

Programme Specification 2020-21

Postgraduate Certificate in Britain and the Holocaust

Awarding body	University of Cambridge
Teaching institution	Institute of Continuing Education
Accreditation details	None
Name of final award	Postgraduate Certificate
Programme title	Britain and the Holocaust
UCAS code	N/A
HECoS code(s)	(tbc)
Relevant QAA benchmark statement(s)	None
Qualifications framework level	FHEQ level 7
Date specification last reviewed	July 2020

* Cognate Faculty endorsement provided by: History

Introduction

This Postgraduate Certificate Programme in Britain and the Holocaust is part of the Institute of Continuing Education's (ICE) award-bearing programme at FHEQ level 7, 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.

This Postgraduate Certificate in Britain and the Holocaust is delivered by the University of Cambridge Institute of Continuing Education and is directed by Dr Gilly Carr (Academic Director in Archaeology), who is a member of the UK delegation of the International Holocaust Remembrance Alliance (IHRA) and the British Association of Holocaust Studies.

Educational aims

The Postgraduate Certificate in Britain and the Holocaust gives participants opportunities to:

- Acquire an in-depth understanding of the relationship between Britain and the Holocaust;
- Extend their knowledge on the short and long-term impact and legacies of the Holocaust and Nazi persecution as it pertains to Britain;
- Demonstrate an in-depth understanding of key current scholarly debates surrounding Holocaust history and memory in a British context;
- Demonstrate an in-depth knowledge of key case studies and episodes from this period of history;
- Demonstrate a detailed ability to make historical judgements;
- Critically analyse and evaluate different source materials from the period.

Learning outcomes

By the end of the Postgraduate Certificate in Britain and the Holocaust, within the constraints of the course, students should be able to demonstrate the following learning outcomes:

Knowledge and understanding

- A deep and systematic knowledge of recent research into the subject of the Holocaust and Nazi persecution as it pertains to Britain;
- An understanding of current theoretical and methodological approaches to the subject and how these affect the way the subject of the Holocaust is interpreted.

Skills and other attributes

Intellectual skills

- An ability to critically respond to existing theoretical discussions and suggest new concepts or approaches;
- An ability to undertake substantial investigations to interrogate data sets;
- An ability to select appropriately advanced methodological approaches to data on the subject of the Holocaust and to critically reflect on the effectiveness of their approaches.
- An ability to synthesise information in innovative and creative ways;
- An ability to analyse complex, incomplete or contradictory evidence / data and to judge the appropriateness of the methods used and to recognise alternative approaches.

Practical skills

- Advanced skills relating to data analysis of archival / primary source material;
- Advanced skills relating to analysis of published / secondary source material;
- Resolution of ethical dilemmas posed by the material.

Other transferable skills

- Effective and independent team-working;
- Presentation skills;
- Self-direction and originality in tackling and solving problems;
- Independent learning ability;
- Critical thinking;
- Effective communication skills, in person and in writing.

Programme structure

Programme Overview

The Postgraduate Certificate in Britain and the Holocaust is a part-time Postgraduate Certificate which is equivalent to 60 credits at FHEQ level 7. It is made up of three units, taught over three terms in a series of weekend sessions. This programme is also designed with reference to the QAA Subject Benchmark Statement for History, noting that no Benchmark Statement exists for Holocaust Studies.

The programme is structured around three modules and results in assignments totalling 10-12,000 words. Each of the modules invites participants to engage in prior reading and research, class-based activities and independent, post-session assignments in response to key themes. Each module is designed with a focus on a time period (**before, during and after** the war) and different theme, but each will work towards the same objectives: namely, that students will finish each module with enhanced subject-specific knowledge and understanding; new practical skills for researching this area of history; and an increased awareness of the cause, effect and long-term impact of historical events.

Programme details

NOTE: While the *themes* of each of the three terms are set, the precise *titles* are up to the discretion of the tutor to enable them to focus on their own research / teaching interests.

Module 1

The first module of the Postgraduate Certificate, *The Refugee Crisis of the 1930s and 1940s and the rise of British Fascism*, examines the pre-war situation in Britain as experienced by both Jewish refugees who came to this country seeking refuge from the rise of Nazism on the Continent. It also examines the reception they received by those who welcomed them, those who wanted them to leave, and those who turned them away. It explores what Britain did and did not do to help. At the same time, the course charts the rise of British fascism, which did much to whip up antisemitic feeling. Topics within this course includes subjects such as the *Kindertransport* of Jewish children to Britain; refugee organisations and their work; the methods of helping Jewish adults reach the UK; and case studies of the experiences of refugees who came and the internment of Jews as 'enemy aliens' by the British authorities. The course also explores various historical interpretations of these events.

Two assignments are proposed for this course: one will relate to the analysis of primary data relating to people who arrived in the UK on the *Kindertransport*. The second will require analysis of the literature in order to assess the extent to which the UK's policies towards refugees were focused on self-interest or humanitarianism.

Module 2:

The second module of the Postgraduate Certificate, *The Holocaust, Nazi Persecution and the Channel Islands*, takes the case study of the only part of the British Isles to be occupied during the Second World War. The story of the Channel Islands and the impact of the Holocaust and Nazi persecution is both rarely taught in UK universities and little known about in the UK as a whole, and so this module fills a lacuna. The aim, therefore, is to help students learn about this episode in history using digital copies of primary sources as well as online facilities. The course follows the experiences of the Jews in the Channel Islands as well as political prisoners and forced labourers. It also examines the heritage and memory of these groups today.

Two assignments are proposed for this course. One focuses on the analysis of online records and thus is more geared to archival research. The other is a literature-based assignment which will address the reasons for the marginalisation of the Holocaust and victims of Nazism in the Channel Islands. Students will have the choice of preparing one mini-project of 3-4,000 words on either of these two subjects or writing 1,500 to 2,000 words on each.

Module 3

The third module, *The Legacy of the Holocaust in Britain since 1945*, will introduce students to key themes of Holocaust history and memory in Britain from 1945 to the present day. We will consider how the Holocaust is presented through film and literature, including fiction and memoirs that contribute to public understanding of the Holocaust in Britain. The course will also look at Holocaust memorials and museums in Britain, including the permanent Holocaust exhibition situated within London's Imperial War Museum and the forthcoming United Kingdom Holocaust Memorial and Learning Centre. We will also examine the work of the Holocaust Educational Trust and the Holocaust Memorial Day Trust in creating, maintaining and exploiting memory of the Holocaust since its establishment in 2000, as well as the role of Jewish cultural organisations in the construction and dissemination of Holocaust history and memory in Britain since 1945.

The assignment for this module follows a fieldtrip to the Holocaust galleries of the Imperial War Museum. This mini-project asks students to design an exhibition based on an aspect of Britain and the Holocaust, to be accompanied by a written piece giving a rationale for the selection of items / documents and a discussion of theoretical debates surrounding Holocaust representation and representability (3-4,000 words). Alternatively, students can write an extended piece of theoretical work on the representation and representability of the Holocaust, drawing on case studies of media of representation (novels, films, poetry, objects) of their choosing.

Depending on tutor availability, the following alternative module will be provided as an option:

Alternative module: *Britain's reactions to the Holocaust*

Taking in the period just before, during, and soon after the war, this module considers the British government's reactions to Nazi persecution and the Holocaust as it happened and as the UK learnt about various aspects of it. This may include reactions to particular atrocities, to events such as Kristallnacht, and to the reports that arrived in this country about Auschwitz. It will also consider the liberation of Belsen, the debriefing of POWs who arrived back in this country and what they witnessed of the Holocaust, and the experiences carried by British people who returned to the country after witnessing or experiencing Nazi camps.

The assignment associated with this module will involve a mini-project on an aspect of this area of historical knowledge. The topic will be chosen by the student and the precise title agreed by the tutor.

Teaching methods

During 2020/21 this course will start being delivered using remote learning methods. Specifically this involves using video-based teaching platforms and an online course Virtual Learning Environment. Teaching methods will include, but are not limited to, lectures, presentations by guest speakers and facilitators, interactive and experiential learning activities, reading and assignments to be completed by participants outside classroom sessions and online discussion forums.

The course will revert to face-to-face teaching combined with use of the Virtual Learning Environment when it is viable and practical to do so.

Assessment methods

Students are awarded a course grade on the basis of:

Summative assignments totalling 9,000-12,000 words or their equivalent. Each term students will carry out a mini project of 3,000-4,000 words on one of the two assignments provided. One of these will be based on a provided (by the tutor) or independently identified (by the student and approved by the tutor) set of primary data (e.g. a discrete collection of archival materials), and the other of which will be a literature-based piece of theoretical work. The aim is to enable students to hone their skills in two sorts of analysis: data and literature. During the year, students cannot do more than two of each type of project in order to give them experience of and enhance their skills of both kinds of assignment. In certain modules, students can alternatively elect to write two shorter assignments each term totalling 3-4,000 words, one on each of the topics provided.

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

Entry and/or Progression

This course is suitable for students who already have a first degree or equivalent (such as an advanced diploma). This should be in a humanities subject so that students will already have good essay-writing skills. Students with non-traditional educational backgrounds but equivalent experience in a historical / Holocaust-related field are eligible to apply.

Students who gain a Postgraduate Certificate in Britain and the Holocaust are eligible to apply for (but are not guaranteed a place on) the MSt in History at ICE; they are also eligible to apply for Masters programmes elsewhere. Advice will be given to students who wish to continue their Holocaust-related studies.

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

Preparation for employment in general is provided in the opportunities for the acquisition of relevant transferable skills outlined in this programme specification. Graduates of this programme will leave with the necessary skills that are advantageous for career progression in the academic, museum or archive sector, or in the Holocaust-related charity sector. Those already employed in the teaching sector will further their knowledge for use in the classroom setting as well as enhance their career prospects. This course will also enhance the career of those working in local government who wish, for example, to further their work in community engagement projects.

Management of teaching quality and standards

The teaching quality and standards of the programme is monitored throughout by the appropriate member of academic staff, who reports annually to the Subject Moderation Panel, consisting of the internal assessor, internal examiner, moderating 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

- Systematic programme of course evaluations, requiring responses from participants and programme tutors;
- external assessor evidence (verbal and written reports);
- the programme design is such that accreditation could be sought by the Higher Education Academy at Descriptor 2 (the level at which most such UK programmes are accredited).

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 academic year.

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