Certificate of Higher Education in History, part-time (evening)
For students entering Part 1 in 2005

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Relevant QAA subject benchmarking group:
Faculty of Arts and Humanities   Programme length: 2 years or more
Date of specification: March 2006
Programme convenor: Dr Sarah Smith
Programme Director for all CertHE in Humanities programmes: Myra Cottingham
Board of Studies: Continuing Education
Accreditation: not applicable

Summary of programme aims and learning outcomes

The primary aim of the Certificate of Higher Education in History is to provide a part-time University 'C' level programme for members of the local community who might not otherwise receive a University-level education. The Certificate of Higher Education in History also aims to enable part-time adult students to become independent and confident learners with a range of appropriate subject-based and transferable skills that may facilitate lifelong learning and progression to 'I' and 'H' level programmes. The Certificate of Higher Education in History aims to enable students to understand the methods and approaches used in the study of history, some of the principal generic and period divisions of the discipline, the importance of recognising a range and variety of interpretations, and to be aware of some of the current debates and issues in the study of history.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills that students can expect to have developed by the end of a degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology. The Certificate of Higher Education in History provides a starting-point for the development of these skills.

Effective communication in speech and writing, including the ability to create a well-organised and coherent argument based on evidence, is gained through group discussion, oral presentations and written assignments. Integral to this development is the gathering, synthesising and interpretation of information, as well as problem-solving and the critical judgment needed to challenge assumptions and previously unexamined opinions. Team-working is practised in discussion and group exercises, while IT skills are developed through locating and retrieving information and the presentation of coursework. Awareness of numeracy is gained through chronology and periodisation. In addition, time-management skills are developed through attendance, participation in course activities and in meeting deadlines. Self-awareness is gained through examination of oneself as an adult learner in individual feedback and personal tutorials.

Programme content

Number of credits: 120
Level: C

Students take four 20-credit modules, two in Year 1 and two in Year 2, plus 40 credits from the School of Continuing Education's Open Studies programme (or a Part 1 module in another subject from the part-time degree provision). All four 20-credit modules will be delivered over a two year period however, the order in which the modules are delivered is at the discretion of the School of Continuing Education. Open Studies credits maybe taken before, during or after the four modules

and may, but do not have to, be in one or more other subjects. Details of modules offered for the Open Studies credits may be found in the School of Continuing Education's 'Public Courses' prospectus. The Certificate of Higher Education in History carries 120 credits at Level C (80 Certificate of Higher Education subject-specific credits, plus 40 from the Open Studies provision or from Part 1 modules in the evening or daytime part-time degree programme) and is equivalent to Part 1 of a degree programme.

Modules studied over a two year period		Credits	Level
CD1HI1	Progress and Despair: Formative Events of the Nineteenth Century	20	C
CD1HI2	The Viking Age	20	C
CD1HI3	Renaissance and Reformation	20	C
CD1HI4	The Roaring Twenties and the Hungry Thirties	20	C
Open Studies or degree programme		40	C

Progression requirements
To qualify for the Certificate of Higher Education, all four History modules must be passed at 40%, and in addition 40 Open Studies or Part 1 degree credits must be gained according to the regulations governing the Open Studies or degree programmes, with a pass mark of 40%.

Summary of teaching and assessment
In all four History modules, teaching will be provided in lectures and/or in participatory groups. Group work will normally contain some formal input (short lectures or introductory talks) followed by structured guided discussion.

Assessment of all the 20-credit modules will be by coursework. Students will undertake three assignments (one formative and two summative), consisting of an essay and two others, which may take the form of a presentation, team exercise or other written assignment (e.g. a case study, critical interpretation/analysis, short answers, simulation exercise, etc.)

All core History modules are equally weighted

Classifications of award are based on core module results only and are 40-59% Pass; 60-69% Merit; 70-100% Distinction.

Admission requirements
There are no formal admission requirements, but students are asked attend an informal interview with the Programme Convenor to be sure the course is appropriate. Acceptance is based on a general interest in history and the study of the past, evidence of open-mindedness and motivation.

Admissions tutor: the Programme Convenor or designate

Support for students and their learning
University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University Special Needs Adviser, Study Advisers and the Students' Union.

The School of Continuing Education provides a programme of credit-bearing Study Skills and IT programmes designed especially for adults returning or new to higher education; Certificate of Higher Education students are strongly advised to attend these courses, which are often the ideal choice for the 40 credit Open Studies component. As part of the Certificate of Higher Education programme, students are provided with induction sessions to the University Library and e-mail system. In addition, the School provides handbooks and brochures; the Certificate course includes written feedback on coursework and one-to-one supervisions to discuss academic progress. Each student has a personal tutor who can also help students assess their development. The PAR (Personal Academic Record) scheme encourages students to reflect on their personal and academic development throughout the course.

Career prospects

Although many students on the programme will already have a career, the Certificate of Higher Education in History may enable a change of direction or advancement. The skills developed in the programme may be transferred to any career that requires effective communication, especially in written form, information gathering and handling, conceptual and creative thinking. Obvious careers include education, museum/historical site administration, the media, the civil service, librarianship and management. For any employer, completion of the Certificate demonstrates that students can successfully apply themselves to an academic course and that they can manage their personal time effectively and take personal responsibility for their intellectual development. The Certificate of Higher Education in History also trains students for progression to Higher Education at 'I' and 'H' level, where they may continue to gain the skills and knowledge to work in History.

Opportunities for study abroad

There are no opportunities for study abroad.

Educational aims of the programme

The Certificate of Higher Education in History aims to enable students to interpret a range of historical events and evidence, identifying the kind of event or evidence they are considering and examining both its context and a variety of possible interpretations. Finally, the programme aims to provide support for the improvement of the skills needed for the communication of structured and coherent arguments in essay writing and oral presentations.

Programme outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

A. Knowledge and understanding of	**Teaching/learning methods and strategies**
1. the basic nature of the discipline of history, its methods and approaches 2. the principal divisions of the discipline of history, in terms of both periods and genres 3. a range of historical periods and events in Europe and America from the 8th to the 20th centuries 4. the importance of recognising the range and variety of interpretations which may be used in the study of history 5. some of the current debates and issues in history	All four modules incorporate an introduction to a range of methods and approaches used in the study of history. The four modules each cover distinct historical periods and consider the different approaches of various genres or sub-disciplines, such as gender history, social history and economic history. All four modules also introduce students to a range of interpretations and debates associated with the study of history. Throughout, the short lectures impart crucial information and perspective while the complementary discussion develops an understanding of the range of opinions and theories that exist. *Assessment* Assignments test the students' understanding of different historical events and periods, together with the methods and approaches used in their interpretation by historians. The coursework and group discussions test the students' appreciation of the range of interpretations that are possible and of the existence of differing views and debates.
B. Intellectual skills (able to)	**Teaching/learning methods and strategies**
1. synthesise information from books, discussion and lectures accurately and reliably and to sift and integrate this information into coursework assignments 2. challenge assumptions and previously unexamined opinions 3. create a well-organised and coherent argument based on evidence, in writing and in presentations 4. evaluate the appropriateness of different approaches to solving problems 5. participate effectively in group discussion 6. reflect on their development as adult learners	Through specific focus on topics, issues and texts in group discussion and personal study, students are enabled to develop critical modes of enquiry about the selection and treatment of material. The research and analytical skills needed for problem-solving and for the accurate and reliable communication of the results of their work, are practised in essays and presentations, as is the ability to synthesise and sift information in order to create a structured and coherent argument. Feedback on an individual basis encourages reflection on strengths and areas for improvement in coursework, and the PAR scheme of personal tutorials enables students to reflect on their development and future progression as adult learners. *Assessment* Essays and other coursework test all aspects of intellectual skills, as well as test the students' ability to marshal information and arguments under time constraints.
Practical skills (able to)	**Teaching/learning methods and strategies**

1. locate and synthesise relevant information from a variety of sources 2. use the University's library and IT to access sources and information relating to the subject 3. present an academic essay which includes bibliographies and references in an appropriate format 4. listen and communicate effectively in group discussion and communicate effectively in individual oral presentations 5. communicate the results of study/investigation accurately and reliably in writing 6. develop structured and coherent arguments in writing	All of the practical skills are developed in each module through the production of essays and preparation for group discussions and seminar presentations. Most importantly they are developed through the information gathering, reading and problem-solving needed to support these activities. *Assessment* Assignments test the students' assimilation and ability to use these skills.
Transferable skills (able to) 1. present findings and arguments cogently and coherently, both orally and in writing 2. listen and contribute effectively to group discussions and other team activities 3. locate, select and handle information using library and other written sources 4. locate, select, handle and present information using IT resources 5. show a competence in numeracy within the parameters of the subject 6. work to deadlines and manage their time effectively 7. demonstrate a responsible attitude to attendance and participation in scheduled course activities 8. assess aptitudes in preparation for the development of their present career or a career change and/or for further academic study	**Teaching/learning methods and strategies** In all the modules students will be introduced to the IT and library resources of the University, and then taught how to present their findings in a coherent, numerate and timely manner, whether verbally or in writing. Throughout the emphasis will be on participation, responsible attendance and support for their fellow students. As part of the PAR process students will be asked to reflect on how they have developed both subject based and key skills that may be of relevance outside their course and in their futures. *Assessment* The essays and other coursework will test the students' ability to communicate, to meet deadlines and to use the academic resources effectively. The seminar presentations and group discussions will test these abilities through the use of verbal communication.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.