

## University of Cambridge: Programme Specifications

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### ADVANCED DIPLOMA IN HISTORIC ENVIRONMENT

|           |                                                      |                                                             |
|-----------|------------------------------------------------------|-------------------------------------------------------------|
| <b>1</b>  | <b>Awarding body</b>                                 | University of Cambridge                                     |
| <b>2</b>  | <b>Teaching institution</b>                          | University of Cambridge Institute of Continuing Education * |
| <b>3</b>  | <b>Accreditation details</b>                         | none                                                        |
| <b>4</b>  | <b>Name of final award</b>                           | Diploma in Historic Environment                             |
| <b>5</b>  | <b>Programme title</b>                               | Historic Environment                                        |
| <b>6</b>  | <b>UCAS code</b>                                     | N/A                                                         |
| <b>7</b>  | <b>JACS code(s)</b>                                  | K320                                                        |
| <b>8</b>  | <b>Relevant QAA benchmark statement(s)</b>           | 2007 Subject benchmark for Archaeology                      |
| <b>9</b>  | <b>Qualifications framework level</b>                | FHEQ Level 6 part-time (120 credits)                        |
| <b>10</b> | <b>Date specification produced/<br/>last revised</b> | November 2010                                               |
| <b>11</b> | <b>Date specification last reviewed</b>              | September 2013                                              |

\* Cognate Faculty endorsement provided by: Humanities and Social Sciences, Division of Archaeology

The Undergraduate Advanced Diploma in Historic Environment will be delivered by the University of Cambridge Institute of Continuing Education (ICE), as part of its credit-bearing programme at FHEQ levels 4, 5 and 6, 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.

The Advanced Diploma in Historic Environment will be directed and taught by Dr Susan Oosthuizen, University Senior Lecturer with responsibility for historic environment, 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 supervisors should have academic qualifications and specialised expertise in their discipline appropriate to the supervision that they are invited to undertake. Academic responsibility for monitoring the performance of individual supervisors rests with Dr Susan Oosthuizen.

## **Programme structure**

The course is a part-time named Undergraduate Advanced Diploma, equivalent to 120 credits at FHEQ level 6, the third year of an undergraduate degree and is undertaken over two years with the support and guidance of a supervisor.

### Programme Overview

The course focuses on research methods in all aspects of the historic environment. It brings together each student's interests in one or more 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 three formative and two summative assignments (the latter amounting together to between 6000 and 8,000 words) which culminate in a summative dissertation of 10,000 – 12,000 words. There are six individual supervisions totalling 6 hours in all.

### Programme details

Students' work is undertaken in six stages. The pedagogical underpinning of these stages aims to address in turn and iteratively

- the link between the question, sources, methods and conclusions of the student's particular case study and the wider context of scholarly debate;
- a reflective understanding of the process of constructing a research proposal;
- critical evaluation of a wide range of primary sources and methods of analysis and interpretation;
- a critical understanding of the historiographical background to the student's research;
- time management and autonomy in research;
- the construction of an extended, structured argument, linked to wider debates and issues, and supported by primary evidence - which has been critically evaluated, analysed and interpreted to support a conclusion which can be contextualised within wider scholarly historiography.

The student determines the subject and title of the assignments and dissertation in discussion with their supervisor. Titles must be approved by the course director.

## **Educational aims**

The Programme aims to:

- Offer academic grounding in research skills for studying the historic environment;
- Develop an understanding of the concepts, processes and skills required for researching an analytical question relating to the historic environment;
- Enable students to contextualise their research within the wider academic literature of the discipline, and to make the links between these more general scholarly ideas and debates and the particular examples of their own case studies;
- Provide the opportunity to undertake critical evaluation of the strengths and weaknesses of primary sources, research methods, and the wider historiography;
- Encourage analytical skills, particularly in analysis, interpretation, extrapolation, evaluation, hypothesis and counter-hypothesis;

- Develop an understanding of the form and structure of research proposals;
- Support students in undertaking and completing a substantial piece of primary research culminating in a 10,000-12,000 word dissertation.
- Offer an opportunity to develop their research skills to professionals, volunteers and others interested and/or engaged in one or more 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 like to study at that level but who are not, at this stage, appropriately qualified.

## **Learning outcomes**

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

- an understanding of the concepts, processes and research skills required for researching an analytical question relating to the historic environment, especially of the particular debate, issue or question within which they have specialised;
- the ability to evaluate critically the wider scholarly literature within which their own research project is located;
- the ability to contextualise their own research within the wider academic literature of the discipline, making links between the generality of scholarly ideas and debates and their own particular case studies;
- 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 within the period of the course.

### Intellectual skills

- a familiarity with and an ability to evaluate critically the primary sources and methods of analysis used within their own research project;
- the identification, observation, and objective recording of evidence, and an understanding of the use of analogy, interpretation, extrapolation, hypothesis and counter-hypothesis in the research process
- competence in moderately complex research skills in the historic environment;
- produce a formally structured research proposal;

### Transferrable skills

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.

### **Teaching methods**

The course will begin with a mandatory induction day including introduction and guidance to both subject specific and generic research and study skills. Teaching and learning on the course is delivered through a combination of six personal supervisions amounting to six hours in total, supplemented by discussion and other informal teaching methods through the Institute's virtual learning environment, by email, telephone and/or letter, and progression through written formative and summative assignments. (See also Assessment Methods, below).

Students are expected to attend all supervisions.

### **Assessment methods**

The course is assessed through:

- Three formative assignments, all of which must be completed in order to pass the course
- Two summative assignment(s) together amounting to 6-8,000 words
- A summative dissertation of 10-12,000 words

The word length specified for the assignment(s) and dissertation is inclusive of references in the main body of the text of footnotes and endnotes but exclusive of any bibliography or list of resources consulted and of any abstract, list of contents or abbreviations that may be included at the beginning or end of the assignment.

The use of appendices is generally discouraged except where additional data, not available in published form, must be presented, and must be previously agreed with the tutor/supervisor.

The final mark will be a composite of the marks for the summative assignments and the dissertation, weighted 30% and 70% respectively. However, it is necessary to achieve a pass mark of 40% or above both for the assignments and for the dissertation.

### **Entry and/or progression requirements**

Applicants seeking entry to ICE 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, a Diploma or an equivalent qualification - will 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 the conditions for their entry to the course.

The Advanced Diploma will equip students for further study in the field of Historic Environment, or related disciplines. Students who have completed an Undergraduate Advanced Diploma to an appropriate standard may be able to progress to Master's degrees.

Credit awarded by the Institute can be transferred into the degree programmes of some 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.

### **Student support**

Academic advice to students taking ICE courses is available both before and after they have registered for a course: first, from the appropriate member of the academic staff and, once the course has begun, at the induction day and also from their appointed supervisor. Communication channels with academic staff and with fellow students are provided by the ICE virtual learning environment, which also holds generic and subject specific learning resources. Students have borrowing rights in the University Library and can access the library's online resources. On request they may have a letter of introduction for university or college libraries for the area in which they live.

Administrative enquiries are dealt with by Academic Programme Managers.

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

### **Graduate employability and career destinations**

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 the landscape 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.

### **Management of teaching quality and standards**

The teaching quality and standards of the course will be monitored throughout by the appropriate member of academic staff who will report annually to the Subject Moderation Panel, consisting of the internal, university and external moderators and other Faculty and ICE members as agreed by the Education Committee. The report of the moderating External Examiner is made available to all students on the course via the Institute's virtual learning environment.

### **Quality indicators**

The teaching quality and standards of the unit will be monitored throughout by the Course Director in line with the QAA 2007 Subject Benchmark Statement for Archaeology.

**Links to further information**

Further information for applicants is available at [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)