PROGRAMME SPECIFICATION PROFORMA

glyndŵr

PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

Awarding body/institution	University of Wales
Teaching institution	Glyndwr University
Details of accreditation by a professional, statutory or regulatory body	Nursing and Midwifery Council: recordable Teacher qualification
Final award/s available	MSc
Award title	Professional Education
UCAS code	
Relevant QAA subject benchmark statement/s	FHEQ CQFW
Other external and internal reference points used to inform the programme outcomes	Standards for Supporting Learning and Assessment in Practice (NMC, 2008): Practice Teacher and Teacher qualifications
Mode/s of study	Full or Part-time
Language of study	English
Date at which the programme specification was written or revised	July 2010

Aims of the programme

This programme may be undertaken in three Parts – Part 1, the Postgraduate Certificate in Professional Development in Higher Education is studied in the Education Academic Area and is recognised by the Higher Education Academy as the qualification to teach in higher education. Parts 1 and 2 combine to meet the standards required by the Nursing and Midwifery Council for recognition as a 'Teacher' of nurses, midwives and specialist community public health nurses. Within Part 1, individuals may study modules which allow them to achieve 'Practice Teacher' status.

The Postgraduate Certificate aims to:
- ensure that participants have demonstrated teaching competence by critically applying and adapting theoretical conceptual frameworks in response to the changing context within the higher education sector;
- promote autonomous learning within the boundaries of professional practice;

- promote critical and productive reflective practice by engaging higher education teachers in professional development and reviews of learning, teaching, assessment and evaluative procedures and processes;
- encourage critical scrutiny and broaden understanding of the institutional, national and international contextual developments impacting upon higher education.

The aim of the postgraduate diploma is to ensure that:
- Health and social care practitioners are prepared for their role and responsibilities in the education of individuals aspiring to attain professional registration in a designated field of practice.
- Nurses, midwives and specialist community public health practitioners meet the requirements of the Nursing and Midwifery Council for recognition as Practice Teacher or Teacher.

The aim of the Masters in Professional Education is to prepare those who have demonstrated their ability to teach in Higher Education begin to demonstrate that they are informing the body of knowledge underpinning pedagogy as it relates to professional education. The key differentiation between the postgraduate diploma and masters is that based on their critical evaluation of the body of knowledge underpinning practice in this field in the postgraduate diploma, the student begins to inform that body of knowledge through his/her own research and scholarship.

Intended learning outcomes of the programme

Programme Outcomes Postgraduate Certificate

Knowledge and understanding

The Postgraduate Certificate provides opportunities for participants to achieve the following broad outcomes:

Knowledge and Understanding: Participants will be able to:
1. demonstrate a good grounding in theoretical concepts of teaching and learning;
2. critically apply knowledge and understanding of the different learning and teaching paradigms to practice;
3. acquire or redefine knowledge in relation to the diversity of learners' needs and learning support frameworks;
4. critically reflect upon and gain insights into assessment and accreditation procedures.

Intellectual Skills: Participants will be able to:
1. approach learning and teaching in an informed and scholarly way;
2. relate and critically apply theoretical perspectives to professional practice;
3. critically evaluate their own and others' teaching performance, drawing upon principles of good practice, values and attitudes;
4. think reflectively and critically, dealing confidently with the complexity and contradictions in educational theory and practice in an HE context.

Subject skills: Participants will be able to:
1. articulate a philosophy of teaching;

2. provide a reasoned, scholarly and informed rational for their teaching and assessment practice;
3. provide a considered statement of their role as an academic within their HE context and more broadly in society.

Coverage of these skills against module outcomes is contained in appendix four.

In addition the participants will gain Practical, Professional and employability skills, being able to:
1. develop research, critical thinking, and scholarship in relation to role and responsibilities of the HE lecturer.
2. reflect on own and others' practice in order to enhance quality.
3. work collaboratively to investigate a small-scale project to enhance academic practice.
4. evidence good practice in writing a project to a publishable level.
5. isolate, clarify, assess and manage resolution of most problems;
6. engage confidently in academic and professional communication with others within their field.
7. constructively align pedagogical practice to subject specific and institutional strategic goals.
8. identify, share and promote good practice, including innovative approaches to subject-based pedagogy.
9. develop critical thinking and scholarship.
10. justify outcomes of reflective practice.

Programme Outcomes: Postgraduate Diploma

A - Knowledge and understanding
By the end of the programme students should be able to:

1. Evaluate the theories, principles, concepts and policies underpinning learning and teaching in professional education;
2. Critically examine the theories which underpin the leadership role and responsibilities of the educator of professional practitioners;
3. Critically appraise a range of research methods applicable to their field of higher and professional education practice.

B - Intellectual skills
By the end of the programme students should be able to:

1. Interpret and apply theories from the forefront of pedagogy to the context in which they are working;
2. Evaluate current research and scholarship in the field of professional education.

C - *Subject and other skills*
By the end of the programme students should be able to:

1. Demonstrate originality in the application of theories and principles of pedagogy in the context in which they are working;
2. *Articulate a sound rationale for decision making in the application of theories and principles of professional education;*
3. Critically appraise their role as a professional in the education context.

D - Professional Skills and abilities and Employability Skills and abilities

By the end of the programme students should be able to:

1. Demonstrate self direction in the advancement of their knowledge and skills as educators of professional practitioners.
2. Demonstrate sound judgement in the application of the theories and principles of pedagogy which reflect professional accountability and responsibility,

Programme Outcomes: Masters

A - Knowledge and understanding
By the end of the programme students should be able to:

1. Evaluate the theories, principles, concepts and policies underpinning learning and teaching in professional education;
2. Critically examine the theories which underpin the leadership role and responsibilities of the educator of professional practitioners;
3. Critically appraise a range of research methods applicable to their field of higher and professional education practice.

B - Intellectual skills
By the end of the programme students should be able to:

1. Interpret and apply theories from the forefront of pedagogy to the context in which they are working;
2. Evaluate current research and scholarship in the field of professional education;
3. Demonstrate originality in the identification and investigation of matters central to the practice of professional education.

C *- Subject and other skills*
By the end of the programme students should be able to:

1. Demonstrate originality in the application of theories and principles of pedagogy in the context in which they are working;
2. Articulate a sound rationale for decision making in the application of theories and principles of professional education;
3. Critically appraise their role as a professional in the education context.

D - Professional Skills and abilities and Employability Skills and abilities
By the end of the programme students should be able to:

1. Demonstrate self direction in the advancement of their knowledge and skills as educators of professional practitioners.
2. Demonstrate sound judgement in the application of the theories and principles of pedagogy which reflect professional accountability and responsibility,

Distinctive features of the programme

This well established and well regarded programme is taught between two Academic Areas – Education and Nursing.

The programme addresses the theoretical, research and practical aspects of teaching in higher education.

All students have an identified mentor to guide them in the completion of the programme and achievement of outcomes in teaching practice.

The Postgraduate Certificate and Diploma are approved by the Higher Education Academy and the Nursing and Midwifery Council respectively and lead to recognised qualification.

The programme affords the opportunity to study with individuals from a wide range of professional, academic and vocational backgrounds.

Overseas students may study this programme on a full-time basis.

Learning, teaching and assessment strategies used to enable outcomes to be achieved and demonstrated

The overall aim is to encourage participants to think critically in both the taught element and in their own professional practice. Participants are encouraged to link educational theory to their own practice in a reflective manner. Assignment work is designed to ensure that practice is analysed and evaluated, informed by references to relevant literature and research.

Teaching strategies include an homogenised approach to the integration and effective use of technologies in teaching and learning. Examples of the use of technologies include; Virtual Learning Environment (VLE) forums, VLE resources and associated tasks, web quest design, technology based assessment, video, and MP3 (podcasting).

The facilitation of learning is grounded in philosophies of student-centred, andragogical principles of teaching and learning (Knowles, 1980). Modular outcomes are expressed in the cognitive and affective domains (Bloom, 1954) to indicate academic level and progression.

A variety of learning and teaching strategies are used in the classroom and in practice. Sessions by the course team and invited experts are designed to allow the students to reflect on key information and apply them to their work context. Other methods include seminars, open learning materials, student presentations, debates and lecturer-facilitated, student-led small group discussions.

Assessment regulations that apply to the programme

The University regulations for Postgraduate Certificates and Diplomas and Taught Masters Degrees apply to this programme. The following derogations are in place:
1. All elements of assessment must be passed with a mark of at least 40%. (See Regulations for Postgraduate Certificates and Diplomas: 21)
2. There is no compensation (See Regulations for Taught Masters Degrees: 17/18)

3.	Students who breech confidentiality in an assessed piece of work will automatically be referred

Programme structures and requirements, levels, modules, credits and awards*

The following Modules must be studied

Postgraduate Certificate:

- Learning and Teaching in Higher Education – reflection and development (20 credits)
- Assessment and Evaluation in Higher Education – reflection and development (20 credits)
- Academic Practice in Higher Education (20 credits**)**

Postgraduate Diploma

- Leadership and Professional Issues (20 credits)
- Research Methods in Health and Social Care (20 credits)
- Negotiated Module in Education Practice and Development (20 credits)

Masters

- Dissertation (60 credits)

Criteria for admission to the programme

General Criteria:

To be eligible for admittance to this programme a candidate shall:

  i. Have qualified for an initial degree of the University, or of another University approved for the purpose, or hold another qualification which is recognised by the University as being of graduate equivalence.

AND

  ii. Have access to a practice-based or related environment to which learning may be applied.

NMC Recordable Qualification: Additional requirements pertaining to those who wish to achieve the NMC recordable Teacher qualification are that they must:

1) Be registered in the same part or sub-part of the register as the students they wish to support;
2) Have completed at least 3 years post-registration experience, gained additional professional knowledge and skills, and have experience in an area where students are gaining practice experience relevant to their registration.
3) Have current registration or become registered with the Independent Safeguarding Authority (ISA).

International Students

If the student's first language is not English, he/she must satisfy Glyndŵr University's English language requirements to gain entry to the programmes. The following English language qualifications are accepted:

Level of study	IELTS	TOEFL paper	TOEFL computer	TOEL internet
Postgraduate taught degrees	6.0	550	213	79

Indicators of quality

The Nursing Academic Area regularly undergoes both internal and external review of its provision. The recent internal Subject Review identified excellent aspects related to student support and external monitoring by the Nursing and Midwifery Council (NMC) highlighted areas of good practice in the development of simulation to support student clinical learning and the involvement of the External Examiner in visits to practice areas.

Methods for evaluating and improving the quality and standards of the programme

Evaluation is an ongoing activity within the Academic Area. All modules are evaluated by students and the end of teaching using the University's SPOM form, which when analysed feeds into Programme Boards and the Annual Monitoring Report (AMR). Likewise the comments of External Examiners are fed into this report and the Programme Leader formally responds to any comments made. The AMR gives rise to an action plan which is reviewed periodically throughout the year at Subject and School levels (School Board). In addition, lecturers are responsive to ongoing feedback from students and bring matters to the Programme Team Meetings which are held monthly. Although SSCC meetings are held within the Subject Area once per semester and representatives from other programmes attend,

Particular support for learning

There are well-established support mechanisms for students undertaking this programme comprising the following:

Programme Leader
The Programme Leader, in this instance, is responsible overall for all aspects of the operation and administration of several programmes. The Programme Leader is assisted by the other members of the Programme Team, in particular the Route Leaders.

Route Leaders
A Route Leader is responsible for the day to day organisation and management of the delivery of your programme.

Module Leaders
Module Leaders are responsible for the day to day administration and academic content of modules. In many cases the Module Leader will deliver most of the teaching on the module. They are also responsible for academic support of students taking the module.

Personal Tutors
On modules leading to professional qualifications all students are allocated a personal tutor, whose role is both pastoral and 'clinical' in that he/she acts as the link to the student's clinical placement and visits that student at least once in practice during the module. This person also acts as the link for the practice mentor should any concerns about the student arise. Students studying on individual modules may use the Module Leader in this capacity in the first instance but are referred to the Programme Leader should the need arise.

Mentor
A particular feature of this programme is that all students are able to select a mentor within their workplace to support and guide them through the practice elements of the programme,

Equality and Diversity

Any student who meets the entry requirements may access this programme. All

applicants will be considered solely on the basis of their merits, abilities and potential to succeed in their chosen course within the framework set by relevant external bodies and legislative requirements.