

Template C4



Programme Specification

Title of Course: *PgCert Practice Education*

Date first produced	01/03/2013
Date last revised	05/06/2025
Date of implementation of current version	02/09/2024
Version number	5
Faculty	Faculty of Health, Science, Social Care & Education
Cross-disciplinary	
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):	PgCert Practice Education
Exit Award(s) and Title(s):	
Course Code <i>For each pathway and mode of delivery</i>	PPPES1PES01
UCAS code <i>For each pathway</i>	L500

Award(s) and Title(s):	PGCert Practice Educators (Mentors)
Exit Award(s) and Title(s):	
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University London
Location:	Kingston Hill Campus
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Part-time
Minimum period of registration:	Part-time - 2
Maximum period of registration:	Part-time - 3
Entry requirements	<p>The minimum entry qualifications for the programme are:</p> <ul style="list-style-type: none"> • A professional qualification in Social Work • Substantial current or recent professional experience (2 years minimum) in a relevant setting. Students must demonstrate the

	<p>ability to practice at the PCF level of Experienced Social Worker.</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>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.</p>
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	No

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. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in '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				

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. 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			

Exit Awards at Level 7

Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.

Please note pre-requisite requirements for master's courses should only be set where there are defined progression points in the course where assessment boards have ratified module outcomes.

PGCert Practice Educators (Mentors)

Level 7							
PGCert Practice Educators (Mentors)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Practice Education Stage 1	SW7010	30	7	Year long			1
Practice Education Stage 1 (Mentors)	SW7026	30	7	Year long			1

Exit Awards at Level 7

PLEASE DELETE IF THERE ARE NO LEVEL 7 MODULES IN THIS COURSE

Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.

Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma.

(Where appropriate – specify if there are any core modules that students must achieve for either of the exit awards)

Please note pre-requisite requirements for master's courses should only be set where there are defined progression points in the course where assessment boards have ratified module outcomes.

E. 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.

F. Support for Students and their Learning

Students are supported through a range of services that provide academic and wider support. These include:

- A Module Leader for each module
- A Course Leader to help students understand the course structure
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of software
- Student Voice Committee – to ensure the views of students are heard
- Canvas – Kingston University's Virtual Learning Environment
- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support
- The Kingston Students' Union
- Student Development and Graduate Success

G. Ensuring and Enhancing the Quality of the Course

The University has policies and procedures for evaluating and improving the quality and standards of its provision. These include:

- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
- Internal and external moderation of graded assignments

H. External Reference Points

External reference points which have informed the design of the course. These include:

- PSRB standards
- QAA Subject benchmarks
- Other subject or industry standards

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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	SW7026
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.

Additional Information