

## Appendix 1 Programme Specification Document

<p>1. Qualification</p> <p><b>Postgraduate Certificate</b></p>	<p>2. Programme Title</p> <p><b>Teaching and Learning for Professional Practice</b></p>	<p>3. UCAS Code</p> <p><b>N/A</b></p>	<p>4. Programme Type</p> <p><b>PGS</b></p>
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>This programme is intended to facilitate the continuing professional development of those teaching and supporting learning in professional practice by providing a supportive and stimulating learning environment for course members. This supportive environment will utilise course member's knowledge, expertise and experience to encourage discussion and debate and to foster critical thought and inquiry.</p> <p>There are increased demands for all professionals who teach and support learning to engage in continuing professional development (CPD) in relation to their teaching role as well as in their core subject/discipline. Thus the programme will also be a vehicle through which course members can gain accreditation to meet their professional standards and/or organisational goals.</p> <p>Teaching, learning and assessment methods used on this Programme are predominantly student-centred; enquiry based and authentic in order to support and develop the individual in context and therefore the practice learning environment is a key and integrating element of the programme.</p> <p>The programme design will enable course members to strengthen their skills and share knowledge in developing excellence in supporting teaching and learning and actively promotes an inclusive and multi-professional approach.</p>			
<p>6. What a graduate should know and be able to do on completion of the programme</p>			
<p><b><u>Knowledge and understanding in the context of the subject(s)</u></b></p> <p>An enhanced awareness of new and emerging influences on student learning in professional practice</p> <p>A systematic understanding of the theories and principles of learning and communication in professional practice</p> <p>A systematic understanding of formal and/or informal assessment and feedback and their roles in learning, teaching and evaluation</p> <p>A comprehensive understanding of the theories of reflective practice, action learning and professionalism (including</p>		<p><b><u>Subject-specific practical/professional skills</u></b></p> <p>The advancement of skills in communicating subject-specific knowledge to learners</p> <p>An enhanced/advanced scholarship approach in the discipline</p> <p>The advancement of their subject knowledge and the capacity to synthesise theory and practice in order to develop learners' skills to a high level</p> <p>To be able to act autonomously in planning, implementing and evaluating teaching, learning and assessment using</p>	

<p>ethics and accountability) in continuing professional development.</p> <p>Conceptual understanding of curriculum theory and programme design and evaluation</p> <p><b><u>Cognitive skills in the context of the subject(s)</u></b></p> <p>The ability to deal with complex issues in supporting the learner.</p> <p>The development of self-directed and original approaches to problem solving</p> <p>The ability to reflect upon and evaluate learning; make informed judgements and communicate conclusions effectively.</p>	<p>sound time management techniques.</p> <p>Meeting the expectations of and/or achieving excellence as a professional/clinical educator</p> <p><b><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></b></p> <p>The development of enhanced communication and presentational skills</p> <p>The ability to collate and interpret data from a variety of sources and provide reports and recommendations</p> <p>The advancement of skills in technology-assisted teaching and learning</p> <p>The enhancement of skills in sharing/disseminating knowledge and team approaches to programme improvement and delivery</p>
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**7. Qualities, Skills & Capabilities Profile**

A Cognitive	B Practical	C Personal & Social	D Other
Critical reasoning and problem solving	Communication and presentational	Independence/autonomy	Professional and accountable practice
Conceptual thinking	Skills to facilitate learning and assessment	Time management	Respect for learners and learner differences
Analysis and synthesis of knowledge derived from research, theory and practice	Planning for teaching and learning	Knowledge exchange across organisational, professional and cultural boundaries	Membership of learning communities and dissemination of knowledge
Reflective, evaluative and research skills	Technology-assisted learning skills	Form effective, supportive team relationships for collaborative working	Commitment to continuing professional development and evaluation of practice

**8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units**  
**1 year part-time. Postgraduate Certificate = 60 credits at Level HE7. Intermediate Award of Advanced Diploma of Continuing Professional Development in Planning and enabling learning and assessment in professional practice available at 30 HE7 Level credits.**

<p>Part I HE7</p> <p>30 Credits</p>	<p><b><u>Core Module</u></b></p> <p>Planning and enabling teaching, learning and assessment in professional practice</p> <p>Intermediate Award: Advanced Diploma of Continuing Professional Development in Planning and enabling learning and assessment in professional practice</p>	<p><b><u>Options (normally 20 credits each)</u></b></p> <p>N/A</p>	<p><b><u>Project (20 credits)</u></b></p> <p>N/A</p>
<p>HE7 30 Credits</p>	<p>Developing and evaluating approaches to supporting and managing learning</p> <p>Full Award: PGCert in Teaching for Professional Practice</p>	<p>N/A</p>	<p>N/A</p>
<p>9. Learning, Teaching and Assessment Strategy</p> <p><b><u>Learning and Teaching Methods</u></b></p> <p>Lectures Action Learning Sets Seminars and workshops Online resources Personal Development planning and Profile of work-based learning</p> <p><b><u>Assessment Methods</u></b></p> <p>Profile of work-based learning and critical reflection Report Project Presentations Peer and assessor observations of teaching practice</p> <p><b><u>Assessment Classification System</u></b></p> <p>Pass/fail</p>		<p>10. Other Information (<i>including compliance with relevant University policies</i>)</p> <p><b><u>Date programme first offered</u></b></p> <p>Academic year 07-08: Semester 2 (Feb 08) (subject to successful validation)</p> <p><b><u>Admissions Criteria</u></b> <b><i>Standard Requirements</i></b> The applicant must demonstrate:</p> <ul style="list-style-type: none"> <li>• teaching and supporting learning as a key component of their current role</li> <li>• readiness to study at Level HE7 by having a first degree or demonstrating recent study at Level HE6</li> </ul> <p><b><i>Non Standard Entry</i></b></p> <p><b><u>Indicators of Quality and Standards</u></b></p> <p>External Examiner moderates all assessment activities Internal and external stakeholder feedback Course member evaluation Quality enhancement procedures QAA &amp; NMC review</p>	

## Skills Matrix

Mapped against module Learning Outcomes

	<b>Module 1</b> Planning and enabling teaching, learning and assessment in higher education and professional practice				<b>Module 2</b> Developing and evaluating approaches to supporting and managing learning in higher education and professional practice			
	LO1	LO2	LO3	LO4	LO1	LO2	LO3	LO4
K1	X			X			X	
K2		X					X	
K3			X	X			X	
K4	X	X			X	X		
K5							X	X
C1		X					X	
C2	X				X	X	X	X
C3	X				X			X
S1		X	X		X	X		
S2	X				X			
S3	X				X			
S4		X	X	X			X	X
S5	X	X	X	X	X	X	X	X
T1	X	X			X			
T2			X				X	X
T3	X	X	X	X	X	X	X	X

### Knowledge and understanding in the context of the subject(s)

**K1** - An enhanced awareness of new and emerging influences on student learning in higher education and/or professional practice

**K2** - A systematic understanding of the theories and principles of learning and communication in professional practice

**K3** - A systematic understanding of formal and/or informal assessment and their roles in learning, teaching and evaluation

**K4** - A comprehensive understanding of the theories of reflective practice, action learning and professionalism (including ethics and accountability) in continuing professional development

**K5** - Conceptual understanding of curriculum theory and programme design and evaluation

### **Cognitive skills in the context of the subject(s)**

**C1** - The ability to deal with complex issues in teaching practice

**C2** - The development of self-directed and original approaches to problem solving

**C3** - The ability to reflect upon and evaluate learning; make informed judgements and communicate conclusions

### **Subject-specific practical/professional skills**

**S1** - The advancement of skills in communicating subject-specific knowledge to learners

**S2** - An enhanced/advanced scholarship approach in the discipline

**S3** - The advancement of their subject knowledge and the capacity to synthesise theory and practice in order to develop learners' skills to a high level

**S4** - To be able to act autonomously in planning, implementing and evaluating teaching, learning and assessment using sound time management techniques

**S5** - Meeting the expectations and achieving excellence as a professional/clinical educator

### **Other skills (e.g. key/transferable) developed in subject or other contexts**

**T1** - The development of enhanced communication and presentational skills

**T2** - The ability to collate and interpret data from a variety of sources and provide reports and recommendations

**T3** - The advancement of skills in technology-assisted teaching and learning

**T4** - The enhancement of skills in sharing/disseminating knowledge and team approaches to programme.

### Curriculum Skills Map

Module	Learning to Learn	Communication	Group work	Problem-solving	Self Management	Use of IT	Numeracy
Planning & enabling teaching learning and assessment	TDA	TDA	TDA	TDA	TD	TDA	D
Developing & evaluating approaches to supporting and managing learning	TDA	TDA	D	TDA	DA	DA	DA

T = Taught    D = Developed    A = Assessed

### Assessment Summary Table

Module	Critical Reflection	Report	Presentation	Group work	Work based learning	Observations of teaching	Other
Planning & enabling teaching learning and assessment	1 x 3000 words		Oral or online presentation	Evidence of participation in Action learning Set	Profile of evidence of work based learning	Mentor review and observation (formative)	
Developing & evaluating approaches to supporting and managing learning		1 x 3000 words	Poster presentation		Profile of evidence of work based learning	Mentor review and observation (summative)	Action Research data and data analysis