

University of Cambridge: Programme Specifications

Every effort has been made to ensure the accuracy of the information in this programme specification. Programme specifications are produced and then reviewed annually by the relevant faculty or department and revised where necessary. However, we reserve the right to withdraw, update or amend this programme specification at any time without notice.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: www.admin.cam.ac.uk/univ/camdata/archive.html

ADVANCED DIPLOMA IN PHILOSOPHY

1	Awarding body	University of Cambridge
2	Teaching institution	University of Cambridge Institute of Continuing Education*
3	Accreditation details	none
4	Name of final award	Undergraduate Advanced Diploma in Philosophy
5	Programme title	Advanced Diploma in Philosophy
6	UCAS code	N/A
7	JACS code(s)	V500
8	Relevant QAA benchmark statement(s)	2007 Subject benchmark for Philosophy
9	Qualifications framework level	FHEQ Level 6 part-time
10	Date specification produced/ last revised	May 2012
11	Date specification last reviewed	September 2013

* Cognate Faculty endorsement provided by: Faculty of Philosophy

The Undergraduate Advanced Diploma in Philosophy will be delivered by the University of Cambridge Institute of Continuing Education (ICE), as part of its credit-bearing programme at FHEQ levels 4, 5 and 6, offered to part-time adult students.

ICE is a General Board, non-School institution whose purpose can be defined in two complementary ways. It is a conduit both for transmission of the University's knowledge and research on the one hand and for enabling members of the public to access higher education courses, whether for personal interest or professional development, on the other. In these ways it contributes significantly to the University's public engagement and widening participation commitments.

The Advanced Diploma in Philosophy will be directed and taught by Emily Caddick, ICE's ITO with responsibility for Philosophy, assisted where required by supervisors chosen from ICE's Tutor Panel, all of whom are assessed under quality assurance procedures approved by the General Board. It is a requirement of Panel membership that supervisors should have academic qualifications and specialised expertise in their discipline appropriate to the supervision that they are invited to undertake. Academic responsibility for monitoring the performance of individual supervisors rests with Emily Caddick.

Programme structure

The course is a part-time named Undergraduate Advanced Diploma, equivalent to 120 credits at FHEQ level 6, the third year of an undergraduate degree and is undertaken over two years with the support and guidance of a supervisor.

Programme Overview

In the first part of the Undergraduate Advanced Diploma in Philosophy, the student writes two assignments of 1500-2000 words, and one assignment of 3000-4000 words. In the second part of the course, the student writes a dissertation of 10000-12000 words.

The structure of the course is designed to cater for the different backgrounds in Philosophy which students may have. Assignments 1-3 offer those with less experience the opportunity to acquire a broader base in the subject, while also allowing those with more experience to pursue topics in which they have developed an interest, or to study new topics.

Programme Details

Over the course of the Undergraduate Advanced Diploma in Philosophy the student completes three assignments and a dissertation for assessment.

Assignment 1: A 1500-2000 word critical introduction to a topic.

Assignment 2: A 1500-2000 word summary and evaluation of a journal article or self-contained book chapter, drawing on other literature in the area to assess the significance of, and consider potential objections to, the piece chosen.

Assignment 3: a 3000-4000 word essay, helping to develop the research skills involved in writing an in-depth extended piece on a self-contained topic, in preparation for the dissertation.

Submission deadlines for assignments 1, 2 and 3 will be staggered through the first part of the course.

Feedback on assignments 1 and 2 will be returned to the student from the marker in time to benefit assignment 3, but with the proviso that the marks are subject to moderation.

Assignments 1-3 are designed to develop the skills essential to producing a good dissertation: ability to identify and summarise key points (assignment 1); close study of individual arguments (assignment 2); sustained writing (assignment 3), critical evaluation (assignments 1, 2 and 3) and forming arguments (assignments 1, 2 and 3).

Dissertation: 10000-12000 words, to be submitted at the end of the course.

The student's supervisor is assigned on the basis of the research proposal submitted by the student as part of the application process. The student decides the titles for their dissertation and three assignments with guidance from their supervisor. Titles must be approved by the Course Director (Emily Caddick).

Supervisors should ensure that no more than two pieces of assessed work fall within the same sub-discipline of philosophy. For example, if a student will be writing their dissertation in political philosophy, then at most one of assignments 1, 2 and 3 should focus on a topic in political philosophy. Guidance is provided to supervisors and students on choosing assignment topics.

There must not be substantial overlap in material between pieces of assessed work.

The first three of the six supervisions are dedicated to the student's work for assignments 1, 2 and 3, and the remaining three supervisions are dedicated to the dissertation.

Educational aims

The Undergraduate Advanced Diploma in Philosophy aims to:

- develop the student's research skills in Philosophy to third-year undergraduate level
- support the student in conducting independent research and developing their understanding of the subject area
- enable the student to situate their work within the existing debate
- develop the student's ability to analyse and evaluate arguments
- encourage students to present some of their research during a one-day day-school
- provide opportunities for potential progression to further study (e.g. a Master's degree) in Philosophy *

* Note that a student who had successfully completed the Undergraduate Advanced Diploma in Philosophy and had taken no other courses in philosophy would have studied less philosophy than the Faculty would normally require for entry on to the Cambridge MPhil in Philosophy. There should, therefore, be no expectation that someone who passed the Undergraduate Advanced Diploma in Philosophy would normally be eligible to apply for the Cambridge MPhil.

Learning outcomes

By the end of the Undergraduate Advanced Diploma in Philosophy, within the constraints of the course, the student should be able to demonstrate the following:

Knowledge and understanding

- an in-depth knowledge of the topics they have chosen to research, and especially of their dissertation topic
- an awareness of the existing literature on their topics and of where their work fits into the debate
- an ability to argue for their conclusions and to identify potential objections

Skills and other attributes

Intellectual skills

- an ability to plan, design and execute research projects of various lengths
- an ability to select relevant material and present it accurately
- a grasp of the methods of the discipline, i.e., of how to formulate and evaluate philosophical arguments

- an ability to write about a philosophical topic in a clear and engaging way
- confidence and accuracy in using philosophical terminology where appropriate
- confidence and clarity in discussing philosophical ideas with their supervisor

Practical skills

- an ability to use research resources effectively
- use of IT in supporting research

Other transferable skills

- clear presentation and organisation of information
- structure, coherence, clarity and fluency in written communication
- independence of thought
- an ability to understand and evaluate arguments and ideas
- accurate representation of others' views
- an ability to reflect on one's own ideas
- an ability to identify flaws in arguments and positions, and to seek solutions
- research skills, including effective and discriminating use of resources
- an ability to work independently
- planning and time management

Teaching methods

The course will begin with a mandatory induction day including introduction and guidance to both subject specific and generic research and study skills. Teaching and learning on the course will then be delivered through a combination of six personal supervisions supplemented by communication through the Institute's virtual learning environment and progression through written formative and summative assignments. (See also Assessment Methods, below.)

Students are expected to attend all supervisions.

Times for online discussions will be arranged between the supervisor and the student.

In addition to the face-to-face supervisions, the supervisor will provide written comments on the work submitted for each supervision.

Assessment methods

The course is assessed through:

- Formative assignments, all of which must be completed in order to pass the course
- Summative assignment(s) amounting to 6-8,000 words
- A summative dissertation of 10-12,000 words

The word length specified for the assignment(s) and dissertation is inclusive of references in the main body of the text and footnotes and endnotes but exclusive of any bibliography or list of resources consulted, and of any abstract, list of contents and list of abbreviations that may be included at the beginning or end of the assignment/dissertation.

The use of appendices is generally discouraged except where additional data, not available in published form, must be presented, and must be previously agreed with the tutor/supervisor.

The final mark will be a composite of the marks for the assignments and the dissertation, weighted 30% and 70% respectively. However, it is necessary to achieve a pass mark of 40% or above in each piece of assessed work.

The formative assignments in the Undergraduate Advanced Diploma in Philosophy involve preparing the material for the summative assignments and dissertation. Before each supervision the student submits work, as agreed with their supervisor, and that work forms the basis of the supervision. The level of guidance given by the supervisor in setting a formative assignment reflects the stage the relevant summative assignment is at.

Formative assignments are geared towards the direction of the student's summative assignments. For example, a formative assignment may involve investigating potential responses to an objection raised in the previous supervision, or developing an aspect of the topic which the student has not yet looked into in detail. For the last three of the six supervisions each formative assignment requires the student to further develop the written material for their dissertation.

Entry and/or progression requirements

Applicants seeking entry to ICE courses at FHEQ level 6 should normally be able to demonstrate significant previous study in disciplines cognate to the course to which they have applied. Academic experience up to and including the second year of undergraduate study in a cognate discipline – for example, a Diploma or an equivalent qualification - will normally be regarded as a minimum requirement. Applicants who have undertaken significant work at an appropriate level in this field, but who lack the appropriate academic qualifications may, however, also be considered, and may be asked to submit a piece of written work as part of the conditions for their entry to the course.

The Advanced Diploma will equip students for further study in the field of Philosophy, or related disciplines. Students who have completed an Undergraduate Advanced Diploma to an appropriate standard may be able to progress to Master's degrees but would need to follow the standard admissions procedures for any such programme of study.

Credit awarded by the Institute can be transferred into the degree programmes of some other higher education providers. The amount of credit which can be transferred into degree programmes varies from institution to institution and is always at the discretion of the receiving institution.

The Undergraduate Advanced Diploma in Philosophy is targeted at students who:

- would like to progress to postgraduate study in Philosophy but are not yet appropriately qualified, and/or who wish to gain a qualification at FHEQ 6 in Philosophy.
- can demonstrate that they have the necessary philosophical skills, through providing an appropriate research proposal. The student must submit the proposal in their application for the course.
- have previous experience of studying Philosophy at degree level (e.g. an FHEQ level

5 qualification), or of studying, at degree level, a subject related to their research proposal (e.g. History of Art, for a research proposal on the philosophy of art). Applicants who lack suitable qualifications but demonstrate significant other experience in the field may also be considered for the course, and may be asked to submit a piece of written work alongside their proposal.

Student support

Academic advice to students taking ICE courses is available both before and after they have registered for a course: first, from the appropriate member of the academic staff (in this case Emily Caddick) and, once the course has begun, at the induction day and also from their appointed supervisor. Communication channels with academic staff and with fellow students are provided by the ICE virtual learning environment, which also holds generic and subject specific learning resources. Students have borrowing rights in the University Library and can access the library's online resources. On request they may have a letter of introduction for university or college libraries for the area in which they live. Students on the Undergraduate Advanced Diploma in Philosophy also have reading rights in the Faculty of Philosophy's Casimir Lewy Library.

Administrative enquiries are dealt with by Academic Programme Managers.

All students are provided at the start of a course with access to the ICE *Student Handbook*.

Graduate employability and career destinations

Students completing the Undergraduate Advanced Diploma in Philosophy will have demonstrated high levels of motivation and personal commitment through part-time study. They will also have gained and demonstrated a number of valuable transferable skills, listed above under **Learning Outcomes**.

Management of teaching quality and standards

The teaching quality and standards of the course will be monitored throughout by the appropriate member of academic staff (in this case Emily Caddick), who will report annually to the Subject Moderation Panel, consisting of the internal, university and external moderators and other Faculty and ICE members as agreed by the Education Committee. The report of the moderating External Examiner is made available to all students on the course via the Institute's virtual learning environment.

Quality indicators

The teaching quality and standards of the unit will be monitored throughout by the Course Director in line with the QAA 2007 Subject Benchmark Statement for Philosophy.

Links to further information

Further information for applicants is available at www.ice.cam.ac.uk