

Postgraduate Certificate in Education Health & Social Care For students entering in 2008

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading Faculty of Social Sciences
Programme length:	6 months part time
Date of specification:	October 2008
Programme Directors/ Advisors:	Anne Smith
Board of Studies:	Board of Studies for Modular Masters programmes in the School of Health and Social Care
Accreditation:	N/A

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 critical 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 critical 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

HCMJ13	Teaching in practice	20	M
HCMQ09	Methods/styles of teaching	20	M
HCMQ08	Theories and concepts of Adult Learning and their application	20	M

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.

Mark Interpretation

70 – 100% Distinction

60 – 69% Merit

50 – 59% Good standard (Pass)

Failing categories:

40 – 49% Work below threshold standard

0 – 39% Unsatisfactory Work

For PG Certificate

To pass the Postgraduate Certificate students must gain an average mark of 50 or more and have no mark below 50.

Admission requirements

Entrants to this programme are normally required to have obtained a first degree or to produce evidence of their ability to study at M 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: Anne Smith

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, critical and effective practice educators/lecturers across the health and social care settings

Programme Outcomes

Knowledge and Understanding

<p>A. Knowledge and understanding of: The programme enables the student to develop an in depth understanding of:</p> <ul style="list-style-type: none">• 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>Teaching/learning methods and strategies 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. Intellectual skills – able to: 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 the development of new insights in the subject area to enhance their role as an educator in their organisation. Creative application of theory to practice</p>	<p>Teaching/learning methods and strategies As previously stated.</p> <p><i>Assessment</i> Academic essays</p>
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<p>C. Practical skills – able to:</p> <p>Perform their role as an educator in their field of practice.</p> <p>Manage the learning environment to enable students to develop appropriately.</p> <p>Use IT in order to develop and inform:</p> <p>Use Research to underpin their practice</p> <p>Develop a variety of skills for teaching and assessing in their practice setting</p> <p>Develop supervisory and assessment skills to enable them to evaluate students as fit to practice.</p>	<p>Teaching/learning methods and strategies</p> <p>As previously stated</p> <p>Students will be encouraged to access the IT support programmes offered within the University</p> <p><i>Assessment</i></p> <p>Teaching practice assessed through portfolio demonstrating assessed teaching sessions: Further information on the portfolio is available in the module specification</p>
<p>D. Transferable skills – able to:</p> <p>Exercise initiative and personal responsibility to the teaching and health and social care profession</p> <p>Learn independently in order to facilitate continuing professional development</p> <p>Communication and presentation skills</p>	<p>Teaching/learning methods and strategies</p> <p>As stated above.</p> <p>A learning contract is initiated at the start of the programme to explore the students' baseline and identify transferable skills</p> <p><i>Assessment</i></p> <p>By overall course work and explicitly within the portfolio</p>
<p>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 be expected 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.</p>	