

## 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](http://www.admin.cam.ac.uk/univ/camdata/archive.html)

### POSTGRADUATE AWARD IN EDUCATIONAL STUDIES

1	<b>Awarding body</b>	University of Cambridge
2	<b>Teaching institution</b>	Faculty of Education
3	<b>Accreditation details</b>	30 Masters Level credits
4	<b>Name of final award</b>	PAES
5	<b>Programme title</b>	Postgraduate Award in Educational Studies
6	<b>JACS code(s)</b>	X300
7	<b>Relevant QAA benchmark statement(s)</b>	Education
8	<b>Qualifications framework level</b>	FHEQ Level 7 (Masters)
9	<b>Date specification was produced/ last revised</b>	June 2012
10	<b>Date specification was last reviewed</b>	June 2012

### Aims of the Programme

The Postgraduate Award in Educational Studies (PAES) is suitable either for participants looking for an introduction to an aspect of policy, practice or enquiry that is new to them or for those wishing to extend and develop their skills, knowledge and understanding in established areas of expertise. Participants' work is expected to lead towards some form of **impact** upon practice or policy and to help students prepare for potential career advancement. The PAES is awarded on the basis of one 30 credit module requiring an assignment of at least 4,000 words. On completion of the 30 credits required, students can elect either to exit the programme and receive a PAES or to use the credit accrued to continue on to the Postgraduate Certificate in Educational Studies, the Postgraduate Advanced Certificate in Educational Studies, the Postgraduate Diploma in Educational Studies or the Master of Education.

The PAES is designed to foster practice focused enquiry for teachers and others engaged in and/or interested in reflecting upon educational processes. It can either be completed through individual supervision or through courses focused on understanding improvements in policy and practice. Details of courses running in 2012-13 are set out at Appendix A. Participants are encouraged to pursue individual or collaborative development priorities through enquiry and reflection. Participants wishing to engage in practice-focused enquiry in an emerging or established area of interest or expertise may be interested in using the PAES to accredit their work.

## **Programme Outcomes**

Studying for the PAES is expected to promote critical reflection, reading for a purpose, presentational and enquiry skills, together with other specific skills and attributes dependent on the PAES project undertaken. It is expected that participants will develop their substantive knowledge and understanding in a specific area of study. This will include knowledge of recent relevant research and policy as well as of seminal work and practical application. The substantive content of individual projects will change in response to the needs of schools and related institutions as well as in response to policy. However, there are some major themes within the Faculty and Partnership provision.

Major themes within PPD courses are:

- Improving teaching, learning and assessment practice, including subject studies;
- teacher led development work and leadership for learning;
- counselling, personal and social education and citizenship;
- special educational needs and inclusion;

Details of the current range of PAES opportunities are to be found on our website:

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

## **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

Students encounter a wide range of teaching and learning methods which vary according to the subject and the particular environments in which they are working. Teaching may include: lectures, seminars, workshops, peer-teaching, blended learning, self-study, practical work, individual supervisions and student presentations. Most taught courses will involve students in applying ideas from courses in their own contexts and in reflection on the effectiveness of these ideas.

Each course tutor is available to give advice and support to students. Where courses are run outside of the Faculty, further support is available from one of the Faculty's link lecturers. Administrative issues are dealt with by the Course Administrator.

## Assessment

In addition to the requirement for diligent attendance, participants will be expected to, for example:

- participate in course processes and activities provided as an integral part of the course programme;
- complete any tasks set in association with the course and specified in the course proposal or description;
- bring together any materials gathered or developed through course tasks or activities and present these as evidence of enquiry, for example, in the form of a portfolio or as a set of handouts for fellow participants;
- provide a critical and reflective commentary contextualising the materials; explaining their relationship to course-related enquiry; and summarising the learning that has taken place as a result of participation in the course, for example, in the form of a written account, a portfolio of materials or as a presentation to colleagues.

## Assessment criteria for assignments

Assignments for the award of a PAES should be 4,000 words or equivalent. This need not be in the form of an academic essay. Possible formats include the products of activities suggested in the section above regarding expectations of participants. However, the assignments must include a substantial element of critical reflection/analysis that brings coherence to the work.

The PAES is accredited at Masters Level and this should be reflected in the quality of the work produced for assessment. This work should show some evidence of development in relation to each of the generic PPD 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**

PAES level work is marked by the course tutor or supervisor. Submission dates are set by either the course tutor or the supervisor and should not be more than one term after the date of admission to the course. 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.

The PAES may be assessed as pass or fail:

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

## **Quality Assurance**

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

- The involvement of research active Faculty staff in teaching, supervising 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 Higher Degrees and 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 Examiner's moderation of assignments;
- 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.