

Programme Specification 2016-17

ADVANCED DIPLOMA IN HISTORIC ENVIRONMENT

1	Awarding body	University of Cambridge
2	Teaching institution	University of Cambridge Institute of Continuing Education *
3	Accreditation details	none
4	Name of final award	Advanced Diploma in Historic Environment
5	Programme title	Advanced Diploma in Historic Environment
6	UCAS code	N/A
7	JACS code(s)	K320
8	Relevant QAA benchmark statement(s)	2007 Subject benchmark for Archaeology
9	Qualifications framework level	FHEQ Level 6 part-time (120 credits)
10	Date specification produced	August 2016

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

The Undergraduate Advanced Diploma in Historic Environment is part of the Institute of Continuing Education's 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.

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.

Programme structure

The Advanced Diploma in Historic Environment is part-time and 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 eight individual supervisions totalling 8 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.

Teaching methods

The course begins 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 eight supervisions amounting to eight 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). Supervisions are given on a one-to-one basis.

Students are expected to attend all supervisions.

Assessment methods

Students are awarded a course grade on the basis of

1. Formative assignments, all of which must be completed in order to pass the course.

2. Summative assignments and a dissertation totalling 16,000-20,000 words or their equivalent

Students who encounter difficulties affecting their performance in one or more of the above points may submit a claim of mitigating circumstances to be considered at the end of the course.

The final grade is a composite of the grades for the summative assignments and the dissertation, weighted 30% and 70% respectively. A student's overall performance on the course will determine whether any work needs to be resubmitted.

Progression

The Advanced Diploma equips 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.

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 are monitored throughout by the appropriate member of academic staff who reports annually to the Subject Moderation Panel, consisting of the internal assessor, internal examiner, external examiner 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.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: www.admin.cam.ac.uk/univ/camdata/archive.html