Template C4

Programme Specification

Title of Course: *PgCert Practice Education*

Date first produced	01/03/2013
Date last revised	23/09/2023
Date of implementation of current version	01/09/2023
Version number	3
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Education, Midwifery and Social Work
Department	Department of Social Work and Social Care
Delivery Institution	Kingston University London

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1:   GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	PgCert Practice Education
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	L500

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University London
Location:	Kingston Hill Campus
Language of Delivery:	English
Modes of Delivery:	Part-time
Available as:	Full field
Minimum period of registration:	Part-time - 2
Maximum period of registration:	Part-time - 3
Entry Requirements:	The minimum entry qualifications for the programme are: • A professional qualification in Social Work • Substantial current or recent professional experience (2 years minimum) in a relevant setting. Students must demonstrate the ability to practice at the PCF level of Experienced Social Worker. • Students are expected to show academic potential to study at Master's level. • A minimum IELTS or equivalent of 7 is required for those for whom English is not a first language • All applicants must normally be working in settings which will allow them to undertake the practice elements of the programme. • Applicants are normally expected to be registered with their professional body. Unregistered professionals may be required to undertake a Home Office Disclosure and Barring Service Check before

| | undertaking modules with professional practice components

In exceptional circumstances, at the discretion of the Programme Director, applicants who are not able to meet the academic entry requirements may be permitted to join the programme provided that they demonstrate the capacity to complete the course successfully, as evidenced by professional references, examples of previous academic work or personal interview. Such applicants will be registered as module students in the first instance for the first module of their programme.

Admission with Advanced Standing (RPL/RPEL): Applicants offering prior qualifications and learning may be exempted from appropriate parts of a course in accordance with Kingston University's mechanisms and policies for the recognition and assessment of prior learning. |
|---|---|
| **Programme Accredited by:** | N/A |
| **QAA Subject Benchmark Statements:** | QAA subject benchmark statement for Social Work (Nov 2019): https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?sfvrsn=5c35c881_6 |
| **Approved Variants:** | None |
| **Is this Higher or Degree Apprenticeship course?** | |

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

PG Cert Practice Education
1. To support trainees in developing their planning and organisational skills in managing all aspects of the practice learning experience, including working with others and quality assuring the practice learning process.
2. To develop trainees' knowledge and skills to enable students' learning and professional development and to reflect critically on knowledge, values issues and dilemmas within both the practice and the practice learning contexts.
3. To develop trainees' ability in conducting holistic assessments of degree in social work students' practice and the practice of newly qualified social workers undertaking an assessed and supported year in employment (ASYE) consistent with the Professional Capabilities Framework (PCF) for Social Work at the End of Final Placement Level, the ASYE level and the Standards of Proficiency for Social Work (SWE).
4. To enable trainees to extend their knowledge of contemporary issues in research, policy, legislation and practice of social work and practice education, and to take steps to ensure their effective continuing performance as a practice educator.

B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks indicated and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:
At the level of **PG Certificate in Practice Education,** it is expected that outcomes A 1-3. B1-2 and C1-2 will be met.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A1	Demonstrate critical understanding of professional, legal, policy and organisational frameworks	B1	Select, apply and critically evaluate a range of pedagogic methods, learning and development approaches, and assessment methods with trainees	C2	Maintain and develop a professional development plan to further improve their practice
A2	Demonstrate critical understanding of values and ethics for practice education	B2	Reflect critically on their practice, evidencing ability to link theory to practice, to consider alternative interpretations and propose solutions	C1	Plan, implement and evaluate practice education provision in the professional work setting in collaboration with a range of stakeholders
A3	Demonstrate critical understanding of theories and research in relation to pedagogy and adult learning and assessment relevant to practice education				

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

Full details of each module will be provided in module descriptors and student module guides.

PgCert Practice Education

Level 7							
PgCert Practice Education							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Practice Education Stage 1	SW7010	30	7	1 and 2			
Practice Education Stage 2	SW7011	30	7	1 and 2			
Optional Modules							

Level 7 information

Students exiting the programme with 60 credits from SW7010 and SW7011 at Level 7 are eligible for the award of Post Graduate Certificate in Practice Education (Social Work).

D. Principles of Teaching, Learning and Assessment

The curriculum has been designed in close consultation with current stakeholders, including employers, representatives of people with lived experience, and students and with reference to Kingston University's Curriculum Design Principles. The overall design plots a logical and progressive path towards Advanced Social Work, enabling students to build on early post-qualifying experience and to develop increasingly sophisticated approaches to the critical appraisal of practice.

Curriculum content reflects the diversity of backgrounds and experiences within this professional group and learning and teaching strategies (see below) take account of the fact that students on the programme will be engaged in full- or part-time employment.

The programme components recognise the variety of roles occupied by qualified and experienced social workers (for example, in relation to specialist practice, management, and professional education), enabling students to select modules that are most pertinent to areas of professional responsibility.

Academic skills at this level are developed incrementally with a research strand embedded as a feature in all modules. In addition, there are specific opportunities to acquire and apply research skills prior to engagement in the capstone project during the latter stages of the programme.

The learning and teaching strategy recognises that experienced practitioners engaging in academic study at this level appreciate and benefit from a wide variety of learning opportunities that include, for example, research informed exploration of theoretical and practice issues (delivered through lectures, seminars and via online resources), individual and group based research and enquiry learning, formative presentations with feedback from tutors and peers, individual tutorials and structured critical analysis of current professional practice experience.

The formal assessment regime mirrors this approach to learning and teaching by identifying strategies that are related to learning content and process (such as, for example, group based enquiry learning leading to assessed presentation). 'Feed forward' is facilitated by formative assessment opportunities as well as through the relationship of programme components.

E. Support for Students and their Learning

Students are supported by:

- Regular Individual and group tutorials with a personal tutor to assist them in planning their course of study, consider career development options and support them in developing and achieving their personal and professional development plans. Wherever possible, students retain the same tutor throughout the duration of the programme, building up a supportive working relationship. Tutors also help students to trace and to enhance their personal and professional development.
- Former graduates of the programme: Students may be networked with former graduates and this often provides students with support in career guidance; and support on managing the demands of academic study
- Employers work in partnership with the course
- Email contact with module leaders and the course leader
- Service user and carer representatives working with the course team
- Information advisors in the Library, who offer individual help sessions for students
- Professional Support Staff and the Faculty Post Qualifying Programmes Office
- Student Achievement Officer
- Technical support to advise students on IT use of software and data base searching
- Formative assessment throughout each module
- VLE Canvas – a versatile on-line interactive intranet and learning environment
- Department regular research seminars during the period October to May
- Student staff consultative committee and opportunities to undertake a range of representative roles to put forward student views.
- The student union

Kingston University offers a wide range of student services which can be accessed through the Student Hub. Services include dyslexia and disability support. Details can be found on: https://mykingston.kingston.ac.uk/mysupport/Pages/StudentHUB.aspx

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:
- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

During their period on the programme, students are actively engaged in employment or other experience in the field. There are further opportunities to pursue new roles and activities through the network of partner organisations, staff and students and representatives of employers and people with lived experience.

The programme is designed to assist students in current or recent employment to develop their professional profile and skills portfolio, initially in the role of 'Experienced Social Worker' but subsequently moving on to 'Advanced Social Worker' positions.

The latter will increasingly encompass specialist roles such as Advanced Practitioner (for example in Safeguarding Adults), Professional Educator and Social Work Manager. Programme design enables students to develop these areas of expertise through the design of their own route to completion of the MA. Individual tutorials will be used to support personal and professional development planning and to explore career options. Employer organisations are increasingly likely to commission specific components of the programme in line with particular aspects of workforce strategy such as, for example, the need for first line managers with in-depth practice experience to develop managerial and leadership skills.

Employability skills are embedded throughout the programme and designed in such a way as to enable students to relate the knowledge and skills to the reality of practice. The graduates of this programme are widely recognised as being thoroughly prepared for employment by acquiring many of the qualities that employers recognise as important, such critical analysis, effective communication, confidence and knowledge to respond to practice issues. Students have opportunities to further develop their employability skills by accessing and being supported by the university's specialist KU Talent Service.

Work-based learning, including sandwich courses and higher or degree apprenticeships

n/a

H. Other sources of information that you may wish to consult

- QAA Benchmark Statement for Social Work (Nov 2019): https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?sfvrsn=5c35c881_6
- *Social Work England* Education and Training Standards (2019): https://www.socialworkengland.org.uk/education-training/education-and-training-providers/
- *Social Work England* Professional Standards: https://www.socialworkengland.org.uk/standards/professional-standards/
- The Professional Capability Framework: https://www.basw.co.uk/resource/?id=1137
- Knowledge and skills for child and family social work: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338718/140730__Knowledge_and_skills_statement_final_version_AS_RH_Checked.pdf
- Knowledge and Skills Statement for Social Workers in Adult Services: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7	
		SW7011	SW7010
Knowledge & Understanding	A1	S	
	A2	S	
	A3	S	
Intellectual Skills	B1	S	
	B2	S	
Practical Skills	C2		
	C1	S	

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.