Programme Specification[1]

1. Programme Title(s) and Code(s):

Programme Title	UCAS Code	GU Code
Certificate of Higher Education (History)		V100-2318

2. Academic Session:

2024-25

3. SCQF Level (see **Scottish Credit and Qualifications Framework Levels**):

7

4. Credits:

120

5. Entrance Requirements:

None

6. ATAS Certificate Requirement (see **Academic Technology Approval Scheme**):

ATAS Certificate not required

7. Attendance Type:

Part Time

8. Programme Aims:

The Certificate of Higher Education (History) is designed to offer a broad range of courses that introduce students to a variety of historical topics, as well as equipping them to identify and assess both primary and secondary sources and to construct coherent narratives.

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[1] 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 full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk/

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

Students can choose from courses in Scottish, Irish, European, American and World history. This wide range provides students with a broad historical knowledge and understanding, encompassing cultural, social, political and religious aspects of historical events and periods.

This programme of study supports students to develop scholarly approaches to the study of history, and equips them with the knowledge, understanding and skills that allow them to research and interpret further historical topics independently or as part of further studies.

The programme specifically aims to:

• Introduce students to a broad range of historical topics from different locations and times; and show how a wide variety of sources might be used to reconstruct the past
• Introduce students to the concepts of scholarship and historiography, to allow them to understand how historical studies are researched and presented
• Support students to develop their own skills in research, analysis and academic writing
• Promote students' ability to identify and interpret primary and secondary sources, and to develop an awareness of the latest historical research and interpretation, in support of their own knowledge and ability to argue and present their own conclusions

9. Intended Learning Outcomes of Programme:

The Certificate of Higher Education (History) is designed to support students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and understanding

By the end of this programme, students will be able to

- Understand and appraise varied interpretations of historical events and movements, appreciate the processes of historiography, and understand the nature of historical debate
- Analyse and critically assess the credibility of a range of primary and secondary sources
- Develop their own interpretations of historical events and movements, in the context of competing perspectives
- Present and argue, both in writing and orally, their own interpretations of historical events and movements, using appropriate evidence, and providing appropriate contexts

Skills, qualities and other attributes

By the end of the programme, students will be able to:

Subject-specific or practical skills

- Identify, analyse and reflect critically on primary and secondary sources relevant to their subject

- Compare and contrast differing interpretations of historical events and movements

- Construct and communicate historical arguments, in written and oral forms

Intellectual skills

- Interrogate and assess a wide range of primary and secondary sources

- Critically analyse scholarly publications in their own field of study

- Blend primary and secondary sources to construct historical arguments

- Develop and defend their own interpretations of historical events and movements

Transferable or key skills

• Identify and critically assess a wide range of evidential material

• Develop and sustain a narrative based on evidence and competing perspectives

• Form, express and corroborate their own conclusions

• Study and learn independently

• Use feedback to temper and improve their performance

10. Typical Learning and Teaching Approaches:

Courses are taught principally by a mixture of lectures and seminars in small groups of usually no larger than 25-30. Students are encouraged to participate regularly in class discussions in all courses. In some courses, this is formalised in optional methods of assessment in the form of assessed presentations.

11. Typical Assessment Methods:

The assessment arrangements will facilitate flexibility and choice, support the development of students as learners, and develop skills and attributes in addition to subject knowledge. The assessments aim to develop students' ability to analyse historical evidence, to discuss the socio-cultural, political and religious themes that emerge from it, and to form their own opinions based on the evidence they analyse. The different forms of summative assessment include:

- Essay: The essays allow students to demonstrate knowledge of primary and secondary sources and to assess the topic in a critical fashion. Some courses include an extended essay.
- An analysis/commentary of a primary source: This will allow students the experience of critically analysing and evaluating primary source material.
- Many of the courses encourage the development of students' communication skills. Some courses require students to prepare an oral presentation or a poster presentation.
- Annotated bibliography of 5-6 secondary sources: This allows students to demonstrate an understanding of the historiography of the topic.
- A short report on an issue related to course content, for example a critical review of a major text related or a research task agreed with the tutor.
- A 'situation report' based on a 'briefing folder' which will contain four to five primary source documents.

Formative assessment
Students are supported in preparing summative assessment by tailored formative assessment opportunities. Class discussion also plays an important formative role and creates a supportive environment in which the students can formulate and express ideas and receive immediate feedback from the tutors and from their peers.

12. Programme Structure and Features:

Structure Students are required to take 120 credits, as detailed below:

- 80 credits at SCQF level 7 or above in History.
- 40 credits at SCQF level 7 or above from courses offered by Short Courses, which may include Archaeology, Art History, Egyptology, History and Politics.

Students have a free range of choices within the available courses and can gain an introduction to a variety of ways of understanding the past. However, students are encouraged to take the following courses as part of the 80 credits in History as they provide a strong foundation.

- Scotland in the Middle Ages 1124-1371
- Scotland after the Union 1707-1838

Features

Students will be eligible for the award of Certificate of Higher Education subject to completing 120 credits as detailed above with a grade point average of at least 9. Students shall be awarded Merit where the grade point average is at least 12, and with Distinction where the grade point average is at least 15.

Regulations

This programme will be governed by the relevant regulations published in the University Calendar. These regulations include the requirements in relation to:
(a)   Award of the degree
(b)   Progress
(c)   Early exit awards
(d)   Entry to Honours (For undergraduate programmes, where appropriate)

www.gla.ac.uk/services/senateoffice/policies/calendar/

13. Programme Accredited By:

N/A

14. Location(s):

Glasgow

15. College:

College of Social Sciences

16. Lead School:

Short Courses [REG91230001]

17. Is this programme collaborative with another institution:

No

18. Awarding Institution(s):

University of Glasgow

19. Teaching Institution(s):

University of Glasgow

20. Language of Instruction:

English

21. Language of Assessment:

English

22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](#)) and Other External or Internal Reference Points:

23. Additional Relevant Information (if applicable):

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such Student Learning Development (www.gla.ac.uk/myglasgow/sld/), Counselling & Psychological Services (www.gla.ac.uk/myglasgow/counselling/), the Disability Service (www.gla.ac.uk/myglasgow/disability/) and the Careers Service (www.gla.ac.uk/myglasgow/careers/).

24. Online Distance Learning:

No

25. Date of approval:	06/08/2019