Students are eligible for reading rights in the University Library and in the Haddon Library of the Department of Archaeology. On request they may have a letter of introduction for

university or college libraries for the area in which they live. Generic learning resources are available on the Institute's Virtual Learning Environment.

Assessment Methods

The course is assessed through

- Five formative assignments, each of which must be completed in order to pass the course;
- A summative dissertation of 10,000 – 12,000 words, inclusive of references and exclusive of bibliography.

In addition, students are expected to attend all supervisions.

Programme Structure

The course is a named Advanced Diploma, equivalent to 120 credits at FHEQ Level 6, the third year of an undergraduate degree and is undertaken with the support and guidance of a Supervisor. The five assignments of (one of 1,600 words; two of 3,000 words; and two of 3,500 words), five supervisions and dissertation (10,000 – 12,000 words) form the framework for the course. The periods between assignments demonstrate some flexibility, but the whole course cannot be extended beyond 36 weeks after the first supervision.

The five assignments are formative. The assessment of the dissertation is summative.

Programme Requirements

Successful completion of the Advanced Diploma requires students to demonstrate the appropriate level of achievement against the learning outcomes of the course as a whole. The minimum criteria for achieving a pass at FHEQ Level 6 are outlined in the ICE *Student Handbook*.

The course has been designed for

- those engaged in working in all aspects of the historic environment, whether directly or indirectly, and whether as professionals or volunteers (for example, in organisations such as English Heritage and the National Trust; parish, regional or national government; tourism and heritage; museums, galleries and archives; and privately or publicly-funded voluntary organisations or community groups involved, for instance, in undertaking their own projects or conserving existing historic landscapes);
- members of the public who have a personal interest in the development of gardens and/or landscapes in communities within which they live, visit or were brought up, and which they wish to develop;
- those seeking a further qualification but who are not able to (or do not wish to) undertake a longer course or one at Master's level;
- those seeking entry to a Master's degree but who are not yet appropriately qualified.

Further information

Successful completion of the Advanced Diploma requires students to demonstrate the appropriate level of achievement against the learning outcomes of the course as a whole.

The minimum criteria for achieving a pass at FHEQ Level 6 are outlined in the ICE *Student Handbook*.

Delivery

This course is offered over nine months but has the possibility of up to six months' extension, if there are mitigating circumstances.

Progression

Students who have completed the Advanced Diploma to an appropriate standard may be able to progress to Master's degrees such as the proposed MSt in *Historic Environment*, MPhil in *Archaeology* in the Department of Archaeology where options in *Archaeological Heritage and Museums*, *Medieval Archaeology* and *Archaeological Research* are (or are about to be) offered, or to Master's degrees in Landscape Archaeology or Garden History which are currently offered by a number of other universities.

Credit awarded by the Institute can be transferred into the degree programmes of other higher education providers. The amount of credit which can be transferred into degree programmes varies from institution to institution and is always at the discretion of the receiving institution.

Employability

Students will have demonstrated high levels of motivation and personal commitment through part-time study. They will also have gained and demonstrated a number of transferable skills, including the ability to

- demonstrate autonomy in managing their own learning and research with minimum guidance, using all appropriate available resources;
- apply independent criteria to the evaluation of data, reading and opinion, challenge received opinion effectively and objectively, and reflect on, and implement, the comments of others;
- present knowledge or a sustained argument through accurate synthesis in a way which is comprehensible to others, including those unfamiliar with the material;
- demonstrate spatial awareness in terms of reading plans, maps and landscapes.

Managing Teaching Quality and Standards

The teaching quality and standards of the course are monitored throughout by Dr Oosthuizen, who reports annually to the Subject Moderation Panel, consisting of the internal and university moderators, the external examiner, and other Faculty and ICE members as agreed by the Education Committee.

Student Support

Academic advice to students taking Public Programmes courses in historic environment is available from Dr Oosthuizen both before and after they have registered for a course and, once the course has begun, from the student's Supervisor.

Administrative enquiries are dealt with by Academic Programme Managers.

All students are provided at the start of a course with the ICE *Student Handbook*.