

## Programme Specification

### Advanced Diploma in Research Theory and Practice in English (Engineering or Business Management)

<b>Awarding body</b>	University of Cambridge
<b>Teaching institution</b>	University of Cambridge Institute of Continuing Education*
<b>Accreditation details</b>	None
<b>Name of final award</b>	Advanced Diploma
<b>Programme title</b>	Advanced Diploma in Research Theory and Practice in English (Engineering or Business Management)
<b>UCAS code</b>	N/A
<b>HECoS code(s)</b>	100079 (business studies)
<b>Relevant QAA benchmark statement(s)</b>	Business and Management (2015) Engineering (2015)
<b>Qualifications framework level</b>	FHEQ Level 6 full-time
<b>Date specification produced</b>	October 2018

\* Cognate Faculty endorsement provided by: Department of Engineering and Cambridge Judge Business School

The Advanced Diploma in Research Theory and Practice in English (Engineering or Business Management) is part of the Institute of Continuing Education's award-bearing programme at FHEQ level 6, offered to full-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 the 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.

### Educational aims

The Programme aims to:

1. develop students' skills as independent and critical researchers at FHEQ level 6 as a preparation for FHEQ level 7 study;
2. enable students to conduct a systematic literature review as a means of critically surveying research allowing the formation of a research question and/or hypothesis;
3. enhance students' knowledge and understanding of key and emerging Business Management or Engineering themes;
4. foster students' knowledge and understanding of different methodological approaches to research, including the skills and techniques necessary to conduct qualitative, quantitative and mixed methods research;
5. enable students to design and conduct an independent research project drawing on appropriate evidence, methodological techniques and theory;

6. enable students to critically appraise and evaluate the results of their research and present their findings to a wider audience including relevant stakeholders;
7. provide students with the necessary English language and academic literacy skills to conduct an independent research project.

### **Learning outcomes**

By the end of the Advanced Diploma, within the constraints of the course, students should be able to demonstrate the following learning outcomes:

#### **Knowledge and understanding**

1. understand the fundamentals of research (e.g. the necessity and significance of research; national and international research contexts; aspects of funding and research policies; fundamental differences in basic, translational and applied research; the concept of intellectual property, plagiarism, the meaning of research misconduct; and the value of a research community);
2. understand and critically evaluate research philosophies and approaches to theory development relevant for conducting a systematic literature review;
3. understand all elements of the research design process and determine qualitative or quantitative research methods appropriate to epistemological/ontological positions;
4. design research instruments to collect qualitative or quantitative data;
5. demonstrate an in-depth knowledge and understanding of relevant research themes within their own discipline of Business Management or Engineering, and exhibit appreciation for interdisciplinary research.

#### **Skills and other attributes**

##### ***Intellectual skills:***

1. identify research problems and critically assess and evaluate research findings within appropriate literature;
2. synthesise research findings from literature to derive research questions and/or formulate hypotheses;
3. evaluate the validity, reliability, generalisability and limitations of research findings;
4. design a coherent research project including a well-defined research position and statement of purpose taking responsibility for accessing support and assessing personal outcomes;
5. critically discuss research findings with relevant stakeholders based on evidence, analysis and the evaluation and interpretation of data;

##### ***Practical skills:***

6. apply various systematic literature review skills and techniques to answer research questions;
7. design research instruments to collect qualitative or quantitative data;
8. plan a qualitative, quantitative or mixed methods research project;
9. produce a plan for the analysis of quantitative, qualitative or mixed methods data;
10. demonstrate adequate theoretical, methodological and practical research skills;

##### ***Other transferable skills:***

11. acquire and demonstrate critical thinking and academic writing skills for conducting systematic literature reviews;

12. clearly describe a research design process concisely in academic written English;
13. write research outputs in an appropriate academic manner as a preparation for Master's level study;
14. present research findings to an academic audience and a wider non-academic audience.

## **Programme structure**

The programme in Research Theory and Practice in English (Engineering or Business Management) is a full-time Undergraduate Advanced Diploma which is equivalent to 120 credits at FHEQ level 6. It is undertaken over one year, with the first two 30 credit units being taught over 10 weeks in term 1 and 10 weeks in term 2. These two units will introduce students to a range of general and subject-specific research skills and techniques, and will promote the level of research literacy that students will need to complete an independent research project in unit 3 (60 credits). Each unit also integrates the teaching of appropriate English language and academic literacy skills.

### Programme Overview

This course aims to develop international students' abilities in research methods and practices, their English language and academic literacy skills, and their understanding of current and emerging themes in Business Management or Engineering. In so doing, the course prepares students to undertake Master's level study in higher education institutions in the UK, or elsewhere, in either Engineering or Business Management.

### Programme details

Students learn how to develop research questions and how to undertake a critical literature review in unit 1, before learning how to design a research project in unit 2. Both units structure much of the learning around four current and emerging themes in Business Management and Engineering. These themes are: 1) Managing Technology and Innovation; 2) the Ageing Workforce and Productivity; 3) Environmental, Social and Governance Issues (ESG); and 4) Virtual, Augmented and Mixed Reality. In unit 3, students are able to put their learning from units 1 and 2 into practice by undertaking their own research project.

## **Teaching methods**

The course is delivered over three ten-week terms. Following an induction and introduction, units 1 and 2 are taught through a combination of weekly three-hour workshops, Business Management or Engineering research seminars, group supervision meetings and mini-conferences. Unit 3 is delivered through Business Management and Engineering research seminars, advanced software training sessions, dissertation write-up support sessions and mini-conferences.

The course employs experiential learning and teaching methods, including problem based learning. Students learn how to formulate research questions, undertake a critical literature review, apply research methods and analyse results. The course follows a sequential approach with students developing a research question and writing a critical literature review in unit 1, determining appropriate research methods in unit 2, before collecting and analysing data in unit 3.

Within the units and workshops students will first consider the task or problem, followed by tutor led discussions on how others have tackled these problems in the literature, and finally

what theory exists about how to address the problems. The workshops are mostly delivered to both Engineering and Business Management students, although there are subject-specific sessions embedded within many of the workshops. The combined teaching within the workshops is designed to encourage interdisciplinary thinking and research, and most of the research examples used in the sessions have applications to both disciplines.

Students are expected to attend all supervisions.

### **Assessment methods**

Unit 1 (30 credits): A 3000-4000 systematic literature review, related to their own Business Management or Engineering research question.

Unit 2 (30 credits): A 3000-4000 word methodological essay or a mini-project (i.e. a fully justified research design for the research question posed in unit 1).

Unit 3 (60 credits): A 10,000-12,000 dissertation related to either a Business Management or Engineering research question/topic.

Students are awarded a course mark on the basis of:

1. summative assignments and a dissertation totalling 16,000-20,000 words or their equivalent;
2. timely submission of assignments.

Students who encounter difficulties affecting their performance in one or more of the above points may submit a claim of mitigating circumstances to be considered at the end of each unit.

### **Progression**

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 Advanced Diploma may also serve as a progression route to postgraduate study in the cognate discipline. However, progression to a Cambridge Master's degree is not guaranteed.

### **Graduate employability and career destinations**

Students completing this Advanced Diploma will have demonstrated intellectual, practical and transferable skills as well as considerable self-motivation and organisation. These skills will enhance students' employability in either Business Management or Engineering, particularly in roles that involve research. The enhanced English language and literacy skills of students will be of potential benefit for working with global companies or on global projects where the language of operation is frequently English. The course will also enhance students' ability to successfully complete a Master's course in a UK higher education institution (or elsewhere).

### **Management of teaching quality and standards**

The teaching quality and standards of the course are monitored throughout by the appropriate member of academic staff who reports annually to the Subject Moderation Panel, consisting of the internal assessor, internal examiner, moderating external examiner and

other Faculty and ICE members. The report of the moderating external examiner is made available to all students on the course via the Institute's virtual learning environment (VLE).

### **Quality indicators**

The programme is measured against quality indicators as identified in QAA benchmark statements for level 6 study in Engineering (2015) and Business Management (2015).

### **Links to further information**

Further information for applicants is available on the Institute's website.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

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