

Programme Specification

1	Awarding body	University of London					
2	Teaching Institution	Birkbeck College					
3	Programme Title(s)	Cert HE Earth History and Palaeontology					
4	Programme Code(s)	UCHEAHIS_C					
5	UCAS code (if applicable)	N/A					
6	Home Department	Earth and Planetary Sciences					
7	Exit Award(s)	N/A					
8	Duration of Study (number of years)	2 years Part time					
9	Mode of Study	FT		PT	X	DL	X
10	Level of Award (FHEQ)	4					
11	Other teaching depts or institution	N/A					
12	Professional, Statutory Regulatory Body(PSRB) details	N/A					
13	QAA Benchmark Statement	Earth Sciences					

14	Programme Rationale & Aims
	<p>Main Aims:</p> <p>Consistent with the general aim of the teaching provision within the College to provide higher education for people otherwise engaged during the day, through teaching in the evening, and in line with the benchmark statements for Earth Sciences (ES3), our CertHE Geology aims to:</p> <ul style="list-style-type: none"> • widen admission to include those with genuine ability and enthusiasm but lacking traditional academic qualifications; • provide research-based teaching to enable students to understand a systems approach to geology, including: <ul style="list-style-type: none"> a) Earth System Science <ul style="list-style-type: none"> - A holistic view of the present and past interactions between components of the Earth system and the effects of extra-terrestrial influences on these interactions - Understanding of the cycling of matter and the flows of energy into, between and within the solid Earth, hydrosphere, atmosphere and biosphere - The chemistry, physics, biology and mathematics that underpin our understanding of Earth structure, materials and processes. b) Major Geoscience Paradigms <ul style="list-style-type: none"> - Uniformitarianism: the present is the key to the past; The extent of geological time - Evolution: the history of life on Earth - Plate tectonics c) Temporal and Spatial Scales

	<ul style="list-style-type: none"> - Geological time, including the principles of stratigraphy, radiometric dating, the stratigraphic column, rates of Earth processes, major events in Earth history, and the evolution of life as revealed by the fossil record - Study of structures, materials and processes ranging in scale from atoms to planets <p>d) Earth Structure, Materials and Processes</p> <ul style="list-style-type: none"> - Studies of the structure and composition of the solid Earth (core, mantle, crust, asthenosphere, lithosphere etc.), the hydrosphere, atmosphere, cryosphere and biosphere and the processes operating within and between them. <p>e) Terminology, Nomenclature and Classification and Practical Knowledge</p> <ul style="list-style-type: none"> - Earth science terminology, nomenclature and classification of rocks, minerals, fossils, and geological structures. - The identification of rocks, minerals, fossils, and geological structures. - Collection and documentation of geological information in the field, including the production and interpretation of geological maps. - Surveying and measurement both in the field and laboratory, and using qualitative, quantitative and instrumental techniques. <p>f) Awareness and Informed Concern of Earth Science Issues</p> <ul style="list-style-type: none"> - The exploration for, and the development and exploitation of, Earth resources - Geological aspects of human impacts on the environment. - Geohazards and their impacts on human societies. <ul style="list-style-type: none"> • Earth science perspectives on sustainability and social awareness (e.g. renewable versus non-renewable resources, climate change, the history of life and biodiversity); • foster independent and critical thought, so that students can reach appropriate conclusions based on relevant evidence; • provide the practical field and laboratory skills necessary to contribute to that evidence, with an emphasis on field-based investigation; • provide general skills in learning, information technology, data processing and communication appropriate to any subsequent employment. <p>Distinctive Features: Part-time, evening, face-to-face study, and/or distance learning.</p>
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15	Entry Criteria
	Students who have recently studied A level qualification require a minimum of two A Levels or equivalent. We also welcome applicants without traditional entry qualifications as we base decisions on our own assessment of qualifications, knowledge and previous work experience. We may waive formal entry requirements based on judgement of academic potential.
16	Learning Outcomes
	<p>To gain the qualification the learner will have demonstrated the following skills specified in the learning outcomes for approved modules in the programme and for the programme as a whole:</p> <p>1. Subject Specific</p>

	<p>a) Recognising and using subject-specific theories, paradigms, concepts and principles</p> <p>2. Intellectual</p> <p>a) Powers of observation, analysis and imagination to make decisions in the light of uncertainty</p> <p>b) Integration of information from fieldwork, experimental and theoretical investigations and have used both quantitative and qualitative approaches to acquiring and interpreting data.</p> <p>3. Practical</p> <p>a) Planning, conducting and reporting investigations including using secondary data</p> <p>b) Collecting, recording and analysing data, using appropriate techniques in the field and laboratory</p> <p>c) Undertaking investigations in field and laboratory in a safe manner, paying due attention to risk assessment, rights of access, health and safety regulations, and sensitivity to the impact of investigations on the environment and stakeholders.</p> <p>4. Personal and Social</p> <p>a) Understanding individual and collective goals and responsibilities and performing in an appropriate way</p> <p>b) Recognising and respecting the views and opinions of others; evaluating individual performance</p> <p>c) Skills necessary for self-management and lifelong learning (time-management, working independently setting realistic targets)</p> <p>d) Adaptable and flexible approach to work and study.</p>
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17	<p>Learning, teaching and assessment methods</p> <p>The teaching team are committed to the provision of face-to-face evening teaching, and the lecture remains central to the learning experience that we provide. Nevertheless, we use a wide range of other teaching methods. This diversity develops independence of learning and critical thought, and illustrates the value and nature of group work and teamwork. Modules from the Department of Earth and Planetary Sciences are provided as downloadable PDF files, containing full text, diagrams and photographs of lecture and practical material, as well as videos of lectures.</p> <p>In the two years of the Cert HE, about 70% of contact time involves practical classes, problem-solving, fieldwork and group work. A field-based module is available.</p> <p>Assessment methods used and rationale</p> <p>A variety of assessment methods are used in different modules to assess the different types of learning outcome. Assessment criteria clearly state expected levels of achievement. Comments of visiting examiners, both from within the university and from other universities are discussed at a variety of teaching committees and sub-boards and where possible suitable changes are made to the curriculum and syllabus. We believe that our criteria discriminate effectively because of the range of classes of awards with approval of external examiners.</p>
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	<p>Within the programme, assessment methods are very diverse. We believe that such diversity, together with associated instruction, increases the range of key skills, and allows students, with different existing skills, the opportunity to demonstrate their academic ability.</p> <p>Many modules have continuous course assessment and most have an unseen written examination. Assessed coursework includes:</p> <ul style="list-style-type: none"> • practical reports; • essays; • problem solving and data analysis; • internet surveys; • literature review <p>Workloads</p> <p>Because of the special circumstances of Birkbeck College students we ensure a reasonable distribution of workloads by:</p> <ul style="list-style-type: none"> • setting staggered deadlines for course work; • setting defined milestones within project work. <p>Coursework of different kinds allows student to use different skills. By providing coursework students learn key personal and transferable skills. Assessed coursework provides the opportunity for students to become self-motivated learners.</p>
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18	Programme Description
	This programme can be studied part-time over 2 years. To complete the Cert HE Earth History and Palaeontology, students will take a total of 120 credits (4 modules).

19	Programme Structure			
Part Time programme (2 years)				
Year 1				
Level	Module Code	Module Title	Credits	Status*
4	SCES057H4	Earth’s Interior Geology	15	compulsory
4	SCES058H4	Methods in Earth and Planetary Science	15	compulsory
4	EASC050H4	Earth History	15	compulsory
4	EASC042H4	Invertebrate Palaeontology	15	compulsory
			Total 60	
Year 2				
Level	Module Code	Module Title	Credits	Status*
4	SCES051H4	Earth’s Surface Geology	15	comp
		And choice of THREE options from:		
4	SCES052H4	Assessed Field Techniques 1	15	option
6	SCES050H6	Vertebrate Palaeontology	15	optional
6	EASC039H6	Palaeoecology	15	optional
5	EASC064H5	Introduction to Astrobiology	15	optional
5	SCES008H5	Principles of Sedimentology	15	optional
			Total 60	

Status*

CORE – Module must be taken and passed by student; COMPULSORY – Module must be taken, mark can be reviewed at sub-exam board; OPTIONAL – Student can choose to take this module

20	Regulations <ul style="list-style-type: none"> • Admissions This programme adheres to the College Admissions Policy http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf • Credit Transfer Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf • Programme Regulations This programme adheres to the College Common Awards Scheme http://www.bbk.ac.uk/registry/policies/regulations • Programme Specific Regulations (or not applicable) N/A
21	Student Attendance Framework – in brief <p>The full version of the 'Student Attendance Framework' is available http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf .</p> <p>Principle Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded.</p> <p>Attendance expectation Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations.</p> <p>E-Registers All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.</p>
22	Student Support and Guidance <p>All Birkbeck students have access to a range of student support services, details can be found on our website here: http://www.bbk.ac.uk/student-services</p>
23	Methods of Enhancing Quality and Standards <p>The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.</p>

	For more information please see the Academic Standards and Quality website http://www.bbk.ac.uk/registry/about-us/operations-and-quality .
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24	Programme Director	Dr Charles Underwood
25	Start Date (<i>term/year</i>)	October 2008
26	Date approved by TQEC	Spring 2008
27	Date approved by Academic Board	Summer 2008
28	Date(s) updated/amended	June 2020