

## University of Cambridge: Programme Specifications

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### POSTGRADUATE DIPLOMA IN EDUCATIONAL STUDIES

<b>1</b>	<b>Awarding body</b>	University of Cambridge
<b>2</b>	<b>Teaching institution</b>	Faculty of Education
<b>3</b>	<b>Accreditation details</b>	90 Masters Level credits
<b>4</b>	<b>Name of final award</b>	PDES
<b>5</b>	<b>Programme title</b>	Postgraduate Diploma in Education Studies
<b>6</b>	<b>JACS code(s)</b>	X300
<b>7</b>	<b>Relevant QAA benchmark statement(s)</b>	Education
<b>8</b>	<b>Qualifications framework level</b>	7 (Masters)
<b>9</b>	<b>Date specification was produced/ last revised</b>	April 2009
<b>10</b>	<b>Date specification was last reviewed</b>	May 2010

### Aims of the Programme

The Postgraduate Diploma in Educational Studies (PDES) is a highly-regarded qualification which can enable experienced or recently-qualified practitioners, coordinators or curriculum leaders, senior managers and advisers to update and upgrade their skills or to prepare for new roles or career development. The Postgraduate Diploma involves academic study that is practice-focused and professionally relevant.

Completion of an PDES is expected to have a major impact on individual professional learning. Where a project has a practical focus, there may also be evidence of impact on practice or the practice of colleagues. The nature of the impact of PDES study will vary according to the aims and intentions of individuals undertaking the programme. The impact may be evidenced through:

- developments in pupils' learning;
- revised policies;
- changes in teachers' practice;
- understanding of perspectives and views gathered from pupils, parents, colleagues;
- personal reflections on the process of development and change;
- recognition of implications for future practice.

## Structure of the programme

There are three routes to the award of PDES:

- three 60 hour Postgraduate Certificate of Professional Study (PCPS) courses, each involving assignments with the equivalent of 4000 words, and a reflective commentary of 2000-4000 words;
- one 60 hour PCPS course involving an assignment with the equivalent of 4000 words, and a Postgraduate Certificate in Educational Research (PCER);
- two MEd modules, each involving assignments of 6000 words, and one PCPS involving an assignment with the equivalent of 4000 words,

There is a separate route for the **Postgraduate Diploma in Child and Adolescent Psychotherapeutic Counselling**:

- two 60 hour Diploma modules (with 4000 word assignments);
- a further 60 hour Diploma module (with 8000 word assignment).

## Programme Outcomes

### *Knowledge and Understanding*

Work at Postgraduate Diploma level will develop understanding of concepts and issues within a field of study and familiarity with a range of relevant literature.

The study units may be selected from any of the following:

- Courses offered by the Faculty:
  - Postgraduate Certificate of Professional Study (PCPS)
  - Postgraduate Certificate in Educational Enquiry (PCEE)
  - Postgraduate Certificate in Staff Development (PCSD)
  - Postgraduate Certificate in Educational Research (PCER);
- Partnership courses certificated by the Faculty and jointly mounted with local authorities, schools or other providers;
- **by agreement**, accredited courses offered by other institutions of higher education within their postgraduate level programmes.

Details of the current range of faculty-based PCPS courses are to be found on our website [www.educ.cam.ac.uk](http://www.educ.cam.ac.uk)

### *Skills and other attributes*

Work at Postgraduate Diploma level should develop *research and analytical skills* including:

- critical reflection and analysis (as shown in the account of learning based on the courses attended by the participant and/or in the accounts of systematic enquiry);
- comment upon and evaluation of reading that has been carried out;
- the ability to link the analysis and interpretation of data with theoretical perspectives;
- the structuring of information so that it is intelligible to a reader who has no knowledge of the research work undertaken.

Work at Postgraduate Diploma Level should contain evidence of *systematic enquiry*. This may take a number of forms, including:

- empirical work which is planned and sufficiently rigorous for the purpose;
- literature-based enquiry for a clear professional purpose;
- rigorous professional self-review and self-analysis.

Any enquiry is likely to entail the application of ideas from the literature as well as data gathering and analysis.

Work in the Postgraduate Diploma should make use of *skills in presentation* including:

- the use of clear and accurate English, which should also conform to the usual academic protocols;
- the use of an appropriate range of presentational devices, e.g. tables, figures and appendices;
- the ordering, sequencing and labeling of ideas made coherent by the provision of an explanatory commentary within the report.

Studying for the PDES may also entail the deployment of other *transferable skills*, for example:

- skills in planning and time management;
- written and verbal communication skills;
- skills in evaluating evidence of impact upon individual professional learning, and upon individual practice or the practice of colleagues

## **Recruitment and Admissions**

Students for the PDES are normally recruited from students already undertaking Faculty or Partnership PPD courses. Successful completion of one 60 hour or two 30 hour PCPS courses are required to be able to register for the PDES. All prospective students are interviewed before registration for the PDES. On receipt of the application, the Course Administrator will arrange a meeting with the Course Manager (subject to references). During this meeting, an individual's learning so far will be reviewed and the Course Manager will work with the individual to develop an action plan for the completion of the Postgraduate Diploma. If an action plan can be satisfactorily agreed and the individual is appropriately equipped to proceed into Postgraduate Diploma studies, they will receive an acceptance letter clearly stating the agreed programme of study.

The maximum period of study is four years which commences from the date of the first PCPS course (or equivalent) to be included in the programme. Where retrospective account is to be taken of prior learning the four years commence from the beginning of the first unit to be included in the Postgraduate Diploma programme.

## **Teaching and Learning Methods**

A wide range of teaching and learning methods will be used for the different elements of the PDES. These will vary according to the subject and, where relevant, the particular environments in which participants are working.

## *Supervision Support*

Supervision entitlements are set out in the Programme Specifications for the PCEE and the PCER. The supervisor is there to:

- give guidance about the nature of the assignment, the standard expected, the planning of the study, literature and sources and appropriate enquiry methods or techniques;
- monitor and advise on handing-in dates;
- give informative comment (written or oral) on work submitted by the preliminary handing-in-date, including broad indications of its quality and suggestions for improvement.

Students are expected to take responsibility for their own learning and development and to take the initiative in asking for a supervision – especially if problems or difficulties are encountered.

Students should consult the PPD Course Manager or the PPD Coordinator, if particular difficulties arise concerning supervision arrangements

## **Assessment**

Individual components of the Postgraduate Diploma will be assessed against the criteria set out in the programme specifications for the Postgraduate Certificate in Educational Research (PCER) and the Postgraduate Certificate of Professional Study (PCPS). These criteria focus upon:

- impact upon professional learning and/or practice;
- use of research methods;
- knowledge and understanding;
- critical reflection and analysis;
- presentation.

Each assignment contributing to the PDES will be assessed individually, additionally for the 3 x PCPS + commentary route to PDES there will be an additional assessment which looks at the work as a whole. The three PCPS assignments + the commentary will need to show progression in professional learning and will be double marked by two members or associate members of Faculty staff. The commentary, of 2000-4000 words, should make links between the three PCPS assignments which:

- demonstrates a deep understanding of substantive topics addressed;
- demonstrates how this understanding has progressed over the writing of the three assignments;
- discusses developments in personal learning;
- summarizes the impact of the three courses/assignments on pupils, colleagues, institutions and/or policy.

The complete work will be assessed against criteria similar to those for the PCER

The Examination Board, which usually meets once a year will consider the case of each individual. A sample of work and the internal assessments will be referred to the External Examiner whose main function is to moderate standards. Occasionally the External Examiner may ask for an oral examination to be arranged with the student.

There are binding handing in dates for Postgraduate Diploma assignments, one date in October and the other in March. Assignments need to be handed to the Postgraduate Diploma Administrator in the PPD office.

### **Possible Progression from PDES to Masters**

Successful completion of the PDES can be used by candidates as an introduction to study for Masters degrees. Students completing the PDES with a PCER graded at 'distinction' level are eligible, subject to interview, to move directly into Year 2 of a part-time Masters degree programme. Students taking the three PCPS route to PDES and those achieving a 'pass' in the PCER element will be encouraged to apply for the two- year Masters programme.

### **Quality Assurance**

The high quality of the PDES is supported and monitored by the following:

- The involvement of research active Faculty staff in teaching and/or in overseeing the courses as link lecturers;
- systematic programme of course evaluations, requiring responses from students, course tutors and link lecturers;
- A formal evaluation of students' experience is conducted at the end of the year, and issues arising are considered within the Faculty of Education by the Practitioner Professional Development (PPD) Management Group, the Standing Committee for PPD and the Faculty Board with a view to enhancing the programme for the future.
- overview of courses and course outcomes by the PPD manager;
- Internal Examiners' moderation of assignments from a rotating representative sample of courses;
- External Examiners' evidence, verbal and in written reports.