

Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

| | |
|---|---------------------------------------|
| Programme/award title(s) | CertHE History |
| Teaching Institution | Ruskin College |
| Awarding Institution | The Open University (OU) |
| Date of latest OU validation | 26 February 2013 |
| Next revalidation | 2017-18 |
| Credit points for the award | 120 at Level 4 |
| UCAS Code | V100 |
| Programme start date | September 2013 |
| Underpinning QAA subject benchmark(s) | History (2007) |
| Other external and internal reference points used to inform programme outcomes | N/A |
| Professional/statutory recognition | N/A |
| Duration of the programme for each mode of study (P/T, FT,DL) | 1 year full time 2 years part time |
| Dual accreditation (if applicable) | N/A |
| Date of production/revision of this specification | December 2012 |

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 s/he 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 student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

- i Develop students' knowledge of the underlying concepts and principles associated with the study of History
- ii Enable students to evaluate and interpret these within the parameters of the study of various historical subject matter
- iii Develop students' ability to present, evaluate, and interpret a range of materials, including visual, textual and archival material
- vii Enable students to develop practical and intellectual engagement with a range of materials for the writing and analysis of history
- iv Ensure that students start to develop lines of argument and make sound judgements in accordance with basic historiographical concepts
- vi Enable students to present their arguments, ideas and research findings appropriately and accurately
- v Equip students with the skills, knowledge and confidence to succeed on an appropriate level-2 course (for example the DipHE) where this is the desired outcome for the student
- viii Start to equip students with the confidence to engage with the wider historical community and to appreciate the value of exchanging information and developing democratic scholarship

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Whilst a separate and distinct programme, the CertHE in History is a Level 4 programme designed to be delivered over one or two years (full or part time) and is a validated programme in its own right, it is closely related to the College's BA (Hons) History with Social Sciences. The CertHE is designed to equip students with the necessary knowledge and skills to undertake further study at levels 5 and 6 at the College or elsewhere; for example, the College's degree programme in History with Social Sciences.

3. Programme outcomes

Intended learning outcomes are listed below.

| 3A. Knowledge and understanding | |
|--|---|
| Learning outcomes: | Learning and teaching strategy / assessment methods |
| <p>A1: Understand some aspects of the complexity and diversity of situations, events and past mentalities and how people have existed, acted and thought through these different historical contexts, specifically in relation to modern Britain and Western Europe.</p> <p>A2: Identify some of the concepts of Britain as a nation with an imperial past and a multi-cultural and multi-national present.</p> <p>A3: Identify some of the debates on the contested nature of history and an understanding of aspects of approaches taken by social, cultural, political, and economic historians and those with knowledge of the history of gender, race and class.</p> <p>A4: Critically understand how ideas of nationhood, community, and society have changed and developed in Britain.</p> <p>A5: Critically discuss the role of accident in history.</p> | <p>At CertHE level students on modules, other than dissertation /archival project meet as a whole group for five hours per week. At CertHE level much emphasis is placed upon inducting students into the very process of being a student. Thus within the Revisiting 20th Century module and Changes in Europe module specific time – an hour per module per week -will be devoted to study skills including essay writing, finding materials for a project and presenting work orally in the form of seminar presentations. In addition the What is History really about? and What else is history really about? Modules introduce students to history as an academic discipline and to historical methodology. Much attention will be paid at CertHE level to an inter-active pedagogy which values students' prior knowledge and experience and seeks to develop their conceptual engagement.</p> <p>Mini lectures are used to introduce theories, concepts and actual background information, which are then examined and reinforced in group activities (these may include discussions, directed tasks, learning checks). The content of the classes increases in complexity as students' progress through the programme.</p> <p>The assessment strategy has been underpinned both by the QAA History assessment strategy and our successful experience of what has worked well in the past in assessing Ruskin students. We note both that most of a history student's time should be spent 'working independently, reading, thinking and writing' and that a 'wide range' of assignments should be undertaken. In particular we welcome the value placed on 'developing students' understanding of the value and uses of history in the public domain'. We continue to acknowledge and value the 'unofficial ' knowledge which Ruskin students bring to their learning and will continue to provide forms of assessment that enable students to reflect appropriately upon their own interests and material. In keeping with both past practice and with the QAA recognition that 'no particular diet of historical knowledge is prescribed' attention will be given to assessments in which students construct their own essay title or project questions.</p> |

| 3A. Knowledge and understanding | |
|--|--|
| | <p>Given the emphasis on historians working independently, attention will be paid to the setting of formative assignments, particularly at CertHE level, in which students are required to undertake a piece of written work, such as an essay, weekly. A wide range of essay titles will continue to be offered so that students can explore a wide range of content alongside acquiring the skills embedded in the very process of essay writing. Since Ruskin students at CertHE level do not usually have recent experience of successful study at A level this strategy is a form of positive action designed to ensure that regular practice at note-taking, argument planning and essay writing can enable students to acquire skills – and confidence in their abilities.</p> <p>Summative assessments include a range of methods including individual and group exercises, different forms of timed examinations and oral presentations. We value the discipline of requiring students formally to take timed exams, as well as essays and similar forms of assessment, since this is a good way of assessing self-discipline and the ability to deploy evidence in a focussed way. It is also good preparation for employment skills in a range of posts and, of course, for subsequent writing and publication.</p> |

| 3B. Cognitive skills | |
|---|---|
| Learning outcomes: | Learning and teaching strategy / assessment methods |
| <p>B1: Start to read and use primary and secondary material critically and empathetically.</p> <p>B2: Start to understand some of the basic critical skills used by historians including rules of evidence.</p> <p>B3: Appreciate the role of task and problem solving in relation to historical questions at an initial level.</p> | <p>Student's analytical, problem-solving and intellectual abilities are developed through classroom discussion, tutorials, independent study and an array of assessment tasks specifically designed to develop and test different types of, for example, reasoning, analysis and reflection. Students will be introduced to different ways of reading secondary texts as well as a range of contemporary material. They will also be introduced to the experience of presentations by tutors in different forms including mini lectures and powerpoint presentations.</p> <p>Given the emphasis on historians working independently attention will be paid to the setting of formative assignments, particularly at CertHE level, in which students are required to undertake a piece of written work, such as an essay, weekly. A wide range of essay titles will continue to be offered so that students can explore a wide range of content alongside acquiring the skills embedded in the very process of essay writing. Since Ruskin students at</p> |

| 3B. Cognitive skills | |
|--|--|
| <p>B4: Critically understand some of the intellectual difficulties in researching and writing History and appreciate some of the problems in analysing historical material.</p> <p>B5: Start to engage with the wider historical community, for example through appropriate personal engagement with archivists, librarians, collectors, curators.</p> <p>B6: Appreciate the value of exchanging information and democratic scholarship upon their own writing – and that of other students as evidenced through seminar discussion.</p> | <p>CertHE level do not usually have recent experience of successful study at A level this strategy is a form of positive action designed to ensure that regular practice at note-taking, argument planning and essay writing can enable students to acquire skills – and confidence in their abilities.</p> <p>Summative assessments include a range of methods including individual and group exercises, different forms of timed examinations and oral presentations. We value the discipline of requiring students formally to take timed exams, as well as essays and similar forms of assessment, since this is a good way of assessing self-discipline and the ability to deploy evidence in a focussed way. It is also good preparation for employment skills in a range of posts and, of course, for subsequent writing and publication.</p> |

| 3C. Practical and professional skills | |
|---|---|
| Learning outcomes: | Learning and teaching strategy / assessment methods |
| <p>C1: Read and critically analyse some historical contemporary materials e.g. photographs, census returns, maps, films, material culture. Identify some contemporary materials which may be used in historical research.</p> <p>C2: Start to review and evaluate competing historiographical arguments and Understand some of the debates around the relationship between the past and the present and the role of the historian in writing history.</p> <p>C3: Demonstrate some detailed and critical analysis of some archival material of the</p> | <p>Practical skills of the historian include critical reading of primary and secondary sources, research skills (finding materials in libraryies, archives, and onlines), knowledge of theory as applied to historical study, and written and verbal communication skills.</p> <p>These are developed in a each module via the study of both historical content and debates, and historical methodologies and approaches.</p> <p>These are assessed through formative and summative assignments that include weekly essays followed by tutorials, in class presentations, in class exercises with primary and secondary sources, class discussions, and formal exams.</p> |

| 3C. Practical and professional skills | |
|---|--|
| <p>student's choice.</p> <p>C4: Appreciate some of the practical and intellectual problems of engaging in historical research as gained from their own experience.</p> <p>C5: Developing written and verbal communication skills.</p> | |

| 3D. Key/transferable skills | |
|---|--|
| Learning outcomes: | Learning and teaching strategy / assessment methods |
| <p>D1: Acquire the initial self-discipline, direction and independence of mind and initiative appropriate to writing weekly tutorial essays/assignments.</p> <p>D2: Work with others and have respect for others' views as demonstrated, for example, in seminar and tutorial discussion.</p> <p>D3: Develop some structure, coherence, clarity and fluency of oral and written expression as demonstrated, for example, in seminar and tutorial discussion.</p> <p>D4: Gather, organise and deploy some material, for example, for the weekly tutorial essay / assignment.</p> | <p>Key and transferable skills refer to the generic abilities, such as written and oral communication, numeracy, IT literacy, interpersonal skills, time management, goal setting that are expected of graduates even in non-subject specific areas.</p> <p>At CertHE level emphasis will be placed upon tutorials where students can discuss their weekly assignments in 2s or 3s with one tutor. This is a key part of the pedagogical strategy designed to build up student confidence in their ability to undertake study at HE level and to enable them to be more realistic about their levels of achievement. Particular attention will be paid to reinforcing issues covered in study skills classes, especially in note-taking and argument planning which are essential underpinnings of academic historical practice. Our teaching and learning strategies at module level aim to create an open and supportive learning environment that encourages student participation and active learning.</p> |

4. Programme Structure

| Full-Time Programme Structure (LEVEL 4) | | | |
|---|---------------|---|---------------|
| Compulsory modules | Credit points | Optional modules (all part time students must take the first option) | Credit points |
| Term 1: Revisiting 20th Century Britain* | 20 | Term 3: Radicalism, Socialism & Feminism in Britain, 1790-1900* | 20 |
| What's History really about? (Introducing concepts & practice of History I) | 20 | - and - Independent 'archival' project | 20 |
| Term 2: Change & Democracy in Britain & Europe from 1618* | 20 | - or - Dissertation | 40 |
| What else is History about? (introducing concepts & practice of History II) | | | |

[upon successful completion of the above 5 or 6 Level 4 modules, a student is awarded with a Certificate of Higher Education in History (120 credits at Level 4)]

| Part-Time Programme Structure (LEVEL 4) Year 1 | | | |
|--|---------------|--|---------------|
| Compulsory modules | Credit points | Optional modules (all part time students must take the first option) | Credit points |
| Term 1: Revisiting 20th Century Britain | 20 | Term 3: Radicalism, Socialism & Feminism in Britain, 1790-1900 | 20 |
| Term 2: Change & Democracy in Britain & Europe from 1618 | 20 | | |

| Part-Time Programme Structure (LEVEL 4) Year 2 | | | |
|---|---------------|--|---------------|
| Compulsory modules | Credit points | Optional modules (all part time students must take the first option) | Credit points |
| Term 1: What's History really about? (Introducing concepts & practice of History I) | 20 | Term 3: Independent 'archival' project | 20 |
| Term 2: What else is History about? (introducing concepts & practice of History II) | 20 | | |

[upon successful completion of the above 5 or 6 Level 4 modules, a student is awarded with a Certificate of Higher Education in History (120 credits at Level 4)]

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules

where in the programme structure students must make a choice of pathway/route

Whilst a separate and distinct programme, the CertHE in History is a Level 4 course designed to be delivered over one or two years (full or part time) and is a validated programme in its own right. It is designed to equip students with the necessary knowledge and skills to undertake further study at levels 5 and 6 at the College or elsewhere; for example, the College's degree programme: BA(Hons) History with Social Sciences or BA(Hons) History programmes at other universities.

Full time students study two modules per term. For students taking the CertHE on a part time basis, in the first year they will need to take: Revisiting 20th Century Britain, Change and Democracy and Radical, Socialist, Feminist movements. In the second year they will need to take the two concepts modules and the archival project module.

In the third term of the CertHE, full-time students take either a module in Radicalism, Socialism & Feminism in Britain, 1790-1900 and the Independent 'archival' project or a double module Dissertation. In practice, all students attend the classes for Radicalism, Socialism and Feminism 1790-1900 though, of course, those submitting the Dissertation do not submit assignments. Part-time students will take RSF as an assessed module in their first year and the archival project in their second year. Weaker full-time students will also take RSF for assessment and the archival project, rather than the double module dissertation.

6. Support for students and their learning

6.1 Teaching on the programme is delivered in classes of normally no more than 20 students supported by tutorials with normally 3 or 4 students in a group. Additionally, every student at Ruskin is allocated a personal tutor from the course team monitoring the progress of students, providing advice and guidance and suggest other forms of support as appropriate.

6.2 Learning support and study skills, encompassing study support for disabled students is an area of undoubted strength at Ruskin, with the Ruskin tutorial system and specialist Learning Development services adding up to comprehensive and highly individualised support for students. Every HE student at Ruskin undergoes an initial assessment of their basic skills and learning needs. This is particularly important in view of the lack of formal educational qualifications and prevalence of past underachievement. Where a student is diagnosed as dyslexic, or as having another disability need, tutors are informed of the ways they can help support the student better (with their students' consent). This dedicated and whole-College approach to support explains the success of some disabled students at Ruskin who had previously not achieved elsewhere.

6.3 The College Counsellor has an office close to the Callaghan Library. The confidential support offered encompasses short-term, focused individual work, as well as longer-term personal support. During their time at Ruskin, many students access the service to assist them to cope with the challenges of studying or of living in College, or with problems impinging from their outside or earlier lives. The College Counsellor meets students in their first term. The counselling service that the College provides has been taken up by older learners in the past and has provided an invaluable service in providing them with strategies for managing stress and coping with living communally.

6.4 The Academic Registrar at Ruskin is undertaking formal IAG training with College support. She offers advice to applicants and current students about financing their studies, meeting their accommodation and childcare needs, and coping with personal and social issues. Older learners may face additional funding difficulties when considering higher education beyond the CertHE level and the Academic Registrar is a valuable resource for advice and guidance, alongside *Head Start*, the adult careers advice service.

7. Criteria for admission

7.1 All candidates must be able to satisfy the general admissions requirements for Ruskin College. These are:

- Candidates must attend an interview with two academic or academic-related staff members
- Candidates must demonstrate commitment to the ethos and vocation of Ruskin College
- Candidates must have the ability to benefit from study at this level, fulfil the learning outcomes of the programme and achieve the standard required for the award. The ability to benefit focuses on the students being at the right stage in their lives to study successfully and ensuring that students are applying to the right programme (students who are on programmes which are not their interest area are far more likely to fail to achieve than motivated, prepared students). Ruskin is committed to the fact that achieving qualifications at this level can, and does, improve individual student's lives and the wellbeing of communities which it serves.

The admissions process is as follows:

- Students enquire about the programme or the College and receive information and are invited to our Higher Education Advice Days and/or Subject Taster Days
- Students' apply and are called for interview with two academic or academic-related staff members (depending on availability)
- Students are either offered a place or are given detailed guidance on how to develop and encouraged to reapply at a future point.
- Students accept the offered place and are called for a literacy assessment. Students with declared disabilities are also given information and advice on applying for provision to support their needs.
- Students attend induction week which introduces Ruskin systems and people and in which students have their first tutorial.

Additionally:

7.2 Students wishing to progress to L5 of the BA (Hons) programme are subject to the College's internal application process.

7.3 The quality of the student experience is captured in the College's feedback mechanisms. The College also holds both a Frank Buttle Award for its provision for care leavers (including guaranteeing accommodation) and the Association of Colleges 2011 award for Widening Participation in Lifelong Learning for its work with marginalised groups such as those who have experienced homeless, sexual and domestic violence and substance misuse issues. Students who identify specific or additional needs at the application or interview stage are encouraged to talk through support mechanisms, anxieties and barriers with interviewers and with their personal tutor, if accepted onto the programme. Where appropriate the College will also engage with other support networks such as addiction key workers or homelessness key workers to ensure the student is supported and able to achieve.

8. Language of study

8.1 English

9. Information about assessment regulations

9.1 Assessment Regulations can be found in the Regulatory Framework.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

10.1

- Fortnightly/tri-termly meetings between tutors to monitor students' performance
- End of year meetings to compile the annual monitoring report
- Meeting/s with the external examiner at examination board
- Drawing up action points arising both from annual report, external examiners' report and discrete modules that are monitored at the Humanities and Social Sciences Board.
- Input of academic reviewer installed by the OU, as appropriate
- Tutor attendance at best practice sessions and other CPD events organised internally
- Tutors' participation in external CPD especially conferences, writing of papers /books, attendance at seminars, reviewing articles for journals etc.
- Tutors bringing critical self-reflection gained from their work as external examiners in other institutions / experience of teaching in other institutions
- Monitoring of above through annual staff development report drafted by the Vice Principal and discussed at AQSC with action points for implementation in following year.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

| Level | Study module/unit | Programme outcomes | | | | | | | | | | | | | | | | | | | |
|-------|--|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 |
| 4 | Revisiting 20th Century Britain | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | | | | | | | ✓ | ✓ |
| | What's History really about? (Introducing concepts & practice of History I) | | | | | ✓ | ✓ | ✓ | | ✓ | | | ✓ | | | | | | | ✓ | ✓ |
| | Change & Democracy in Britain & Europe from 1618 | ✓ | | | | ✓ | | | | | | | | | ✓ | | | | | | |
| | What else is History about? (introducing concepts & practice of History II) | | | | | ✓ | | | | ✓ | | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ |
| | Radicalism, Socialism & Feminism in Britain, 1790-1900 | ✓ | ✓ | | | | ✓ | ✓ | | | | | ✓ | ✓ | | | | | | ✓ | ✓ |
| | Independent 'archival' project | | | | | | ✓ | | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | | | |
| | Dissertation | | | | | | ✓ | | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | | | |

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.