

Certificate of Higher Education in Combined Studies, part-time (evening) **For students entering Part 1 in 2006/07**

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmark group:	None
Faculty of Arts and Humanities:	Programme length: 2 years or more
Date of specification:	January 2007
Programme Director:	Dr Sarah Smith
Programme Director for all CertHE in Humanities programmes:	Dr Sarah Smith
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 Combined Studies 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 Combined Studies also aims to enable part-time students to become independent and confident learners with a range of appropriate subject-based and transferable skills which may facilitate lifelong learning and progression to 'I' and 'H' level programmes. The Certificate of Higher Education in Combined studies aims to enable students to study a range of disciplines and develop an understanding of the methods and approaches used in the study of at least two of the following subjects: Archaeology, English Literature, History, and History of Art and Architecture. Students will become aware of the principal generic and period divisions, be able to recognise a range and variety of interpretations of material and be aware of some of the current debates and issues within these disciplines.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which 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 Combined Studies 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 judgement 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

Students take a combination of 20 credit modules, normally over a two year period, from two or three subject areas, including a compulsory 5-credit Study Skills module, 'Getting Started'. (Students with recent HE experience may, at the discretion of the programme director, be exempt from elements of the Getting Started module, however, no one is normally exempt from the Plagiarism session). Students are advised to take the 'Getting Started' study skills module before they embark on their first core Certificate module.

The Certificate of Higher Education in Combined Studies carries 120 credits at Level C, which must include modules from at least two academic disciplines, and is equivalent to Part I of a degree programme.

Students may choose modules from within the existing Certificate of Higher Education subject provision which is as follows:

		Credits	Level
<i>Archaeology</i>			
CD1AR1	Archaeological approaches to the past	20	C
CD1AR2	The prehistoric world	20	C
CD1AR3	The archaeology of the Roman world	20	C
CD1AR4	Post-Roman and Early Medieval Europe	20	C
<i>English Literature</i>			
CD1EL1	The comic mode	20	C
CD1EL2	The tragic mode	20	C
CD1EL3	The novel	20	C
CD1EL4	The poetry and drama	20	C
<i>History</i>			
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
<i>History of Art and Architecture</i>			
CD1HA1	The art of looking	20	C
CD1HA2	Ways of Seeing Buildings	20	C
CD1HA6	Art in the Renaissance	20	C
CD1HA7	Modern Art	20	C
<i>Life Science</i>			
CD1LS1	Introduction to Biology	20	C
CD1LS2	Genes	20	C
CD1LS3	Ecology	20	C
CD1LS4	Evolution	20	C
K01	'Getting Started' from Open Studies programme	5	C
	Open Studies or degree programme	35	C

Students may also choose 20-credit C-level modules from the Departments of Classics and Philosophy in the School of Humanities (subject to availability):

<i>Classics</i>			
	Greek and Roman Civilisations: Fifth Century Athens	20	C
	Greek and Roman Civilisations: Rome in the Augustan Age	20	C
	Themes in Greek and Roman Society	20	C
	Beginners' Latin I	20	C
	Beginners' Latin II	20	C
<i>Philosophy</i>			
	Mind and World	20	C

Values and Virtues	20	C
Metaphysics and Religion	20	C

or a maximum of 40 credits from the School of Continuing Education's Open Studies programme.

Progression requirements

To qualify for the Certificate of Higher Education in Combined Studies, all modules must be passed at 40%.

80 credits are nominated by the student as 'core' and are used for classification purposes (all core modules are weighted equally). The remaining 40 credits must be passed but are not used as part of the classification of the award. Open Studies modules are not normally 'core' modules and are therefore not used for the purposes of classification. This follows the principles of the School's other five Certificates of Higher Education.

Classifications of award are 40-59% Pass; 60-69% Merit; 70-100% Distinction.

Summary of teaching and assessment

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

Assessment of all the School of Continuing Education's Certificate of Higher Education 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.) Assessment of all other modules will be according to the regulations governing the relevant programme from which the modules are taken.

Admission requirements

There are no formal admission requirements, but students are asked to attend an informal interview. Acceptance is based on a serious interest in the chosen subjects and evidence of open-mindedness and motivation.

Admissions tutor: the Programme Director 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 hold 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 and the Students' Union.

In addition to the compulsory 'Getting Started' module, the School of Continuing Education provides a programme of credit-bearing Study Skills designed especially for adults returning or new to higher education; Certificate of Higher Education students are strongly advised to attend these courses. As part of the Certificate of Higher Education students are provided with induction sessions at either the University Library or the Newbury College Library, as appropriate, and to email (which is used to communicate with students). They are encouraged to attend study skills courses in the Open Studies programme on using the University Library. 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, and the PAR (Personal Academic

Record) scheme provides students with a personal tutor who can also help students assess their development.

Career prospects

Although many students on the programme will already have a career, the Certificate of Higher Education in Combined Studies 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, arts administration, museums, the media, the civil service, librarianship, administration and management. For any employer 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 Combined Studies also trains students for progression to Higher Education study at 'I' and 'H' level, where they may continue to gain knowledge and skills.

Opportunities for study abroad

There are no opportunities for study abroad.

Educational aims for the programme

The Certificate of Higher Education in Combined studies aims to enable students to study a range of subjects in an up-to-date and sophisticated way. In Archaeology students will interpret a range of archaeological sites and evidence, through identification of what kind of site or evidence they are considering, through an emphasis on cultural and period context, and through a range of archaeological interpretation. In English Literature students will interpret a range of literary texts at a deeper level through the identification of what kind of text they are reading, and through an awareness of a range and variety of critical interpretations. Students will encounter a range of short passages and poems, aimed at improving their ability to analyse the techniques and effects of literary language. In History students will interpret a range of historical events and evidence, identifying the kind of event or evidence they are considering and examining both its context and variety of possible interpretations. In History of Art and Architecture students will interpret a range of works of art and architecture at a deeper level, through the identification of what kind of work of art they are viewing, through an emphasis on genre and period, and through an awareness of a range and variety of critical 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, and in the analysis of individual works of art and architecture, literature, historical documents and archaeological artefacts.

Programme outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas depending on the combination of modules chosen:

A. Knowledge and understanding of Archaeology	Teaching/learning methods and strategies Archaeology
<ol style="list-style-type: none"> 1. the basic nature of the discipline of archaeology, its methods and approaches 2. the principle divisions of the discipline of archaeology 3. a range of archaeological sites and evidence from the prehistoric world to early medieval Europe 4. the importance of recognising the range and variety of interpretations which may be used 	<p>The first module is specifically designed to provide an introduction to the aims and approaches to the study of archaeology. The second, third and fourth modules reinforce these methods and approaches by transferring them to the study of three important periods. All four modules introduce students to a range of interpretations and some of the debates and issues connected with the study of archaeology.</p>

<p>in the study of archaeology</p> <p>5. Some of the current debates and issues in archaeology</p>	<p>Throughout, the short lectures impart crucial information and perspective while the complementary discussion develops an understanding of the range of opinions and theories which exist.</p> <p><i>Assessment</i> Assignments test the students' understanding of the methods and approaches used in archaeology and the interpretation of a range of archaeological evidence. They also test students' knowledge of different periods and what we know of changing human society. The coursework and group discussions test the students' appreciation of the range of interpretations which are possible and of the existence of differing views and debates.</p>
<p><u>English Literature</u></p> <ol style="list-style-type: none"> 1. the basic nature of the discipline of literary study, its methods and approaches 2. the principal divisions of the discipline of literary study, its generic divisions, critical topics and varieties of interpretation 3. a range of literary texts from the 16th century to the present 4. the importance of recognising the range and variety of interpretations which may be used in the study of English Literature 5. some of the current debates and issues in critical theory 	<p><u>English Literature</u></p> <p>The first two modules provide an introduction to the importance of structure, form and rhetorical language, while also introducing the students to the principal genres of the comedy and tragedy. The third and fourth modules reinforce these methods and approaches by transferring them to the study of three modes of literature: the novel, poetry and drama. All four modules introduce students to a range of interpretations and some of the debates and issues connected with literary criticism.</p> <p>Throughout, the short lectures impart crucial information and perspective while complementary discussion develops an understanding of the range of opinions and theories which exist.</p> <p><i>Assessment</i> Assignments test the students' understanding of the methods and approaches used in literary criticism and the critical analysis of short passages and poetry. They also test students' knowledge of the different genres and modes of literature. The seminars and presentations test the students' appreciation of the range of interpretations which are possible and the existence of differing views and debates.</p>
<p><u>History</u></p> <ol style="list-style-type: none"> 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 	<p><u>History</u></p> <p>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</p>

<p>centuries</p> <ol style="list-style-type: none"> 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 	<p>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 which exist.</p> <p><i>Assessment</i></p> <p>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 which are possible and of the existence of differing view and debates.</p>
<p><u>History of Art and Architecture</u></p> <ol style="list-style-type: none"> 1. the basic nature of the discipline of art and architectural history, its methods and approaches 2. the principal divisions of the discipline of the subject into some of its periods and genres 3. a range of paintings, sculpture and buildings drawn from a variety of periods and genres 4. the importance of recognising a range and variety of interpretations 5. some of the current debates and issues in the history of art and architecture 	<p><u>History of Art and Architecture</u></p> <p>The first two modules provide an introduction to the disciplines, approaches and methods employed in the study of art and architectural history. The third and fourth modules reinforce these techniques and the knowledge learned by examining two periods in depth while also introducing the students to a range of interpretations and some of the debates and issues connected with the subject. Throughout, the lectures impart crucial information and perspective while the complementary discussion develops an understanding of the range of opinions and theories that exist.</p> <p><i>Assessment</i></p> <p>Assignments test the students understanding of the methods and approaches used in art and architectural history. They also test the students' knowledge of the art and architecture that was produced in the main historic periods and of the understanding of the principal genre. The seminars and presentations test the students' appreciation of the range of interpretations that are possible and of the existence of differing views and debates.</p>
<p>Intellectual skills (able to)</p> <ol style="list-style-type: none"> 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 	<p>Teaching/learning methods and strategies</p> <p>Through specific focus on topics, issues and texts in group discussion and personal study, students are able 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</p>

<p>argument based on evidence, in writing and in presentations</p> <ol style="list-style-type: none"> 4. evaluate the appropriateness of different approaches to solving problems 5. participate effectively in group discussion 6. reflect on their development as adult learners 	<p>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.</p> <p>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.</p> <p><i>Assessment</i> 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.</p>
<p>Practical skills (able to)</p> <ol style="list-style-type: none"> 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 subjects 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 	<p>Teaching/learning methods and strategies All of the practical skills are developed in each module through the production of essays and preparing for group discussions and seminar presentations. Most importantly they are developed through the information gathering, reading and problem-solving which is needed to support these activities.</p> <p><i>Assessment</i> Assignments test the students' assimilation and ability to use these skills</p>
<p>Transferable skills (able to)</p> <ol style="list-style-type: none"> 1. present finding 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 	<p>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 reconsider the career and further academic options available to them and they will be encouraged to supplement this by using the Careers Service and the School's appropriate Study Skills or IT modules</p> <p><i>Assessment</i> The essays and other coursework will test the students' ability to communicate, to meet</p>

career change and/or for further academic study	deadlines and to use the academic resources effectively. The seminar presentations and group discussions will test these abilities through the use of verbal communication.
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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.