

University of Cambridge: Programme Specifications

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POSTGRADUATE DIPLOMA IN EDUCATIONAL STUDIES

1	Awarding body	University of Cambridge
2	Teaching institution	Faculty of Education
3	Accreditation details	90 Masters Level credits
4	Name of final award	PDES
5	Programme title	Postgraduate Diploma in Education Studies
6	JACS code(s)	X300
7	Relevant QAA benchmark statement(s)	Education
8	Qualifications framework level	7 (Masters)
9	Date specification was produced/ last revised	April 2011
10	Date specification was last reviewed	April 2011

Aims of the Programme

The Postgraduate Diploma in Educational Studies (PDES) is a highly-regarded qualification which can enable recently-qualified or experienced 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. All work that makes up the PDES is assessed against at Master's level criteria and Master's level credits are attached to each element. The PDES may be used as part of a progression route to the Cambridge part-time Masters programme or EdD.

Completion of an PDES is expected to have a major impact on individual professional learning including learning about methods of enquiry or development. It is also expected to have significant impact on the student's 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;
- developments in practitioner 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/PCEE/PCSD) courses, each involving assignments with the equivalent of 4000 words, and a reflective commentary of 4000 words;
- one 60 hour PCPS, and a Postgraduate Certificate in Educational Research (PCER) involving the report of a piece of professional enquiry or development work of 10-12 000 words;
- 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).

Details of the current range of courses are to be found on our website www.educ.cam.ac.uk

Programme Outcomes

The PDES is achieved by the successful completion of a number of elements. Each of these elements is expected to have an impact on the knowledge, understanding and skills of the student, their pupils, their colleagues and/or their work place. This impact is expected to be particularly significant, widespread and sustained where a number of elements are completed to achieve the PDES. All elements of the PDES programme are expected to develop:

- knowledge and understanding;
- research and analytical skills;
- the skills of systematic enquiry and/or leading development;
- skills of presentation;
- transferable skills.

Details of what might constitute these outcomes are given in the criteria for PPD awards below.

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 course is required to be able to register for the PDES. Registration for the PDES is subject to approval and may involve a meeting with the Course Manager or with other appropriate staff where the elements of the PDES are to be built from within a cohesive specialist programme. During this meeting, an individual's learning so far will be reviewed and the Faculty representative 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 judged 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.

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. Teaching methods employed in the PCPS programme presently include seminar/workshops, blended learning and individual or collaborative enquiry and/or development work.

Supervision support is given for the completion of a PCEE (3 hours), the PCER (6 hours) and the commentary (3 hours). This support involves:

- guidance about the nature of the assignment, the standard expected, the planning of the study, literature and sources and appropriate enquiry methods or techniques;
- monitoring and advising on handing-in dates;
- giving 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 Administrator if particular difficulties arise concerning supervision arrangements

Assessment Criteria

The PDES is achieved by the successful completion of a number of elements. For each of these elements specific guidance for completion will be given relevant to the particular course. Students will be expected to adhere to this guidance in order for their assignments to be awarded a pass. In addition all PPD assignments are assessed against the generic Masters level criteria below:

Knowledge and understanding including

- the development of understanding of key concepts and issues within the fields studied;
- knowledge of those fields of study and familiarity with a range of relevant literature;
- knowledge, understanding and critical awareness of methodological issues related to professional enquiry and/or development.

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.

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;
- development work soundly based on relevant literature and/or rigorous enquiry;

- 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.

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.

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.

Assessment procedures

Each assignment contributing to the PDES will be assessed individually, additionally for the 3 x PCPS + commentary route to PDES there will be an assessment which looks at the work as a whole. The three PCPS assignments + the commentary will need to show progression in professional learning and 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.

PCPS/PCEE/PCSD assignments are marked by course tutors. PCER assignments and the 3 x PCPS route commentary are double marked by two members or associate members of Faculty staff, one of whom will be a University Teaching Officer.

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.

Individual dates are set for the handing in of the final element of the PDES. Assignments are handed to the Postgraduate Professional Development 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 by the PCPS + PCER route are eligible, subject to interview, to move directly into Year 2 of a part-time Masters degree programme. Presently, students taking the three PCPS route to PDES 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 Postgraduate 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.