Programme Specification

Title:

Clinical Teaching and Practice Education

Final Award: Postgraduate Certificate (PG Cert)

With Exit Awards at:
Postgraduate Certificate (PG Cert)

To be delivered from: 5 Feb 2018

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1. Introduction
This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.
## 2. Basic Programme Data

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3. Programme Description

3.1 Overview
This programme has been designed to provide individuals working in Health and Social Care with a solid understanding of the principles of learning, teaching, assessment and student support and how to apply these principles to effectively carry out their educational duties in both academic and practice settings. The programme has been mapped to the UK Professional Standards Framework (UK PSF) for teaching and supporting learning in higher education (2011), and the Academy of Medical Educators (AoME) Professional standards for medical, dental and veterinary educators (2014) which means alongside gaining an academic qualification at Masters level, participants will also be able to seek appropriate professional recognition to support their career development.

The FHEQ descriptor for a higher education qualification at level 7 has been utilised in writing the programme and module level learning outcomes to ensure the correct level is attained. There is no benchmark subject applicable to this programme, and the programme has not been mapped to the generic M level benchmark as it only comprises 60 credits of the 180 credits required to achieve a Masters degree. There is not therefore scope within the programme to meet all of the required M level benchmark statements.

The programme is made up of three modules; two 15 credit modules and one 30 credit module. The 30 credit module runs year long throughout the course and provides an opportunity for students to reflect on and plan to meet their own development needs. The two 15 credit module will run sequentially, module one in term A and module two in term B. These modules will focus more on the theory and principles of learning, teaching and assessment, with the expectation that this is applied to practice through formative and summative assessment tasks. Although all of the modules are independently assessed, students will be expected to transfer their learning from modules one and two into module three to support the development of their case studies and plan for continuing professional development (further details are provided in the sections on learning and teaching strategy, and assessment and feedback).

The programme will use a blended learning strategy, mixing face-to-face sessions with online and independent study to make it possible for busy professionals to access and engage in the programme. Individual tutorial support, observations of teaching practice and learning with and from their inter-professional peer group will also enrich the student learning experience.

3.2 Aims and Objectives
The overall aim of this programme is to ensure that on graduation participants are confident and capable practitioners in clinical teaching and practice education.

This programme aims to:
- Provide appropriately qualified, employed professionals with a programme in teaching, supporting learning and assessment practice in both academic and/or practice learning environments.
- Foster a supportive and collaborative environment in which participants can share ideas, discuss and reflect on learning and teaching issues and experiences.
- Develop participants' skills in critical evaluation, analysis and synthesis and promote a scholarly approach to the development of best practice
- Prepare participants to lead education in both practice and/or academic learning environments
- Provide an effective base for continuing personal and professional development
3.3 Variations to Standard Regulations and Guidance
Not required
4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to Appendix I – Curriculum Map for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

1. A range of theoretical models of learning, teaching and assessment relevant to their practice
2. Appropriate and inclusive methods for supporting a diverse range of students in different settings
3. Quality assurance and enhancement processes and how these are used to enhance the student learning experience
4. Methods for critically evaluating teaching practice in the context of external stakeholder requirements and current best evidence
5. Techniques and approaches used to evaluate and develop teaching practice

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

6. Critically evaluate and apply knowledge of the evidence base to their own work and the continued development of teaching practice
7. Systematically gather and synthesise evidence from a wide range of sources in order to reflect on their teaching practice
8. Synthesise knowledge and information in order to be able to lead and support educational developments in practice and academic settings
9. Critically evaluate and reflect on their own development as an educator and articulate a rationale for their own continuing personal and professional development
10. Make sound judgements about the assessment of learning relating to the academic level of study and/or professional body requirements
11. Critically evaluate a range of technologies that can be used to support learning and justify the selection of those most appropriate to practice

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

12. Facilitate learning for a range of students and where appropriate encourage self-management of learning opportunities
13. Act autonomously to assess and give feedback to students in different learning environments
14. Create an environment for learning that supports the needs of a diverse range of students
and maximises participation and individual potential

15 Develop and implement strategies for evaluating learning, teaching and assessment in different learning environments

16 Demonstrate the ability to lead and manage change to ensure that educational programmes continue to meet the needs of stakeholders and employers

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

17 Demonstrate self-direction and initiative in tackling and solving complex problems

18 Structure and communicate ideas effectively, both orally and in writing and in appropriate media for a range of audiences

19 Take personal responsibility for their own learning and plan and record their own continuing professional development

For details of each module contributing to the programme, please consult the module specification document.
5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The learning and teaching strategy for this programme is underpinned by constructivist learning theory and the principles of active learning. Students will be encouraged to engage with a variety of topics and learning activities which promote applied learning, extending both their skills and knowledge base. There is a strong focus on the UK Professional Standards Framework Professional Values and participants will be required to evidence these throughout the programme in their assessments.

An evidence based approach to teaching practice will be advocated throughout the programme, underpinned by the key principles of Student as Producer as follows.

Discovery

Students will learn through their own research and inquiry during both directed and self-directed study opportunities built into each of the modules. Traditional lecture based teaching focusing on knowledge transmission will be kept to a minimum and used only to introduce key concepts and provide a framework for student learning.

Collaboration

Students on this programme will come from different professional backgrounds, some will be health care practitioners, others will be academics, but they will all have a role that requires learning, teaching and assessment practice. The composition of the cohort therefore offers excellent opportunity for collaborative learning. Students and staff will learn with and from each other as we explore how the principles of learning, teaching, assessment and student support can be applied and used in different contexts by different professional groups. By working together to reflect on and question current practice students will develop the knowledge and understanding of clinical teaching and practice education.

Engagement

As well as engaging students in the development of knowledge around the discipline of clinical teaching and practice education, this programme has been designed to facilitate the development of professional identity as a teacher of higher education. Through reflective practice, evaluation and identification of their own learning needs, students will be encouraged to transfer and apply learning from the programme into their own areas of practice gradually making the transition from clinician or subject specialist to educator.

Production

As well as facilitating the achievement of academic learning outcomes, the curriculum, and particularly the assessment tasks, focus on the production of professionally relevant learning outputs that can be applied and implemented in educational practice. Students will develop both the knowledge and skills required for career long learning and production in the field of education.

Further, specific details of how the principles of Student as Producer are translated into learning and teaching support and activities on the programme are provided in the following paragraphs.

The programme will commence with an extended induction period (two weeks) incorporating both
face-to-face and online sessions in order to prepare students for the blended nature of the programme. The induction will support the transition to postgraduate study; introduce the context of learning and teaching in Health and Social Care and include activities to start to create a sense of community and collaboration among the cohort. It is recognised that the cohort may be diverse in terms of previous experience of study at Masters Level and length of time out of formal education. It is also known that some individuals find the transition from practitioner to academic difficult and continued support will be provided by the personal tutor throughout the programme, as outlined by the University’s Student Support and Tutoring policy (2014). The development of academic study skills (i.e. using literature; referencing and plagiarism avoidance; time management; independent and online learning; critical reflection; group processes and presentation skills) will commence at induction and then be integrated into the module teaching.

The two 15 credit modules will focus on the theory and practice of learning, teaching, assessment and supporting learning. In order to meet the anticipated diverse learning needs of the cohort a variety of learning and teaching strategies will be used. These will include video based mini-lectures; seminars; independent study; online learning activities; peer and group work. Each module will be divided into four themed blocks according to the module content. Each block will contain both face-to-face and online learning. Typically, participants will be asked to engage with online learning to support the development of knowledge (this may be through video based mini-lectures, independent research or directed study) prior to face-to-face sessions where this knowledge will be discussed and applied to practice with the support of the tutor and peer group. Follow up activities to embed learning will be given via the University’s Virtual Learning Environment (VLE), and interaction with these, and between participants, will be encouraged and facilitated by asynchronous discussion boards and real time conversations. Formative assessment opportunities will be integrated within the learning blocks and will be designed to help students build towards the final assessment point. Both peer and self-assessment methods will be used and further details will be provided in the assessment strategy.

The 30 credit module will run across the full year of the programme. In the introductory session, participants will be asked to complete a self-assessment exercise which is mapped to the UKPSF and AoME standards. This will enable each student to identify specific aspects of their practice for development and provide a benchmark for reflection at the end of the module. Whole group analysis of the self-assessment exercise will be conducted by the module leader in order to inform the planning of group specific seminars throughout the module. The learning and teaching strategy will also include teaching observations, video based lectures and independent study. The same blended learning model as used for the core modules will be applied here, but in addition students will be encouraged to engage on a one-to-one basis with an academic tutor to ensure that they are gathering appropriate evidence for their portfolio of assessment.

Supporting student learning

A variety of student support mechanisms have been put in place on this programme, these are outlined in the sections below.

Programme leader, module leaders and academic tutors

The programme leader will be accessible to students throughout the duration of their studies. They will help students to understand the programme structure, assessment requirements and connection with professional accreditation, and be on hand to deal with any queries or concerns that arise about the programme and/or its delivery.
The module leader for each module will be the first point of contact for issues that arise within a module of study. These may relate to the content covered or a specific piece of assessment. For issues that go beyond an individual module the programme leader or personal tutor will be able to provide support for the student.

For module three, the 30 credit module, students will be allocated to an academic tutor. This tutor will provide one-to-one support in the development of the portfolio and will also perform the observations of teaching practice. Where possible, students will be matched with an academic tutor from their own area of practice so that discipline specific support can be provided.

Personal tutoring

Students on the programme will benefit from having an identified personal tutor for the duration of their studies. The personal tutor will support students in accordance with the University of Lincoln’s Student Support and Tutoring Policy. Personal tutors will hold at least one individual meeting and two group meetings per term in addition to the introductory meeting that will take place during the induction period. Students will be strongly encouraged to engage in this process, but attendance is not mandatory.

Personal tutors provide both academic and pastoral support for students. They are the first point of contact should an issue arise and can direct students to other support services within the University as appropriate (e.g. Student wellbeing, the Library etc.). Personal tutors will provide support for students to develop their academic work through exploring feedback received and making plans for future career development.

Formative processes

Formative assessment and feedback will be incorporated as part of the learning and teaching strategy. Formative assessment methods will be selected to support and prepare students for the assessment process and also to widen their experience of assessment methods. Typical methods of formative assessment will include teaching observation and feedback, quizzes, self and peer assessment activities, discussion and oral presentations. These will take place in both classroom and online learning environments. Students will received feedback on their activities from the tutor (in both verbal and written formats) and their peers. There will also be opportunities for self-assessment.

Resources

Support for learning will also be provided through the various learning resources used on this programme. Each module will be supported with a specific site on the Virtual Learning Environment (Blackboard). Materials that relate to each learning block will be provided here along with anything that is used in the face-to-face sessions. There will also be opportunities for interaction between members of the cohort and within the tutors. Each module site will have within it a TALIS reading list, which will provide links to suggested resources in the library. Where possible, E-books and digitised chapters or papers will be used to facilitate off-campus learning.

All students will have access to the learning development resources and support provided within the Library and this will be further signposted in the programme handbook and during the induction period.
5.2. Assessment Strategy
The assessment and feedback strategy for this programme has been carefully designed to ensure that all of the learning outcomes are adequately assessed, all students have a fair and equitable assessment experience and that choice within the assessment tasks enables students to produce learning outputs that are of use and relevance to them in their education practice.

The assessment strategy will incorporate both formative and summative assessment opportunities to ensure that students receive regular, detailed feedback on their progress and further areas for development. Self-assessment and peer assessment and feedback will be used where possible to encourage collaboration and engagement between members of the cohort and to facilitate discovery around individual learning. The assessment methods selected for each module in the programme are designed to help students integrate theory and practice and to encourage reflection and evaluation to promote ongoing professional development.

The range of summative assessment methods utilised in this programme are designed to provide students with a varied experience. This is important both in terms of equality and accessibility but also enables future educators the opportunity to experience different modes of assessment as a student. Assessment methods are likely to include, but are not limited to reflective pieces, case studies, portfolios, designing learning and teaching activities and resources, action plans, teaching logs and essays. The position of the summative assessment points throughout the programme has been carefully considered in relation to the busy working lives of those likely to be on the course. Each module has a single summative assessment point and these have been staggered across the duration of the programme to avoid overburdening students and to maximise the opportunity for transfer of learning from one module to another.

A formal formative assessment opportunity, in which all students will be expected to participate, will be provided in module one ahead of students submitting their first piece of work. This assessment will be a short, oral presentation to the cohort and tutor outlining the plan for the summative task. For some students on the programme, this will be the first time they have submitted work at level seven, this formative activity is therefore seen as pivotal in making the transition to M level study.

The way in which feedback will be used on the programme is integral to the success of the assessment strategy. Feedback is seen as a form of teaching on this programme and will be presented in a way that is compassionate, respectful and encourages dialogue with students. Written feedback will be provided for all summative assessments and will identify both the strengths of the work submitted and areas for improvement. Advice and ideas may also be provided that will relate to the practice of learning, teaching, assessment and supporting learning where this is deemed appropriate. A particular focus in the feedback will be the identification of transferable academic skills that the student can build on for future assessments. Personal tutors will offer opportunities for students to discuss feedback face-to-face if they wish to do so and further support for using feedback will be provided through formative activities.

Much of the formative feedback that students receive will be verbal, although written feedback will be utilised for online activities and following the presentation in module one, where students will receive feedback from the module tutor and their peers. Students will be encouraged to reflect on and self-assess their work and contributions as much as possible throughout the programme.
Students will be provided with detailed guidance on the requirements and expectations for each assessment task, including the objective assessment criteria against which learning will be measured. Through the programme and module handbooks students will be made aware of the University of Lincoln assessment regulations and policies surrounding marking, internal and external moderation, release of results, progression and the right of appeal.
6. Programme Structure
The total number of credit points required for the achievement of Postgraduate Certificate (PG Cert) is 60.

Masters

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# Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

**Key:**
- ✓ Delivered and Assessed
- □ Delivered
- ✓ Assessed

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Appendix II - Assessment Map
This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

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Assessment and evaluation for learning 2019-20
Developing learning and teaching practice 2019-20
Planning and facilitating learning 2019-20
Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

Subject Specific Intellectual Skills

Subject Specific Practical Skills

Transferable Skills and Attributes
Appendix IV:
Benchmark Benchmark Statement(s)