PROGRAMME SPECIFICATION
Mentorship for Assessment in Practice, Practice Teacher, Post Graduate Certificate – Teacher in Health and Social Care

1.	Awarding Institution / Body	University of Worcester
2.	Teaching Institution	University of Worcester
3.	Programme accredited by	**Accredited by the Nursing and Midwifery Council:** HESC3006 Mentorship for Assessment in Practice (level 6) PDHS3030 Practice Teacher (level 6) PDHS4006 Mentorship for Assessment in Practice (level 7) PDHS4030 Practice Teacher (level 7) MSAP4040 & MSAP4041 Post Graduate Certificate - Teacher in Health and Social Care
4.	Final Award	University Advanced Diploma in Learning, Teaching and Mentorship PG Cert – Teacher in Health and Social Care
5.	Programme Title	BSc Professional Development for Practice BSc (Hons) Health Sciences Masters in Advancing Practice
6.	Pathways Available	None
7.	Mode and / or Site of Delivery	Taught modules at UW
8.	Mode of Attendance	Part time
9.	UCAS Code	N/A
10.	Subject Benchmark Statement and / or Professional Body Statement	• QAA(2008) FHEQ • QAA (2010) Masters' Degree Characteristics • Nursing and Midwifery Council (2008) Standards to Support Learning and Assessment in Practice • Higher Education Academy (2011) UK Professional Standards Framework • College of Paramedics • College of Occupational Therapists • Chartered Society of Physiotherapy • College of Operating Department Practitioners • Health and Care Professions Council
11.	Date of Programme Specification Preparation / Revision	First approved in 2008 and revisions made to HESC3006 in 2012, PDHS3030 in 2012, MSAP4040 in 2010/ Feb 2014, August and October 2014 (Regulations), August 2016 (Regulations amended - Section 20)

12.   Educational Aims of the Programme

The modules that make up the Mentor, Practice Teacher and Teacher provision exist within other continuing professional development courses. The over-arching educational aims are to enable students to demonstrate they are working to relevant professional standards to assume responsibility for the facilitation, assessment and evaluation of learning in practice. The students should be able to demonstrate sound judgement, personal responsibility and initiative, in unpredictable professional environments drawing on evidence based learning to support learning in practice.

13.   Intended Learning Outcomes and Learning, Teaching and Assessment Methods

Subject Specific Learning Outcomes

The subject specific learning outcomes are based on the NMC framework which classifies eight domains, each with identified outcomes at four developmental stages. The stages Mentor, Practice Teacher and Teacher provide the basis for the intended learning outcomes for the modules. The modular learning outcomes enable achievement of the framework and are congruent with the relevant QAA standards (FHEQ, 2008 or QAA Masters' Degree Characteristics, 2010) and for the PGC – Teacher in Health and Social Care, the course is underpinned by Higher Education Academy (2011) UK Professional Standards Framework for teaching and supporting learning in Higher education.

The overarching intended learning outcomes of the modules are that students will be able to:

1   Demonstrate effective relationship building skills sufficient to support learning as part of a wider interprofessional team for a range of students in both practice and academic learning environments;

2   Facilitate learning within a particular area of practice and where appropriate, encourage self-management of learning opportunities and provide support to maximise individual potential;

3   Assess learning:

　3.1   For NMC registered nurses and midwives: in order to make judgements related to the NMC standards of proficiency for entry to the register or, for recording a qualification at a level beyond initial registration;

　3.2   For non NMC students: in order to make judgements related to proficiency according to own professional body;

4   Determine strategies for evaluating learning in practice and academic settings to ensure:

　4.1   For NMC registered nurses and midwives: that the NMC standards of proficiency for recording a qualification at a level beyond initial registration have been met;

　4.2   For non NMC registered students: that relevant professional body requirements beyond initial registration have been achieved as appropriate;

5   Create an environment for learning, in collaboration with peers, where practice is valued and developed, that provides appropriate professional and interprofessional learning opportunities and support for learning to maximise achievement for individuals;

6   Support learning within a context of practice and the wider context and values system (including HEA professional values if appropriate) that reflects healthcare and educational policies, managing change to ensure that particular professional needs are met within a learning environment that also supports practice development;

7   Apply evidence-based practice to sphere of work and contribute to the further development of such an evidence-base for practice;

8   Demonstrate leadership for education within practice and academic settings in all areas of professional activity and core knowledge in order to lead, implement and evaluate programmes.

(NMC, 2008) (HEA, 2011)

Teaching and Learning Methods

The teaching and learning methods employed across the modules reflect the University Learning, Teaching and Assessment Strategy (UW, 2010) that encourages students to be engaged, resilient, lifelong learners who are critically aware, problem solving and enquiring. The strategy seeks to ensure that, through approaches to learning, teaching and assessment, our graduates have the best opportunities possible to achieve these attributes and capabilities.

The educational experience offered is flexible and student focused to enable individuals to take full advantage of the opportunities that part-time university based study offers them. Teaching methods are designed to encourage student participation and utilise their existing knowledge and skills and facilitate development of individual learning styles and critical reflective abilities. The use of technologies to enhance the student experience is fully integrated across all the modules. The methods of assessment are designed to enhance learning and build confidence in not only their academic ability, but their skills and competence in practice.

All the modules within the PGC – Teacher in Health and Social Care are underpinned by adult learning principles emphasising student engagement with learning and promoting self-directed autonomous learning. Central to achieving good in all areas from the NMC monitoring visit in December 2010, was the assessed enquiry based learning within the PGC – Teacher in Health and Social Care. Since its inception, this method of learning has evaluated very positively. Enquiry based learning fosters the principles of andragogy and it is recognised that enquiry based learning may be a new way of learning for students, which may cause anxiety. In order to introduce this potentially new learning method, the students are introduced to the concept of enquiry based learning early in the first module. Enquiry based learning encourages creativity within learning and by its very nature encourages enquiring processes and perspectives to learning. The fact that enquiry based learning engenders critical debate helps to develop critical, rational and innovative thinkers. The nature of group work and being responsible for others learning enables students to think of learning and teaching in an inclusive way.

Mapping to identify the NMC outcomes to the modules

Stage 2 outcomes – Mentor

Competence for Mentor (NMC, 2008) and the learning outcomes (module learning outcomes as written in the module descriptor) are achieved by successful completion of the essay and evidence file. The outcomes are not listed or mapped as they are achieved in one module.

Stage 3 outcomes – Practice Teacher

Competence for Practice Teacher (NMC, 2008) and the learning outcomes (module learning outcomes as written in the module descriptor) are achieved by successful completion of the essay, presentation and evidence file. The outcomes are not listed or mapped as they are achieved in one module.

Stage 4 outcomes – Teacher

Competence for Teacher (NMC, 2008) and the learning outcomes for the programme are outlined below. The competencies of a teacher are the learning outcomes for the programmes. The module learning outcomes are mapped against the developmental framework for the standards to support learning and assessment in practice: Stage 4 NMC Teacher Outcomes to the Teacher Award against the learning outcomes and indicative content of MSAP4040 and MSAP4041.

Establishing effective working relationships	MSAP4040	MSAP4041
Demonstrate effective relationships with other members of the teaching teams in practice and academic settings based on mutual trust and respect.	√	√
Maintain appropriate supportive relationships with a range of students, mentors, practice teachers and other professionals.	√	
Foster peer support and peer learning in practice and academic settings for all students.	√	
Support students to integrate into new environments and working teams to enhance access to learning.	√	√
Facilitation of Learning	MSAP4040	MSAP4041
Promote development of enquiring, reflective, critical and innovative approaches to learning.	√	
Implement a range of learning and teaching strategies across a wide range of settings.	√	
Provide support and advice, with ongoing and constructive feedback to students, to maximise individual potential.	√	
Co-ordinate learning within an interprofessional learning and working environment.	√	
Facilitate integration of learning from practice and academic settings.		
Act as a practice expert to support development of knowledge and skills for practice.	√	

Assessment and accountability	MSAP4040	MSAP4041
Set and maintain professional boundaries that are sufficiently flexible for interprofessional learning.	√	
Develop, with others, effective assessment strategies to ensure that standards of proficiency for registration or recordable qualifications at a level beyond initial registration are met.	√	
Support others involved in the assessment process, students, mentors and peers.	√	
Provide constructive feedback to students and assist them in identifying future learning needs and actions, managing failing students so that they may either enhance their performance and capabilities for safe and effective practice or be able to understand their failure and the implications of this for their future.	√	
Be accountable for their decisions related to fitness to practise for registration or recordable qualifications, underpinning such decisions with an evidence base derived from appropriate and effective monitoring of performance.	√	

Evaluation of learning	MSAP4040	MSAP4041
Determine and use criteria for evaluating the effectiveness of learning environments, acting on findings, with others, to enhance quality.	√	
Foster and participate in self and peer evaluation to enable students to manage their own learning in practice and academic settings and to enhance personal and professional development.	√	
Evaluate the effectiveness of assessment strategies in providing evidence to make judgments on fitness to practice.	√	
Report on the quality of practice and academic learning environments to demonstrate that NMC requirements have been met, particularly in relation to support of students and achievement of standards of proficiency.	√	

Creating a learning environment	MSAP4040	MSAP4041
Develop, in partnership with others, opportunities for students to identify and access learning experiences that meet their individual needs.	√	
Ensure such opportunities maintain the integrity of the student's professional role whilst responding to the interprofessional context of practice.	√	
Determine, with others, audit criteria against which learning environments may be judged for their effectiveness in meeting NMC requirements.	√	
Support and develop others involved to ensure that learning needs are effectively met in a safe environment.	√	
Explore and implement strategies for continuous quality improvement of the learning environment.	√	

Context of learning	MSAP4040	MSAP4041
Support students in identifying ways in which policy impacts on practice.		√
Contribute effectively to processes of change and innovation, implementing new ways of working that maintain the integrity of professional roles.		√
Negotiate ways of providing support to students so that they can achieve their learning needs within the context of professional and interprofessional practice.		√
Act as a role model to enable students to learn professional responsibilities and how to be accountable for their own practice.		√
Adapt to change, demonstrating to students how flexibility may be incorporated whilst maintaining safe and effective practice.		√

Evidence-based practice	MSAP4040	MSAP4041
Advance their own knowledge and practice abilities through access to and involvement in, where appropriate, research and practice development.	√	√
Consider how evidence based practice, involving patients, clients, carers and other members of the health and social care team, enhances care delivery and learning opportunities.	√	
Empower individuals, groups and organisations to develop the evidence base for practice.		√

	√	
Disseminate findings from research and practice development to enhance the quality of learning and care delivery and academic environments.	√	

Leadership	MSAP4040	MSAP4041
Demonstrate effective communication skills to facilitate delivery of educational programmes leading to registration or a recordable qualification.		√
Initiate and lead programme development and review processes to enhance quality and effectiveness.		√
Develop effective relationships with practice and academic staff involved in programme delivery to ensure clarity of contribution and strategies to respond to evaluation of learning experiences.		√
Demonstrate strategic vision for practice and academic development relevant to meeting NMC requirements.		√
Manage competing demands to ensure effectiveness of learning experiences for students.		√
Lead, contribute to, analyse and act on the findings of evaluation of learning and assessment to develop programmes.		√
Provide feedback about the effectiveness of learning and assessment in practice.		√

The UK Professional Standards Framework for teaching and supporting learning in Higher Education (2011)

The core components of the Higher Education Academy (2011) UK Professional Standards Framework underpin the learning outcomes and indicative content of MSAP4040 and MSAP4041.
The aims of the UK Professional Standards Framework:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning.
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings.
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.
4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning.
5. Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities.

The HEA UKPSF aims to encourage a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning and expect:

I. Successful engagement across all five areas of activity
II. Appropriate knowledge and understanding across all aspects of core knowledge
III. A commitment to all the professional values
IV. Successful engagement in appropriate teaching practices related to the areas of activity
V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

It is recognised that when evidencing teaching and facilitating practice the dimensions will be demonstrated to differing levels. It is problematic to separate out the dimensions when considering how to evidence practice as they are inextricably intertwined. Linking and combining the different dimensions more accurately reflects the true nature of teaching and facilitating and enables the use of examples of real work however, the following mapping aims to indicate where the dimensions broadly fall within the modules to demonstrate alignment with the UKPSF.

Areas of activity	MSAP4040	MSAP4041
A1. Design and planning of learning activities and/or programmes of study.	√	
A2. Teaching and/or supporting student learning.	√	√
A3. Assessment and giving feedback to learners.	√	
A4. Developing effective environments and approaches to student support and guidance.	√	
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	√	√

Core knowledge: knowledge and understanding of:	MSAP4040	MSAP4041
K1. The subject material.	√	√
K2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme.	√	√
K3. How students learn, both generally and in the subject/discipline area(s)	√	
K4. The use of appropriate learning technologies.	√	
K5. Methods for evaluating the effectiveness of teaching.	√	
K6. The implications of quality assurance and enhancement for professional practice with a particular focus on teaching.	√	√

Professional Values	MSAP4040	MSAP4041
V1. Respect for individual learners and diverse learning communities	√	√
V2. Promote participation in higher education and equality of opportunity for learners	√	√
V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.	√	√
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice.	√	√

14. Assessment Strategy

The assessment strategy is based on 4 key principles:

Adaptability: all the assessment items allow the student to match their interests, needs and discipline. All the provision requires completion of an evidence file or teaching log which enables the students to individually create and adapt their assessment to best reflect their student needs.

Utility: Students are encouraged to use topics which will enable them to explore issues and questions from their own mentoring and teaching practice with a view to innovating and enhancing practise.

Learning: The evidence files, presentations and teaching log encourage critically reflective accounts of the students mentoring and teaching practice. The essays encourage analysis of practice based experiences to ensure learning is grounded in practice. Formative assessments include role plays and simulation where peers have an opportunity to provide feedback to enhance confidence and ultimately, learning. The assessment of enquiry based learning is a powerful opportunity for personal, focused learning and developing self-management and self-direction; the enquiry based learning process is a central aspect of learning.

Practice focused: Students are able to utilise practice situations as a context or contribution for any of their learning either through working with their supervisors, role play and simulation. Practice underpins all their assessments and is explicit within their evidence files, teaching logs, enquiry based learning, presentations and essays.

All modules have formative assessment which helps students prepare for the summative assessment, presented in the module descriptors. This enables module leaders to identify issues with students' academic development early and also enables students to self-assess and ensure they are preparing appropriately for the assessment. Feedback is directly linked to learning outcomes and assessment criteria.

The level 6 Mentor and Practice Teacher modules utilises the UG level descriptors for assessment of the assignments and evidence file.

The level 7 Mentor and Practice Teacher module and the PGC – Teacher in Health and Social Care utilises the M level descriptors for assessment of assignments and enquiry based learning which are benchmarked to the University M level Assessment Criteria.

Assessment method grid:

Assessment methods (summative)	HESC3006/PDHS4006	PDHS3030/4030	MSAP4040	MSAP4041
Evidence file	√	√		
Competency Booklet	√	√		
Essay	√			
Presentation		√		
Enquiry based learning			√	
Critical reflection				√
Record of teaching activity				√

15. Programme Structures and Requirements

Single modules e.g. HESC3006, PDHS4006, PDHS3030, PDHS4030 are confirmed at examination boards.

The University Advanced Diploma - Learning, Teaching and Mentorship requires the successful completion of two modules that equate to 40 credits at level 6:

Module code	Module title	Credits	Status
HESC3006	Mentorship for Assessment in Practice	20	M
PDHS3030	Practice Teacher	20	M

The PGC – Teacher in Health and Social Care requires successful completion of two modules that constitute the programme and equates to 60 credits at level 7:

Module code	Module title	Credits	Status
MSAP4040	Facilitating Learning	40	M
MSAP4041	Context of Learning and Leading Learning	20	M

The award of PGC - Teacher in Health and Social Care may be made with Pass, Merit or Distinction. On successful completion of the PGC - Teacher in Health and Social Care programme the student will be able to register the recordable qualification of Teacher with the Nursing and Midwifery Council. This will be registerable after the award has been confirmed at an examination board and will be processed by the University.

For the overall programme structures and requirements for each individual programme, please access the following links:
- BSc (Hons) Health Sciences
- Professional Development for Health Sciences
- Masters in Advancing Practice

16. QAA and Professional Academic Standards and Quality

This award is located at level 7 of the FHEQ.

The following sources have been used throughout course planning. The NMC Standards to Support Learning and Assessment in Practice domains provide the learning outcomes to enable achievement of the framework. The programme is underpinned by Higher Education Academy (2011) UK Professional Standards Framework for teaching and supporting learning in Higher education:

- QAA (2010) Masters' Degree Characteristics
- Nursing and Midwifery Council (2008) Standards to Support Learning and Assessment in Practice
- Higher Education Academy (2011) The UK Professional Standards Framework for teaching and supporting learning in higher education
- College of Occupational Therapists guidelines
- College of Operating Department Practitioners standards, recommendations and guidance for mentors and practice placements

17. Support for students

Student's access to and progression through the module/s is informed by partnership mechanisms between the student, the stakeholders and the University. Central to the uptake of modules is the appraisal and personal development planning process owned by

the student employers. Students accessing modules will have diverse needs that require support whilst upholding the ethos of lifelong learning, advocated in health and social care sectors.

A full range of pastoral and academic support services are available for students which can be accessed via the [Student Homepage](#).

The University has a [Diversity and Equality Policy](#), together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Diversity and Equality Committee.

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. Reference should be made to the University policy, procedure and guidance on [Arrangements for Disabled Students](#).

Student learning support is available within both the IHS and the University as a whole:

- Prior to commencing the course, students are invited to attend an induction day that will familiarise them with the University, the IHS and the modules. They can meet representatives from Student Services, Registry and ILS and hear more about their services as well as meeting the course team.

- Programme handbooks and module guides provide more detailed information in respect of the programme and individual modules. In addition, there is an area of Blackboard where students can gain more information in respect of their studies.

- Feedback on assessment items via electronic feedback report forms.

- Registry Services manage student records with student specific information in respect of modules being undertaken, results and contact information readily available via the SOLE pages.

- Information and Learning Support provide an information desk to assist with IT and Library related issues. Subject specific librarians are available to provide subject specific advice and information guides.

- Module leaders and personal academic tutors provide an exceptional level of individual academic support and encouragement to students. The team are always aware of the competing pressures on students and the difficulties of returning to study alongside a busy job and family. Tutorial support is personal and flexible and proactive; it is tailored to the particular needs of students.

- International students have access to a full range of support provided by the International Centre. They are also allocated a dedicated specialist International Personal Tutor (IPT) who offers extensive pastoral and personal support in adjusting to academic life and life in the UK. The IPT also undertakes formative assessment and academic development support in semester one to identify academic problems which might affect progress and to address them with the help of the other module leaders.

- There is a MAP community website via Blackboard which will provide ongoing support for the PGC – Teacher in Health and Social Care students. It provides information and enables students to interact with each other.

18.   Admissions

Admissions Policy
The modules are designed to offer flexible pathways of study enabling recognition of both previous experiential, certificated and work-based learning (RPL). Appropriate professionals for each module of study will scrutinise applications to ensure appropriateness and coherence of student choice in relation to their chosen area of study.

Recognition of Prior Learning

Students with relevant previous study at the relevant level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Entry requirements:

HESC3006 Mentorship for Assessment in Practice
Prior to commencing the programme the students must normally show evidence that they have gained 120 credits at level 4 and 120 credits at level 5. This is also equivalent to a Foundation Degree or relevant Diploma qualification. Students who do not have the required level 5 points may contact registry to apply for RP(E)L. In addition students must:

- Be working in an area with access to students undertaking learning and assessment;
- Have a designated Mentor Supervisor;
- Have support from their employing organisation to attend the course, undertake supervised practice and take protected study time;
- If being sponsored by employer, must provide evidence of employer approval and payment agreement.

In addition, if the student is NMC registered they must:
- Meet the criteria for Mentor: NMC Standards to Support Learning and Assessment in Practice (NMC, 2008; page 24) if the student is a nurse or midwife or other regulatory body criteria;
- Be registered in the same part or sub-part of the register of the students you support.

International students:

- All International student for whom English is not their first language are required to achieve IELTS 6.0 or equivalency (UW admission criteria);
- International students must hold a qualification equivalent to a UK Diploma qualification.

PDHS4006 Mentorship for Assessment in Practice (level 7)
Prior to commencing the programme the students must normally show evidence of a good honours degree in a health related subject or equivalent professional qualifications, experience and evidence of continuing professional development in appropriate areas agreed with module leader. In addition students must:

- Be working in an area with access to students undertaking learning and assessment;

- Have a designated Mentor Supervisor;
- Have support from their employing organisation to attend the course, undertake supervised practice and take protected study time;
- If being sponsored by employer, must provide evidence of employer approval and payment agreement.

In addition, if the student is NMC registered they must:
- Meet the criteria for Mentor: NMC Standards to Support Learning and Assessment in Practice (NMC, 2008; page 24) if the student is a nurse or midwife or other regulatory body criteria;
- Be registered in the same part or sub-part of the register of the students you support.

International students:

- All International student for whom English is not their first language are required to achieve IELTS 6.5 or equivalency (UW admission criteria);
- International students must hold a qualification equivalent to a UK Diploma qualification.

PDHS3030 Practice Teacher (level 6)
Prior to commencing the programme the students must normally show evidence that they have gained 120 credits at level 4 and 120 credits at level 5. This is also equivalent to a Foundation Degree or relevant Diploma qualification. Students who do not have the required level 5 points may contact registry to apply for RP(E)L. In addition students must:

- Be working in an area with access to students undertaking learning and assessment;
- Have a designated Practice Teacher Supervisor;
- Have support from their employing organisation to attend the course, undertake supervised practice and take protected study time;
- If being sponsored by employer, must provide evidence of employer approval and payment agreement.

In addition, if you are an NMC registered student you must:
- Meet the criteria for Practice Teacher: NMC Standards to Support Learning and Assessment in Practice (NMC, 2008; page 28) if the student is a nurse or midwife or other regulatory body criteria;
- Be registered in the same part or sub-part of the register of the students you support.

International students:

- All International student for whom English is not their first language are required to achieve IELTS 6.0 or equivalency (UW admission criteria);
- International students must hold a qualification equivalent to a UK Diploma qualification.

PDHS4030 Practice Teacher (level 7)
Prior to commencing the programme the students must normally show evidence of a good honours degree in a health related subject or equivalent professional qualifications, experience and evidence of continuing professional development in appropriate areas agreed with module leader. In addition students must:

- Be working in an area with access to students undertaking learning and assessment;
- Have a designated Practice Teacher Supervisor;

- Have support from their employing organisation to attend the course, undertake supervised practice and take protected study time;
- If being sponsored by employer, must provide evidence of employer approval and payment agreement.

In addition, if you are an NMC registered student you must:
- Meet the criteria for Practice Teacher: NMC Standards to Support Learning and Assessment in Practice (NMC, 2008; page 28) if the student is a nurse or midwife or other regulatory body criteria;
- Be registered in the same part or sub-part of the register of the students you support.

International students:

- All International student for whom English is not their first language are required to achieve IELTS 6.5 or equivalency (UW admission criteria);
- International students must hold a qualification equivalent to a UK Diploma qualification.

PGC – Teacher in Health and Social Care
Students enter the programme via two routes:
- A good honours degree in a health related subject;
- An equivalent professional qualification, experience and evidence of continuing professional development in appropriate areas.

In addition students must:

- Have support from employing organisation to attend course, undertake teaching activity and associated professional development activity.
- Meet the professional requirements for a teacher e.g. for NMC registered students you must meet the criteria for Teacher (NMC, 2008, pg. 33) preparation:
  - Be registered in the same part or sub-part of the register as the students they support
  - Have completed at least 3 years post-registration experience
  - Have gained additional professional knowledge and skills
  - Have experience in an area where students are gaining practice experience relevant to their registration.

International students:

- All International student for whom English is not their first language are required to achieve IELTS 6.5 or equivalency (UW admission criteria);
- International students must hold a qualification equivalent to a UK first or second class honours degree

Admissions Procedures for PGC – Teacher in Health and Social Care
- All applications are in writing and seen by the course leader.
- Students will be invited for interview with the course leader and another member of the team in the following circumstances:
  - when they do not have a good honours degree;
  - where the student requests;
  - where there is a need to discuss module entry criteria;
  - in the case of International students it may be conducted by a third party who is approved by the course leader.

- Applicants without a good honours degree may be required to undertake a piece of work to ascertain if the programme will be appropriate for them. Full support is given to help students without degrees to access the programme;
- International students must hold a qualification equivalent to a UK first or second class honours degree.

Admissions / Selection Criteria for PGC – Teacher in Health and Social Care
Students are offered a place when:
- They meet the course entry criteria with a good honours degree;
- They meet the course entry criteria agreed by providing evidence of an equivalent professional qualification, experience and evidence of continuing professional development at interview.

19. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

- Students evaluate modules at the end and midway in the classroom. Collated evaluations are placed online with the module leaders' response and action plan and uploaded onto the students Blackboard or PebblePad. Evaluations are reviewed by the course leader and in course committees by the whole team. The collated student evaluations are made available to the Education Leads at the local NHS Trusts.
- Annual Evaluation Reports
- External Examiner Reports
- Peer Observation of Teaching
- Course Committee
- Post exam board moderation
- Staff IPR leading to scholarly activities such as research, publication and conference presentations.
- Overall course evaluation takes place via classroom evaluations and at course committee.

20. Regulation of Assessment

The course operates under the University's <u>Taught Courses Regulatory Framework</u>

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in MSAP4041, a pass mark in each item of assessment is required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.

- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Award

The University Advanced Diploma Learning, Teaching and Mentorship requires the successful completion of two modules that equate to 40 credits at level 6:

Module code	Module title	Credits
HESC3006	Mentorship for Assessment in Practice	20
PDHS3030	Practice Teacher	20

The Postgraduate Certificate Teacher in Health and Social Care requires successful completion of two modules that constitute the programme and equates to 60 credits at level 7:

Module code	Module title	Credits
MSAP4040	Facilitating Learning	40
MSAP4041	Context of Learning and Leading Learning	20

Both of these awards are unclassified.

On successful completion of the programme the student will be able to register the recordable qualification of Teacher with the Nursing and Midwifery Council. This will be registerable after the award has been confirmed at an examination board and will be processed by the University.

21. Indicators of Quality and Standards

- MSAP4040 & 4041 Teaching in Health and Social Care was subject to NMC monitoring in February 2011. The modules received 'good' in all areas.

- The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate Destinations Employability and links with Employers

- The need to prepare mentors, practice teachers and teachers will continue to be a mandatory area for educational delivery and is a vital component of the Institute's provision to support the pre-registration nursing and midwifery programmes.

- The majority of students accessing these modules are already in employment and will be looking to further develop their existing qualifications and to satisfy their professional obligations to undertake Continuing Professional Development activities.

- The provision offered by the Applied Professional Studies Unit is designed for healthcare practitioners from a range of professional groups including paramedics, midwives, nurses, occupational therapists, physiotherapists and a range of other health care workers, both from the United Kingdom and from the international market.

- There is a strong commitment to widening participation in all the Applied Professional Studies Unit modules and programmes. Both staff and students alike benefit greatly from diverse student groups and the richness of experience that this offers.

- The overall emphasis of the Applied Professional Studies Unit provision is on promoting professionalism and clinical governance throughout the healthcare environment. We work closely with local NHS trusts to ensure that our Continuing Professional Development provision is both current and relevant. We can therefore be sure that our courses will enhance practitioner`s employability in an increasingly competitive employment market.

- Currently progression from MAP to study for a PhD is minimal and the team aim to promote this as a progression route.

- There are many examples of PG Cert – Teacher in Health and Social Care students developing innovatory teaching practice across the region both during and following their course or going on to lead education in their field.

- The Head of IHS, the Head of Quality Assurance or the Head of Applied Professional Studies and representatives of the local NHS Trusts meet as the Commissioning Workforce Group to monitor the delivery of the contracted provision aspects of the programme. In addition, APS feedback to the NHS Trusts at regular intervals during and after modules on attendance of Trust sponsored staff as well as their results. Feedback from the Commissioning Workforce Group meetings is discussed at course committees and individually with module leaders

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 s/he 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 outlines.