

University of Cambridge: Programme Specifications

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POSTGRADUATE ADVANCED CERTIFICATE 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	PACES
5	Programme title	Postgraduate Advanced 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 Advanced Certificate in Educational Studies (PACES) is a 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 Advanced Certificate involves academic study that is practice-focused and professionally relevant. All work that makes up the PACES is assessed against Master's level criteria and Master's level credits are attached to each element. The PACES may be used as part of a progression route to the Postgraduate Diploma in Educational Studies or the Masters in Education.

Completion of a PACES 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 PACES 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 the PACES:

- three 30 credit modules each requiring assignments of at least 4,000 words;
- one 60 credit module requiring an assignment of at least 8,000 words, and one 30 credit module requiring an assignment of at least 4,000 words;
- one 90 credit module requiring an assignment of at least 12,000 words.

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

Programme Outcomes

The PACES 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 PACES. All elements of the PACES 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

The PACES is aimed at professionals working with children and young people in schools and other settings. It mainly recruit students with qualified teacher status (QTS) but may also 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 PACES 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.

Publicity materials are sent to schools in the local area (Cambridgeshire, Bedfordshire, Hertfordshire, Essex, Suffolk and Norfolk). These materials direct potential students to the website (<http://www.educ.cam.ac.uk/courses/ppd/>) which indicates the routes through the Postgraduate Advanced Certificate to the Masters and show exit points if students are concerned about what extent to commit to the programme when first applying.

Faculty partnerships with schools, including those with 'Teaching Schools' will facilitate the identification of need and the development of some 'bespoke' Diploma routes. Much recruitment is achieved through the recommendations of previous students demonstrating the value placed on courses by participants.

Applications for the Postgraduate Advanced Certificate in Educational Studies (PACES) are made via the PPD office at the Faculty of Education (01223 -767725) or by following the procedure outlined on the Faculty's website:

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

Teaching and Learning Methods

A wide range of teaching and learning methods will be used for the different elements of the PACES. These will vary according to the subject and, where relevant, the particular environments in which participants are working. Teaching methods employed in the PPD programme presently include seminar/workshops, blended learning and individual or collaborative enquiry and/or development work.

The PACES entitles students to a total of 9 hours of supervision. This support involves:

- guidance about the nature of assignments, the standard expected, the planning of 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 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 PACES 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 PACES will be assessed individually. The module assignments where appropriate will need to show progression in professional learning and should make links between the modules 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 assignments on pupils, colleagues, institutions and/or policy.

PACESs may be assessed as pass or fail:

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

Module assignments are marked by the course tutor or supervisor and are moderated by another member of the course team. Any student wishing to be awarded the PACES, must also have their full portfolio of 12,000 words double marked by a member or associate member of Faculty staff, who has been approved to by the Degree Committee to act as a Masters Level Assessor. A pass can only be awarded if the assessor 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

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.

Possible Progression from PACES to Masters

Successful completion of the PACES can be used by candidates as an introduction to study for Masters degrees. Students completing the PACES are eligible to apply and be admitted (subject to interview) directly into Year 2 of a part-time Masters degree programme.

Quality Assurance

The high quality of the PACES 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 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 Examiners' moderation of assignments from a rotating representative sample of courses;
- External Examiners' 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.