

University of Cambridge: Programme Specifications

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POSTGRADUATE CERTIFICATE IN EDUCATIONAL STUDIES

1	Awarding body	University of Cambridge
2	Teaching institution	Faculty of Education
3	Accreditation details	60 Masters Level credits
4	Name of final award	PCES
5	Programme title	Postgraduate Certificate in Educational Studies
6	JACS code(s)	X300
7	Relevant QAA benchmark statement(s)	Education
8	Qualifications framework level	FHEQ Level 7 (Masters)
9	Date specification was produced/ last revised	June 2012
10	Date specification was last reviewed	June 2012

Aims of the Programme

The Postgraduate Certificate in Educational Studies (PCES) provides teachers and others with the opportunity to gain a qualification based on systematic and sustained work in the field of education. There are two routes to the award of the PCES:

1. two 30 credit modules each requiring assignments of at least 4,000 words; or
2. one 60 credit module requiring an assignment of at least 8,000 words.

Work submitted for the Postgraduate Certificate in Educational Studies (PCES) will focus on specific issues or practical problems arising out of professional concerns. The PCES provides continuing professional development and helps students prepare for potential career advancement. Students may set out to use the PCES to help address a particular issue, arising out of a review or appraisal, in their own professional development or, drawing upon team or institutional targets, in the development of their school, college or service. Students are encouraged to make these links and to create productive relationships between their own practice and proposed research. On completion of the 60 credits required, students can elect either to exit the programme and receive a PCES or continue on to the Postgraduate Advanced Certificate in Educational Studies, the Postgraduate Diploma in Educational Studies or the Master of Education.

Structure of the PCES

For further information on the structure of the PCES for students obtaining it through route 1 above (two 30 credit modules), please refer to the Programme Specification for the Postgraduate Award in Educational Studies (PAES).

For those students undertaking a PCES through route 2 above (one 60 credit module) the Faculty of Education will allocate a supervisor with expertise in the intended field. Work for the 60 credit module is based on systematic, sustained and reflective practitioner research or development work, undertaken by the student over a significant period of time (usually two terms). The enquiry may be largely empirical or it may be based substantially on reading, but it should entail both the application of ideas from literature as well as data gathering and analysis. A PCES involves systematic and sustained use of methods of enquiry or development. This may take a number of forms, including:

- negotiation of an individual investigation in which the student has designed, implemented and critically reflected upon enquiry into to their own practice or the practice of colleagues.
- participation in a substantial research project which has enabled the student to develop their use of methods of enquiry, to contribute to the analysis of data and reflect upon the findings and methodological issues;
- collaboration with colleagues in a shared research project which has enabled contributions to be made to research design and evaluation processes, as well as to the gathering and interpretation of data;
- the identification of an issue within their workplace and/or other institutions, the systematic and rigorous analysis of this issue and the development of policy and/or practice in relation to this issue.

Students may work individually or collaboratively with colleagues although in the final report, it will be necessary for assessors to distinguish between work that has been done collaboratively and individual contributions. In deciding to pursue a collaborative approach therefore students are expected to anticipate:

- the roles that each of the participants will have in the proposed research;
- the aspects which will entail shared work;
- the aspects for which the student will have individual responsibility.

The PCES involves a substantial amount of sustained enquiry or development work. While it is acknowledged that some of the time spent will overlap with professional duties, students will need to create space to accommodate the PCES in their professional and personal life. Students are therefore expected to consider:

- the time commitment that they are able to make available to this work;
- any reduction in workload or responsibilities negotiated with colleagues or senior managers in order to enable the work to be undertaken.

A Postgraduate Certificate in Educational Studies (PCES) should always be carefully planned, focused on a clear professional purpose and rigorous in terms of analysis and review.

Programme Outcomes

The PCES requires sustained commitment to an enquiry or development project resulting in a substantial piece of written work (either in the form of two 4,000 word assignments or one 8,000 word assignment). There is therefore the expectation that this will have a significant impact on the development of the student's:

- 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 generic criteria for PPD awards below.

It is expected that completion of a PCES will lead to impact upon professional learning and upon the practice of the individual or the practice of colleagues. Evidence of impact will be evaluated against the stated aims and intentions for the research. Evidence of impact may take a variety of forms, including evidence of:

- developments in pupils' and students' learning;
- developments in professional learning of the student and of colleagues;
- changes in staff practices;
- development of policy.

Recruitment and Admissions

The PAES award is aimed at professionals working with children and young people in schools and other settings. Courses mainly recruit students with qualified teacher status (QTS). Some courses recruit teaching assistants (TAs), career advisors, counsellors or others who do not necessarily have QTS but who contribute to the education and development of young people. The PAES may also be used to accredit the work of practitioners carried out as part of whole school or inter-school professional enquiry or development work in partnership with the Faculty of Education. Faculty partnerships with schools, including those with 'Teaching Schools' will facilitate the identification of need and the development of relevant (sometimes be-spoke) courses.

Courses are advertised by relevant professional associations and this 'targeting' has been successful in attracting students to some courses. Much recruitment is achieved through the recommendations of previous students demonstrating the value placed on courses by participants.

Prospective students may seek further information from the PPD office and apply to study for a PAES award using the application procedure outlined on our website:

<http://www.educ.cam.ac.uk/courses/ppd/courses/feesandapps/>

Teaching and Learning Methods

For details of teaching and learning methods for those students following route 1 (two 30 credit modules) please see the Programme Specification for the Postgraduate Award of Educational Studies (PAES).

PCES students following route 2 (one 60 credit module) works with a supervisor who will guide and support decisions made about methodology. The PCES entitles candidates to six hours of supervision which 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;
- making formative comment (written or oral) on work prior to the 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 guidance for the PCES

Work for the PCES should include all of the following elements:

- a clear statement of professional purpose in undertaking the research;
- a critical review of the literature relating to the research;
- a rationale for the selection of enquiry and/or development methods used and a reflective discussion about the practical application of those methods in the project;
- a presentation of the research findings including a reflective analysis of issues arising;
- ideas for further research or future development, including evidence of impact on professional learning.

Assessment criteria

In addition to adherence to the guidance given above, all PPD assignments are assessed against the following generic criteria:

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

For details of the assessment procedures for those students following route 1 (two 30 credit modules) please see the Programme Specification for the Postgraduate Award in Educational Studies (PAES).

If the PCES is achieved through route 2 (one 60 credit module) the assessment procedures are as follows. The 8,000 word assignment should be submitted by the candidate to their supervisor. The date for submission should be agreed between the supervisor and the student, and should be no longer than two terms from when the candidate is admitted.

PCES assignments are marked by either the course tutor or the supervisor and are moderated by another member of the course team. Where the student is working individually with the supervisor (and there is no course team), the work will be moderated by the PPD External Examiner. Feedback will be given which relates to course specific guidance for the assignment as well as to the generic assessment criteria above. Feedback will include formative comments to support progression in the completion of further PPD assignments.

PCESs may be assessed as pass or fail:

- **Pass**
The report satisfies the assessment criteria sufficiently well for the award of an PCES.
- **Fail**
The report falls short of a pass standard in relationship to a substantial proportion of the assessment criteria.

A pass can only be awarded if the marker is confident that the work is of a sufficiently high standard that it is equivalent to work produced for Year 1 of the Masters degree.

Quality Assurance

The high quality of the PCES is supported by the following:

- The involvement of research active Faculty staff in supervising or overseeing the supervision of students;
- 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 Higher Degrees & 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 Examiner evidence, verbal and in written reports.

APPENDIX A

PPD COURSES RUNNING IN 2012-13

LENT 2013

MIDDLE LEADERSHIP

Course tutor: Elizabeth Duignan

30 credits

This elective examines several aspects of middle leadership including:

- The role of middle leadership
- Tensions in middle leadership
- Effective middle leadership
- Strategic planning, departmental documentation and middle leadership (with a particular emphasis on long- and medium-term planning)

This elective is a blended learning course. Students are required to attend five on-line sessions and two Saturday conferences, and engage with a variety of academic readings, discussion, and task-based activities. In addition, they are asked to keep a reflective journal during the elective. Most of the materials relate to middle leadership in secondary schools but primary teachers have also found it useful.

Students are given a small-scale research task, related to an aspect of middle leadership, to carry out prior to each conference.

Course Structure

Session 1: (a) Thinking about middle leadership; (b) the tensions of 'managing in the middle'

Session 2: Effective middle leadership

Session 3: Middle leadership and the subject department

Session 4: Schemes of work, departmental planning and the middle leader

Session 5: Preparation for Conference 2 research task

Conference 1: The reality of the middle leader

Conference 2: Planning, schemes of work, and the middle leader

TEACHING SHAKESPEARE

Course Tutor: [Sue Brindley](#)

30 credits

This blended learning (online) course takes as its starting point the power of the performance in developing understanding of Shakespeare in pupils. It uses a practical, workshop and classroom based approach, which is supported by a foundation of deepening theoretical knowledge about Shakespeare in context, with a particular focus on developing a critical and analytical awareness of the theatricality of specific Shakespeare plays.

Using resources developed by the Globe and Faculty and located on CamTools, students are required to reflect analytically and critically on the assumptions which documented production choices embody and to show an understanding of the implications various critical approaches may generate for production choices. They are asked to evaluate their own teaching of Shakespeare using the ideas developed through the course.

Students are asked to attend an introductory session at the Faculty at the beginning of term and then meet at the Globe for a Saturday workshop. The theoretical foundation of the course is designed as an online component and requires students to undertake some small classroom focused research tasks. The course ends with a further workshop at the Globe and attendance at the matinee on that day of one of the Globe productions.

Students are required to attend two Saturday workshops at the Globe, as well as completing the online component of the course.

The course aims are:

- To explore with the Globe the opportunities offered for the effective teaching of Shakespeare through practical and applied classroom strategies;
- To resource and to generate research-based debate regarding teaching Shakespeare Through Performance
- To encourage sharing of ideas and approaches within different groups of the English and drama teaching community, all of whom have a distinctive contribution to make to the debate and particular training needs;
- To impact positively on students planning and teaching of Shakespeare;
- To contribute, via web or paper-based published outcomes, to the understanding of effective teaching of Shakespeare through performance strategies and Shakespeare's Globe resources.

TEACHING AND LEARNING THROUGH DIALOGUE

Course Tutor: [Rupert Higham](#)

30 credits

'Dialogue is not like other forms of communication (chatting, arguing, negotiating and so on). Dialogue is an activity directed towards discovery and new understanding, which stands to improve the knowledge, insight, or sensitivity of its participants. Dialogue represents a continuous, developmental communicative interchange through which we stand to gain a fuller apprehension of the world, ourselves, and one another.'

Dialogue in Teaching: Theory and Practice, Burbules 2003, p.8

Course aims:

- To develop understanding of educational dialogue through discussion and critical analysis of theoretical and empirical research, engage with concrete examples, and reflect on the relevance to the classroom.
- Systematically work towards the planning and delivery of dialogic lessons.
- Analyse and report on the findings, and plan future approaches to dialogic teaching and learning in the classroom.

CONTEMPORARY ISSUES IN MUSIC EDUCATION

Tutor: [Dr Phil Kirkman](#)

30 credits

This elective takes a critical look at issues arising from recent developments in research, policy and practice. Drawing on music education research, national reports and experience in a variety of contexts this course examines issues that arise from the fast changing scene. These issues are relevant to the work of music teachers in both primary and secondary schools. The course focus is on coming to a better understanding of a range of tensions that frame the practice of musical learning and teaching in schools. As well as drawing on research to better understand the nature of these tensions, time is spent working on a collaborative small-scale research-based task that aims to examine a chosen issue within a local context.

This course aims for students to:

- Become clearer about the role of music in 21st century schools
- Explore tensions between national and local policy, pedagogic approaches and learners' musical practices
- Better understand the kind of knowledge and understanding with which musical education might be concerned
- Examine the role of musical provision beyond the school gates.
- Consider whether it is possible for a music education in school to be inclusive.

Themes covered will include:

- the music teacher and creativity
- informal and formal musical learning
- processes of music-making
- the musical classroom, the teacher and the learner
- inclusive music education
- music education, culture and society

EASTER 2013

AN INTRODUCTION TO CHILD AND ADOLESCENT COUNSELLING

Lead Tutor: Tracey Fuller

30 credits

Course Description

A 60-hour course aimed at adults working with young people and children, who want to begin to develop some counselling skills and knowledge. It is aimed at all adults in the educational sector and in all phases of education and is particularly appropriate for those working with children in a pastoral or care role. It is also the entry course for those wishing to pursue the Diploma and Masters Courses in counselling which, together, constitute a nationally accredited psychotherapeutic counsellor training.

Counselling and counselling skills have come to be central to many of the developments in school, e.g. developments in emotional education, mentoring, tutoring and supporting students as well as in general communication skills. The course aims to explore counselling in a school setting and to develop the skills and theoretical base for such work. Course members are prepared for and supported through the use of these skills in their own work setting during the course.

The course examines concepts of different aspects of counselling, the application of these concepts and skills to work with individual students and groups, and the area of interpersonal work with other adults. There will be a focus on working therapeutically with the arts and with play. Developmental approaches to and the skills of counselling will be considered, including assessing the contributions of different models and the techniques of counselling. The course adopts an integrative approach. Consideration will also be given to specific areas, e.g. child protection and child betterment, practical and ethical issues such as confidentiality and parental contact. Active ways of working will be explored and the course will use active learning approaches as well as lectures, discussion, video and feedback.

All course members are required to do at least 5 sessions of counselling skills practice outside of the course time and to write this up for presentation.

Accreditation

The course may be taken on a free-standing basis leading to the award of a **Postgraduate Award in Educational Studies (PAES)**. Alternatively, students who are currently studying or wish to enrol for an **Postgraduate Diploma in Educational Studies (PDES)** may count this as one of your units. All participants are expected to attend regularly (a minimum of 80%) and to complete a related assignment to the satisfaction of the course tutor.