

## **Post Experience Diploma in Education [Health & Social Care] For students entering in: 2005**

Awarding Institution: The University of Reading

Teaching Institution: The University of Reading

Relevant QAA subject benchmarking group(s): Faculty of Economic and Social Sciences

Programme length: 1 year part time

Date of specification: September 2005

Programme Director: Jan Goldsmith

Programme Adviser: Linda Ward

Board of Studies: Board of Studies for Modular Masters programmes in the School of Health and Social Care

Accreditation: 60 credits at H level

### **Summary of programme aims**

The programme is multi-professional in nature bringing together professionals from nursing, medicine, allied health professions and social work. The programme is designed to equip students with evaluative skills to understand, inform and influence teaching across the health and social care environment and is designed to support the concept of professional development and lifelong learning.

### **Transferable skills**

Use of evaluation when addressing complex educational issues in order to:

Problem solve

Introduce innovation and change

Promote inter professional collaboration

Evaluate and manage knowledge in order to engage in best teaching practise

### **Programme content**

HCMJ03	Teaching practice	20	H
HCMJ02	Methods/styles of teaching and learning	20	H
HCMJ01	Adult learning	20	H

### **Summary of teaching and assessment**

Teaching throughout the programme is student centred and students contribute with a diversity of life and professional experience that is valued and utilised to facilitate new learning.

Teaching styles will normally be interactive drawing on discussion and reflection as key methods of delivery. All of the assessed work will be related to the students' practice as an educator in the Health and Social Care field thus supporting the integration of theory and practice throughout.

### **Admission requirements**

Entrants to this programme are normally required to have obtained a diploma or to produce evidence of their ability to study at H level. They will be expected to hold a professional qualification with a minimum of two years full time practice experience.

They must be working in an environment that will allow them to undertake the practice element of the programme [i.e. where teaching is a major component of their role]

Admissions Tutor: Jan Goldsmith (Health) and Linda Ward (Social Care)

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

### **Career prospects**

The majority of students registering on this programme will be employed by the health and social care providers or by Higher education institutions. This course will enhance their potential for career development and promotion within the field of teaching across their professional discipline

### **Opportunities for study abroad or for placements**

Not applicable as students are seconded from their employing authority. Where they have support of employers and the experience would be considered relevant requests for short, elective periods of overseas practice could be considered.

### **Educational aims of the programme**

This programme aims to develop informed, effective practice educators/lecturers across the health and social care settings

## Programme Outcomes

### *Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b> The programme enables the student to develop an in depth understanding of: The fundamental underpinning theories of education from the teaching/facilitating and learning perspective. The psychology of adult learning Social, ethical and political influences on teaching, learning and assessing Issues of professional education and external influences on such Methods/styles of teaching delivery across the health and social care professions</p>	<p><b>Teaching/learning methods and strategies</b> A variety of teaching methods including lectures, seminars, discussion and debate will be utilised. The overlying emphasis will be on participative methods that promote thought and discussion and encourage a reflective approach. Theory to practice application will be pre dominant throughout</p> <p><i>Assessment</i> Will be through course work in the form of written assignments, seminar presentations and a portfolio of teaching practice. Specific details of these will be found in the module specifications.</p>
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### *Skills and other attributes*

<p><b>B. Intellectual skills – able to:</b> Systematic critical analysis of a wide range of complex issues that influence teaching learning and assessing across health and social care fields. Critical evaluation of current problems and new insight Creative application of theory to practice Critical evaluation of current relevant pedagogical research</p>	<p><b>Teaching/learning methods and strategies</b> As previously stated.</p> <p><i>Assessment</i> Academic essays</p>
<p><b>C. Practical skills – able to:</b> Use of IT in order to develop and inform: Research Teaching and presentation skills communication of knowledge  Develop skills of teaching and assessing</p>	<p><b>Teaching/learning methods and strategies</b> As previously stated Students will be encouraged to access the IT support programmes offered within the University</p> <p><i>Assessment</i> Teaching practice assessed through portfolio demonstrating assessed teaching sessions: Further information on the portfolio is available in the module specification</p>

**D. Transferable skills – able to:**  
Exercise initiative and personal responsibility to the teaching and health and social care profession  
Learn independently in order to facilitate continuing professional development  
Communication and presentation skills

**Teaching/learning methods and strategies**  
As stated above.  
A learning contract is initiated at the start of the programme to explore the students' baseline and identify transferable skills  
  
*Assessment*  
By overall course work and explicitly within the portfolio

*Please note:* This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.