

Programme Specification 2016-17

ADVANCED DIPLOMA IN LOCAL HISTORY

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 Local History
5	Programme title	Advanced Diploma in Local History
6	UCAS code	N/A
7	JACS code(s)	V321
8	Relevant QAA benchmark statement(s)	2007 Subject benchmark for History
9	Qualifications framework level	FHEQ Level 6 part-time
10	Date specification produced	August 2016

* Cognate Faculty endorsement provided by: Faculty of History

The Undergraduate Advanced Diploma in Local History 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:

- support the student in writing two summative assignments totalling 7-8,000 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 7-8,000 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.

Programme structure

Programme Overview

The Advanced Diploma in Local History 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 details

The course begins with a compulsory induction day with sessions on undertaking research in Cambridge, the resources of the University Library, and subject-specific information, including the use of primary sources and how to prepare for a dissertation. Each student receives three group supervisions and five individual supervisions.

The course is structured so that the student undertakes the groundwork of research methods before writing the dissertation. The supervisor gives 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.

Two summative assignments totalling 7-8,000 words are completed in the first seven months of the course. The student then researches the 10-12,000 word dissertation which is submitted at the end of the course.

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 are delivered through a combination of three group and five individual 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

Students are awarded a course grade on the basis of:

1. Formative assignments, all of which must be completed
2. Summative assignments and a dissertation totalling 17,000-20,000 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 assignments and the dissertation, weighted 30% and 70% respectively.

Part I Summative Assignments

Two essays of 3500-4000 words each:

Assignment 1: Approaches to local history

- Answer the essay question: 'What is local history and how should local history be studied?'

Assignment 2: Critical review

- Answer the essay question: Write a critical review of: N. Goose, 'Workhouse populations in the mid-nineteenth century: the case of Hertfordshire', *Local Population Studies*, 62 (1999), pp.52-69.

Part II Dissertation

Formative assignments:

- Assignment 3: Outline research proposal, survey of original primary sources and methods (not more than 4 sides of A4);
- Assignment 4: Literature review, outline of chapters (1800-2000 words) and bibliography (not included in the word count);
- Assignment 5: Draft of main chapters (4000-5000 words)
- Assignment 6: Final draft of the whole dissertation (10,000-12,000 words)

Submission of the final dissertation, 10,000-12,000 words.

Progression

The Advanced Diploma equips 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 may 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

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 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 and external examiners 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 Local History.

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