

Undergraduate Advanced Diploma in Research in the Arts/Sciences

2019 – 2020

Course code: 1920GCR002

COURSE GUIDE

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
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Welcome to the **Undergraduate Advanced Diploma in Research in the Arts/Sciences**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Advanced Diploma is designed so that students can develop the research skills necessary to conduct their own independent research project. Students will receive a broad research skills training which encompasses their chosen research specialism. The Advanced Diploma is taught and awarded at FHEQ level 6 (i.e. third-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course offers one annual unit and a syllabus and reading and resource list for this is included in this course guide.

The course aims to:

- To enable students with relevant experience at first-degree level the opportunity to carry out focussed research in their discipline under close supervision; and
- to provide opportunities for potential progression to further study (e.g. a Master's degree) in their chosen discipline*

* Note that successful completion of an Undergraduate Advanced Diploma falls below typical M-level entry requirements for the majority of University of Cambridge Faculties and Departments. Applicants wishing to progress to Cambridge M-level study may wish to seek advice from the Faculties and Departments in question.

Transferable skills for further study and employability

1. The capacity for independent thought and judgement
2. The development of independent learning, study and time management skills
3. The deployment of skills in critical reasoning
4. The development of competence in using IT to support one's work
5. The ability to work with others, productively and equitably
6. The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study
7. Journalistic skills in editing, writing and presenting ideas.
8. Pedagogical skills for teachers, such as assessing and evaluating teaching methods and research design.

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. The unit in this course attracts 60 credits so students should expect to need to study for approximately 600 hours in total to complete the unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation. However, students will be expected to deepen their knowledge and understanding outside the classroom through independent learning and reflection. Up to 6 hours of independent study are expected per week during term time. The ICE Virtual Learning Environment (VLE) will provide access to additional resources and be a place of interactive teaching and learning, rather than simply a repository of information.

¹ 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

Teaching staff

Course Director:

Dr Alex Carter - Academic Director, Institute Teaching Officer in Philosophy

Alex was awarded his PhD in Philosophy by the University of Essex in 2015. Before this, Alex studied Philosophy & Ancient History at the University of Wales, Swansea and Philosophy at the University of Bristol. Alex has over five years of teaching experience in Ethics, History of Philosophy and Philosophy of Religion. He has worked at the Institute of Continuing Education since 2015 as Academic Director for Philosophy and as a Panel Tutor.

Alex's teaching method was developed at the University of Essex where the principle aim is to get students to feel the "pain of the problem", i.e. to make plain the very real ways in which philosophical problems affect our lives. Accordingly, Alex is most keen to offer his support to philosophical projects that, not only to inform contemporary debates, but actively affect change. Alex's ongoing research interests include the theology of Simone Weil and Ludwig Wittgenstein's ethical philosophy.

Lecturers:

Dr Jenny Bavidge - Academic Director, University Senior Lecturer in English Literature

Jenny Bavidge is University Senior Lecturer and Academic Director for English at ICE and is a member of the English Faculty. She is a Fellow of Murray Edwards College, University of Cambridge. Jenny took her BA in English Literature and Language at Worcester College, Oxford and then an MA at Royal Holloway, University of London. She stayed at Royal Holloway to write a PhD on representations of urban space in the contemporary novel which she completed in 2001. She then took up a Lectureship in English at the University of Greenwich, where she stayed, becoming Senior Lecturer, until she joined ICE in 2011. She is President of the Literary London Society and sits on the committee of the Association for the Study of Literature and the Environment.

Jenny's approach to teaching is always to begin with close reading and to encourage students to develop and understand their own responses to the literature they encounter. Classes then aim to include a wide variety of critical, theoretical and contextual material to broaden potential approaches to literary study.

Dr Gilly Carr - Academic Director, University Senior Lecturer in Archaeology

Dr Gilly Carr is a University Senior Lecturer in Archaeology with academic responsibility for Archaeology at the Institute of Continuing Education.

Gilly also has additional responsibility for programmes in Heritage Studies, Holocaust Studies, Anthropology, Egyptology and Classical Archaeology. She is attached to the University of Cambridge's Department of Archaeology, is a member of the McDonald Institute for Archaeological Research and a Fellow and Director of Studies at St Catharine's College.

Since 2006 Gilly has been working in the field of Conflict Archaeology, Heritage Studies and POW Archaeology. This research has been funded by, variously, the British Academy, the McDonald Institute of Archaeological Research, the Société Jersiaise, the International Holocaust Remembrance Alliance and the EVZ Foundation (Germany).

Gilly has collaborated in a number of heritage projects. Her latest exhibition, 'On British Soil: Nazi Persecution in the Channel Islands' was displayed at the Wiener Library for the study of the Holocaust and Genocide in 2017 and 2018 and moved to Guernsey Museum in 2019. Previous exhibitions include 'Occupied Behind Barbed Wire', which was shown at Jersey and Guernsey Museums, and which focused on the art and artefacts made by islanders interned in German civilian internment camps during WWII. She has also recently worked on a Resistance Trail for Jersey, a reinterpretation of the Occupation Tapestry Gallery for the 70th anniversary of Liberation, and is currently working on resistance-related projects in Guernsey. In 2016 Gilly joined the UK delegation of IHRA (International Holocaust Remembrance Alliance).

Dr Carr teaches in a number of areas within archaeology. Topics include: Introduction to Archaeology; History and Theory of Archaeology; Prehistoric Peoples; Iron Age Britain; Celtic Europe; Roman Britain; Funerary Archaeology; Heritage Studies and Conflict Archaeology. Gilly also supervises a range of dissertations at Certificate, Diploma and Advanced Diploma level.

Dr Roxane Farmanfarmaian – Academic Director, Institute Teaching Officer in International Relations and Global Studies

Dr Roxane Farmanfarmaian is the Institute Teaching Officer in International Relations and Global Studies at the Institute of Continuing Education, and provides academic direction to an expansion in courses (undergraduate, post-graduate and professional) exploring changes in global politics and international leadership skills. In particular, she contributes to the University's offerings on political risk and geostrategic thinking to attract professionals in the field seeking to hone their skills, knowledge and creativity to manage and lead in the quickly evolving environments of cyber security, climate change, terrorism and the new legally fluid international system.

Dr. Farmanfarmaian was a member of the Department of Political and International Studies (POLIS) at the University of Cambridge for the past nine years, teaching on the MPhil and MSt on the International Relations of the Modern Middle East. In 2013, she was awarded a five year, £646,000 grant from Al-Jazeera Broadcasting Corp to direct the University of Cambridge-Al-Jazeera Media Project, focusing on media in the southern Mediterranean after the uprisings of 2011. In February 2018 she completed a Fellowship at the Netherlands Institute of Advanced Studies where she worked on Media and Migration in Europe. She received an ESRC Impact grant on Media, Security and Faith post-Charlie Hebdo in 2014 and an Iran Program award from the Annenberg School of Global Communications in 2016 to analyse Iran's Rhetoric Aggression. Previously an international journalist, she continues to be a regular television commentator, opinion writer and corporate consultant on Middle East issues, and to direct the Center of International Relations of the Middle East and North Africa (CIRMENA) at POLIS.

Dr Lydia Hamlett – Academic Director in History of Art

Dr Lydia Hamlett is Academic Director in History of Art at the Institute of Continuing Education and a Fellow and Director of Studies at Murray Edwards College, University of Cambridge. She is writing a book on mural painting in Britain in the long seventeenth century (Routledge 2019).

Lydia previously worked in the museums and heritage sectors, including at Tate, the Fitzwilliam Museum, Kettle's Yard and the National Trust. She co-founded, and is on the steering group for, the British Murals Network. Lydia's PhD (2006) was on ecclesiastical art and architecture in Venice in the Renaissance and she has supervised undergraduates at the University of Cambridge since 2003 on a broad range of subjects.

Dr Nigel Kettley - Academic Director, University Senior Lecturer in Education and Social Science

Nigel has had a wide-ranging teaching and research career in the fields of sociology, educational studies, research methods and teacher training. Before joining the Institute of Continuing Education in 2007, he was a Research Associate in the Faculty of Education, University of Cambridge, and earlier still an MPhil and then PhD student at Wolfson College.

Before returning to study in 1997, he was a lecturer in a Further Education college. He is an active researcher in the areas of widening participation, educational attainment and lifelong learning more generally with a particular focus on issues of gender, social stratification, educational practice and theory building.

Nigel teaches on a variety of courses for the Institute, supervises MPhil and PhD students for the Faculty of Education, and established and now directs the MSt in Advanced Subject Teaching. He is also a Governing Body Fellow of Wolfson College and a member of the Faculty of Education.

Dr Tom Monie — Assistant Director (Academic) and Academic Director for STEM (Biological), Institute Teaching Officer in Biological Sciences

Dr Tom Monie is the Assistant Director (Academic) and an ICE Teaching Officer and the Academic Director for STEM (Biological) Sciences at ICE. He is a protein biochemist with a long-standing interest in infection, immunity and genetics. Tom is a Fellow of Christ's College, University of Cambridge, where he also acts as a Tutor and the Director of Studies in Part 1A Biological Natural Sciences.

Tom oversees and teaches a wide range of undergraduate and postgraduate courses in the biological and medical sciences. These include courses on the Certificate in Genetics, the Diploma in Evolutionary Biology, Infection and Immunity, Medical Education, and Genomic Medicine amongst others. Tom's extensive experience in teaching within the University includes undergraduate supervisions, practical classes and lectures - he currently delivers the first year "Genes in Action" course for the Biology of Cells, along with a wide-range of postgraduate teaching and the education of adult and professional learners. His research publication topics have included topics such as cat allergy- which was a global media story- Crohn's Disease, inherited auto-inflammatory genetic diseases, species variation in immunity and inflammation, and protein function in the immune system.

Many students have benefitted from his involvement in a wide range of teaching activities targeted at the provisions of subject-specific and transferable skills for graduate students. Tom is a firm believer that learning should be fun, that student participation is central to this process, and that successful teaching requires responsiveness to the needs of the students. He aims to instill these elements into his teaching and engagement activities.

Dr Samantha Williams - Academic Director, University Senior Lecturer in Local and Regional History

Samantha Williams is University Senior Lecturer and Academic Director for Local History at ICE and is a member of the Faculty of History. Samantha took her BA in History at the University of Lancaster before moving to Oxford to undertake her MSc in Economic and Social History. She moved to Cambridge to complete her PhD on poverty and welfare provision under the Old Poor Law at the Cambridge Group for the History of Population and Social Structure. Before joining ICE she held lectureships in History at Goldsmith's College (University of London), the Faculty of History (University of Cambridge) and Trinity Hall (University of Cambridge).

Samantha is also an Official Fellow and Director of Studies at Girton College and an Affiliated Researcher at the Cambridge Group for the History of Population and Social Studies.

She discussed her book *Poverty, Gender and Life-cycle under the English Poor Law, c.1760-1834* (Royal Historical Society, Boydell and Brewer, 2011) on BBC Radio 4's Today programme and 3 Counties radio and it generated interest in The Guardian's editorial and the BBC Magazine. She published her second book, *Unmarried Motherhood in the Metropolis, 1700-1850: Pregnancy, the Poor Law and Provision* (Palgrave Macmillan) in 2018. This book examines poor unmarried mothers and the 'child support agency' under the old poor law in London from the establishment of metropolitan workhouses (c.1722) and the overhaul of the poor laws in 1834. She is currently working on plague and poor relief in Cambridge.

Samantha enjoys teaching students from all backgrounds and experiences. Her classes are a mixture of informal presentations and group discussion, with an emphasis upon historical debates and interesting themes and drawing upon original documents. She also supervises students on the MSt in History, the MPhil in Early Modern History and PhD students.

Administrative staff

Heads of Academic Centre Administration

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Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms. The student B&B rate is £60/night.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at:

www.ice.cam.ac.uk/about-us/how-find-us

Contact details of ICE

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Please also refer to the 'information for students' section on ICE's website <http://www.ice.cam.ac.uk/studying-with-us/information-for-students> and the relevant 2019-20 Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Syllabus

2019-20

Independent Major Research Project in a Specialist Subject

Start date	2 October 2019	End date	27 th May 2020
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Course Director	Dr Alexander Carter	No. of meetings	2 Day Schools (Weds 2 nd Oct 2019 and Weds 22 nd Jan 2020) and 6 Supervisions (dates arranged separately)

Aims

The course is made of a single 60 credit unit which requires students to conduct an independent research project in a specialist topic. There are three interrelated aims relevant to discipline-specific research:

- To support students' implementation of the generic and subject-specific research skills (developed in the Undergraduate Advanced Diploma in Research Theory and Practice) in planning, designing and executing an independent research project;
- To deepen students' understanding of their specialised area of study; and
- To encourage students' self-direction and originality in solving problems, and demonstrate an ability to act autonomously in the planning and implementation of research.

Content

The course focuses on students' own independent research projects through a close working partnership between students and their supervisors (see 'You and Your Supervisor' below). Students will continue to deepen their understanding of their chosen research topic, utilising and honing their existing research skills in order to plan, design and execute an independent research project of 10,000-12,000 words.

Presentation and delivery of the course

During the course, teaching and learning is delivered through a combination of Day School tuition and personal and/or group supervisions, and is supplemented by communication through the Institute's Virtual Learning Environment (VLE).

Students are formatively assessed via the submission of a draft of their independent research project. Summative assessment for the course is based entirely on the submission of the independent research project (see "Assessment of the course", below).

Learning Outcomes

By the end of the course students should be able to:

- plan, design and execute an independent research project of 10,000-12,000 words, making effective and discriminating use of resources;
- demonstrate a range of research the methods applicable to the cognate discipline and research topic; and
- demonstrate some self-direction and originality in solving problems, and demonstrate an ability to act autonomously in the planning and implementation of research.

Assessment of the course

Formative assessment

Students will submit a full draft of their dissertation for final feedback and comment by their supervisor. The date for submission of the draft dissertation is to be agreed individually between supervisor and student, with a suggested timeframe of between 4 -10 weeks before the submission of the final version of the dissertation on 27th May 2020. Please remember that your supervisor requires 2 weeks to read your draft dissertation and provide feedback.

Summative assessment

The summative assessment component for the course is submission of the 10,000 – 12,000 word dissertation.

Date for the submission of the dissertation: 27th May 2020 by 12.00 (noon) BST*

**British Summer Time*

For the award of credit the 10,000-12,000 word dissertation is weighted at 100% of the course total.

Reading Materials

Reading materials, such as discipline-specific reading, writing and research advice, can be found on the VLE course page.

You and Your Supervisor

Supervisors are drawn from relevant Faculties of the University of Cambridge and the Institute of Continuing Education's tutor-panel and will have expertise in the field you are studying. You will be notified by the Course Director about your supervisor, and they will get in touch with you to arrange your supervisions.

Students can expect supervisors to be well-qualified and experienced in the study of the students' discipline area, but not necessarily to have in-depth knowledge of a student's particular topic.

The relationship between the student and supervisor is a very important one. It is useful to give details of the "contract" between you in order to avoid misunderstandings:

- a) Your supervisor is contracted to give six supervisions (to a total of 9 hours across the course) to discuss your progress. The timings and details of these supervisions are to be mutually agreed;
- b) Your supervisor should read through the final draft of your dissertation and make constructive comments on it within two weeks of receipt;
- c) Your supervisor should be prepared to deal with a limited number of queries by communication through the VLE, or by telephone or letter.

As the student you will be expected to conform to a number of criteria:

- a) To keep to the agreed timetable for supervisions. If you are unable to keep an appointment, please ensure you give your supervisor as much notice as possible.
- b) To make the best use of supervision time: firstly by preparing for the meeting in advance and secondly by listening to the advice given to you by your supervisor.

Each term, you will receive up to 3 hours of one-to-one supervision. In agreement with your supervisor, you can decide how best to allocate this time, e.g. in two 90 minute supervisions, or in two supervisions of unequal duration.

Your supervisor will be asked to write a number of reports on your progress to the Course Director. These reports will be uploaded in your course VLE space as a record of your progress through the course.

Timetable

Michaelmas 2019

Day School 1 – Wednesday 2nd October 2019

The initial Day School will bring all Advanced Diploma in Research in the Arts/Sciences together in order to outline supervision arrangements, encourage student collaboration, share new and existing Institute and University wide resources and sharpen existing research skills. Workshops will address frequently asked questions and delve into more specific concerns that students have raised.

Supervision 1: Face-to-face

The first supervision will serve as an initial meeting to discuss preparatory work for the dissertation. Prior to the first supervision, it would be helpful to submit the most recent research proposal to the supervisor; this should include the student's research question(s) and, perhaps, an initial dissertation title.

Supervision 2: Face-to-face or remote

The second supervision will allow supervisors to keep up to date with students' progress. Topics for discussion might include suggested changes to the research questions and/or dissertation title, any current or foreseeable difficulties with the research and a detailed analysis of any most recent developments.

Lent 2020

Day School 2 – Wednesday 22nd January 2020

The second Day School will once again allow students to meet and discuss their ongoing research projects. Workshops will cover advanced writing techniques and the presentation of the (draft/final) dissertation. A plenary lecture will be delivered.

Supervision 3: Face-to-face

The first supervision of the Lent term will discuss initial steps towards submission of the draft dissertation; including any current or foreseeable difficulties with writing up the research.

Supervision 4: Face-to-face or remote

Supervision 4 will discuss continued progress towards the submission of the draft dissertation.

Supervision 5: Face-to-face

Students will have the opportunity to discuss their draft dissertation with their supervisor prior to submission. Any major revisions to the structure of content ought to be discussed as early as possible.

Supervision 6: Face-Face or remote

It is suggested that this supervision takes place after the submission of the student's full draft of the dissertation and before the submission of their final version on 27th May 2020. Students will be given the chance to discuss final preparations for the submission of their dissertation (see 'Assessment of course' above for details). At this stage, feedback from supervisors will likely focus on superficial improvements and/or minor changes to the content.

Independent Learning (6 hours per week)

Throughout the year, students will be expected to deepen their knowledge and understanding through independent learning and reflection. This will take a considerable amount of their study time and can take place either individually or in small groups. Students will be encouraged to write reflective research diaries to help them evaluate their progress, which can be used as a basis for discussion with personal tutors.

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.

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