

## University of Cambridge: Programme Specifications

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### ADVANCED DIPLOMA IN LOCAL HISTORY

<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>	Advanced Diploma in Local History
<b>5</b>	<b>Programme title</b>	Advanced Diploma in Local History
<b>6</b>	<b>UCAS code</b>	N/A
<b>7</b>	<b>JACS code(s)</b>	V321
<b>8</b>	<b>Relevant QAA benchmark statement(s)</b>	2007 Subject benchmark for History
<b>9</b>	<b>Qualifications framework level</b>	FHEQ Level 6 part-time
<b>10</b>	<b>Date specification produced/ last revised</b>	April 2012
<b>11</b>	<b>Date specification last reviewed</b>	September 2013

\* Cognate Faculty endorsement provided by: Faculty of History

The Undergraduate Advanced Diploma in Local History 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 Undergraduate Advanced Diploma in Local History will be directed and taught by Dr Samantha Williams, ICE's UTO with responsibility for Local and Regional History, 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 Samantha Williams.

## **Programme structure**

### Programme Overview

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 details

The course begins with a compulsory induction day at which there will be sessions on undertaking research in Cambridge, the resources of the University Library, and subject-specific information, including using primary sources and preparing a dissertation. Each student then receives six individual supervisions.

The course is structured so that the student undertakes the groundwork of research methods before writing the dissertation. The supervisor will give assistance in this by advice on formulating a research proposal, finding and interpreting primary and secondary sources, asking questions and engaging in historical debates as well as making sure that the student keeps to a manageable timetable.

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.

Two summative assignments totalling 6-8,000 words are completed in the first six months of the course. The student then researches the 10-12,000 word dissertation which is submitted at the end of the course.

## **Educational aims**

The Programme aims to:

- support the student in writing two summative assignments totalling 6-8,000 words which will provide historical context and research methods for the dissertation;
- develop a range of research skills to a high standard;
- to write a significant piece of original research based on primary sources in a well-informed, fluent style, with correct referencing, in a 10-12,000-word dissertation;
- to place their research in the wider national context;
- extend students' awareness of the range of approaches to local history;
- encourage student to engage critically with the wider historiography;
- significantly develop students' critical awareness of primary sources;
- provide opportunities for progression to further study in the area of history.

## **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, which provide knowledge, understanding, and skills:

### Summative 6-8,000 word assignments:

1. an understanding of the varieties of approaches to understanding, constructing, and interpreting the past;
2. an awareness of relevant historical concepts, theories, and methodologies;
3. a knowledge of the wider secondary literature on a related theme.

### Summative 10-12,000 word dissertation:

1. an in-depth knowledge of a particular theme, place and historical period;
2. the ability to place such knowledge within its wider national and international context;
3. an appreciation of the complexity of reconstructing the past, the problematic and varied nature of historical evidence;
4. appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material;
5. a feeling for the limitations of knowledge and the dangers of simplistic explanations;
6. an in-depth knowledge of and critical appreciation of relevant primary sources;
7. the ability to research largely independently;
8. the ability to locate relevant primary sources;
9. the ability to read and analyse texts and other primary sources, both critically and contextually, while addressing questions of genre, content, perspective and purpose;
10. the ability to develop and sustain historical arguments in a variety of literary forms, formulating appropriate questions and utilising evidence;
11. an ability to design, research, and present a sustained, substantial and independently-conceived piece of historical writing, following academic conventions;
12. clarity, fluency, and coherence in written expression;
13. competence in specialist skills which are necessary for some areas of historical analysis and understanding.

### **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 will then be delivered through a combination of six personal supervisions supplemented by communication through the Institute's virtual learning environment 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:

- Formative assignments, all of which must be completed in order to pass the course;
- Summative assignments amounting to 6-8,000 words, or their equivalent, inclusive of footnotes and exclusive of bibliography (this work cannot be reproduced in the dissertation);
- A summative dissertation of 10-12,000 words, or their equivalent, inclusive of references and footnotes and exclusive of bibliography.
- The 6-8,000 word assignments will constitute 30% of the final mark; the 10-12,000 word dissertation will constitute 70% of the final mark.

### Part I Summative Assignments

Two essays of up to 6-8,000 words in total, or their equivalent.

#### Assignment 1: historiography

- Write a critical response to a scholarly article or book on a subject related to your dissertation, title to be devised in consultation with your supervisor.

Assignment 2: source appreciation. One chosen from:

- If and when do oral sources make a crucial contribution to history?
- 'Quantitative evidence is no more or less problematic than any other kind of evidence.' Discuss.
- To what extent can diaries and/or memoirs be relied upon as an historical source?
- 'The historian can never gain access to past beliefs.' Discuss.
- How reliable is the census?
- How useful are Parliamentary Papers to the local historian?
- 'It is not possible to recover the voices of the poor.' Discuss.

## Part II Dissertation

### Formative assignments:

- Assignment 3: Survey of original primary sources, no more than 3 sides of A4;
- Assignment 4: Literature Review, no more than 2,000 words, including a bibliography (not included in the word count);
- Assignment 5: Final draft of the whole dissertation, not more than 12,000 words

Submission of the final dissertation, no more than 12,000 or their equivalent.

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 assignments and the dissertation, weighted 30% and 70% respectively. However, it is necessary to achieve a pass mark of 40% or above both the assignments and 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 Local History, 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**

Students completing this Advanced Diploma will have demonstrated high levels of motivation and personal commitment through part-time study. They will also have gained and demonstrated a number of valuable transferable skills, including:

- Self-discipline and self-direction;
- Independence of mind and initiative;
- An ability to gather, organise and deploy evidence, data and information at a high level; and familiarity with appropriate means of identifying, finding, retrieving, sorting and exchanging information, also at a high level;
- Analytical ability, and the capability to consider and solve problems, including complex problems to which there is no single solution;
- Structure, coherence, clarity and fluency in written expression.

## **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 English Literature. The Course Director will report annually to the Subject Moderation Panel consisting of the internal, university and external moderators plus other Faculty and ICE members as agreed by the Education Committee.

## **Links to further information**

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