

## Programme Specification 2022-2023

### POSTGRADUATE CERTIFICATE IN BRITAIN AND THE HOLOCAUST

<b>Awarding body</b>	University of Cambridge
<b>Teaching institution</b>	University of Cambridge, Institute of Continuing Education*
<b>Accreditation details</b>	None
<b>Name of final award</b>	<i>Postgraduate Certificate</i>
<b>Programme title</b>	<i>Britain and the Holocaust</i>
<b>UCAS code</b>	N/A
<b>HECoS code(s)</b>	
<b>Relevant QAA benchmark statement(s)</b>	None [NB the History Benchmark Statement 2022 is available]
<b>Qualifications framework level</b>	FHEQ Level 7
<b>Date specification produced</b>	October 2022

\* Cognate Faculty endorsement provided by: History

The mission of the Institute of Continuing Education (ICE) is to support the University of Cambridge's promise to prioritise and enable learning throughout life and to promote the widest possible access for learners to the University. ICE uses the expertise of its staff, the collegiate University, and its wider networks to deliver a broad portfolio of research-informed world-leading qualifications. ICE delivers supportive and inclusive education and welcomes learners seeking to engage with higher education for the first time, returning after an extended break, seeking opportunities to learn later in life and looking to advance their careers.

#### Educational aims

The Postgraduate Certificate in Britain and the Holocaust aims to give 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

As a result of studying this programme students should meet 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

- 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.
- 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.
- 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**

The course comprises three 20-credit units and is designed such that each unit can be taken independently and is not dependent on successful completion of any other unit. However, students should be aware that knowledge builds cumulatively across the course.

Units, along with indicative content, are outlined below.

**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.**

#### **Unit 1: *The Refugee Crisis of the 1930s and 1940s and the rise of British Fascism***

This unit 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.

#### **Unit 2: *The Holocaust, Nazi Persecution and the Channel Islands***

This unit 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.

### **Unit 3: *The Legacy of the Holocaust in Britain since 1945***

This unit 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.

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

### ***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.

### **Teaching methods**

The programme is delivered through a combination of in-person teaching sessions and asynchronous approaches provided via the course virtual learning environment. Examples of the type of teaching methods used include, but are not limited to, live and pre-recorded lectures, seminars, group discussions, online readings, data handling exercises, group activities and discussion forums. Peer-to-peer learning forms an important element of course teaching.

### **Assessment methods**

The programme will contain items of formative (not counting towards the final mark) and summative (counting towards the final mark) assessment. Formative assessment will receive tutor and/or peer feedback and is designed to facilitate completion of the summative assessments. Summative assessments will consist of tasks appropriate to the discipline of study and may include, but not be limited to, essays, reports, presentations, posters, critical reviews, data handling and analysis, and group activities. The volume of work required to complete the award shall be 9,000–12,000 words or the equivalent.

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

#### **Postgraduate Courses**

Applicants are normally expected to hold a 2i degree or higher from a UK university or an equivalent from an overseas university in a relevant subject. Applicants without this level of academic qualification may be considered as non-standard applicants if they have an appropriate level of professional experience relevant to the programme.

Applicants are expected to demonstrate proficiency in the English language and must be able to satisfy the current English Language Competence requirements of the University's Postgraduate Admissions Committee in the year in which they apply for admission to the course and outlined on the course webpage.

### **Student support**

ICE provides all students with access to learning and welfare support via the Institute's virtual learning environment. This includes generic and subject specific learning resources and wider support services, including those focused on wellbeing.

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

The University ensures high standards of teaching and learning in the following ways:

- Participation in the biennial Education Monitoring and Review Process to explore provision, share good practice and suggest constructive courses of action
- Scrutiny of the reports of External Examiners for all teaching programmes
- Encouraging student engagement at both the local level, through involvement in Faculty and Departmental Committees, and at a central level by participation in nationally-benchmarked surveys
- Mentoring, appraisal, and peer review of staff, and encouraging staff participation in personal development programmes

### **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. Where programmes with a significant vocational or professional element are accredited by Professional, Regulatory or Statutory Bodies details are given above.

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: <https://www.camdata.admin.cam.ac.uk/>