



Faculty of Health, Social Care and Education

Programme Specification

Title of Course: PG Certificate in Practice Education

Date Specification Produced: 24 February 2013 (with MA Professional Education and Training)

Date Specification Last Revised: 31 August 2017

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

SECTION 1: GENERAL INFORMATION

Title:	PG Cert in Practice Education
Awarding Institution:	Kingston University
Teaching Institution:	Department of Social Work and Social Care, Kingston University, and St George's University of London
Location:	Kingston Hill

SECTION 2: THE PROGRAMME

A. Programme Introduction

Practice Teacher Training has been offered at Kingston University since 1994. The programme was originally approved as a Practice Teaching Programme by CCETSW and then by the late General Social Care Council (GSCC). It was re-approved by the GSCC in 2007 as contributing to meeting part of the requirements for the GSCC Higher Specialist level in social work and for all pathways for this level and also to meeting the GSCC Specialist level requirements. Practice Teaching/Practice Education was then considered by the Social Work Reform Board and this led to the development of the Practice Education Professional Standards (PEPS).

The PG Certificate in Practice Education comprises two modules (Stage 1 and Stage 2) and is designed to meet the requirements of the PEPS. Learners are also required to work with two social work degree students.

Social workers registered with the Health and Care Professions Council will be able to use this programme to meet HCPC continuing professional development requirements.

This course is credit rated at Level 7 (Masters) and each module attracts 30 academic credits. Completion of both modules leads to achievement of a postgraduate certificate. By continuing to study and accumulating additional credit, a postgraduate diploma or MA degree in Professional Education and Training can be achieved or the PG Certificate can be used towards another of our degrees.

B. Aims of the Programme

The overarching aim of the PG Certificate in Practice Education is to enable registered social workers to undertake the responsibilities of a Stage 2 Practice Educator in accordance with the Practice Educator Professional Standards (TCSW, 2012). Students who complete both modules successfully will be able to supervise, teach and assess social work degree students up to and including the last placement. They will have the authority and capability to recommend, on the basis of

appropriate evidence, that social work students are fit to practise at the point of qualification.

The programme aims to enable participants to:

- Organise opportunities for the demonstration of assessed competence in practice
- Enable learning and professional development in practice
- Manage the assessment of learners in practice and
- For, Stage 2 only, demonstrate effective continuing performance as a practice educator within the
- Embed values for Practice Educators and Supervisors

Participants will be enabled to:

- develop knowledge and understanding of the context and evidence base of practice learning
- develop the ability to reflect on, and learn from, own experiences as a Practice Educator and plan their professional development in practice education
- develop their planning and organisational skills in managing and quality assuring the practice learning experience
- develop knowledge and skills to design and apply a practice curriculum consistent with the Professional Capabilities Framework (PCF) for Social Work, the Standards of Proficiency for Social Work (HCPC) and the KSS for Adult's and for Children's practitioners
- demonstrate learning and professional development in their professional practice with pre-qualifying social work students
- reflect critically on values issues and dilemmas within both the practice and practice learning contexts
- develop and enhance students' ability to apply theoretical concepts and research knowledge, critical reflection, analysis and intervention skills to their own practice and learn how to enable degree in social work students' learning and practice in these areas
- plan, communicate and coordinate an agreed plan for the formative and summative assessment of a degree in social work student's practice and learn how to carry out holistic assessments that are consistent, fair and transparent and based on a breadth of evidence from a range of sources
- 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

At the level of PG Certificate in Practice education, it is expected that all the above aims will be met.

In addition, at this level, the programme aims:

- To develop students' existing intellectual powers, understanding and judgement so that they start to develop a systematic approach to knowledge and a critical awareness of current professional practice education and begin to develop critiques of theory and practice and synthesise, thus better enabling them to take a pro-active, self-evaluative and reflective approach in their professional education practice and contribute to an improved quality of professional service.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas listed (see table below). The programme outcomes are referenced to the QAA subject benchmarks for Social Work and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

At **PG Certificate level**, it is expected that outcomes A 1-4, B1-4 and C1-3 will be met.

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to demonstrate comprehensive, systematic and extensive knowledge and critical understanding of:		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	<i>Professional, legal, policy and organisational frameworks for practice education</i>	B1	Critically analyse and appraise both primary and secondary sources; evaluate critically current research and advanced scholarship in social work, evaluate methodologies and develop critiques of them and, where appropriate, challenge existing value positions and assumptions and propose new hypotheses	C1	Plan, implement and evaluate professional practice education programmes and professional development in the professional work settings in collaboration with a range of stakeholders
A2	<i>Theories and research in relation to pedagogy and adult learning and assessment relevant to their professional roles in social work practice education</i>	B2	Assemble data from a variety of sources and discern and establish connections and synthesise. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in professional practice and how that may enhance ethical practice.	C2	Select, apply and evaluate a wide range of pedagogic methods, learning and development approaches and assessment methods in professional education with learners and propose improvements to develop practice learning programmes and assessment practice
A3	<i>Values and ethics for professional education and training (including moral concepts, rights, ethical dilemmas, the pursuit of social justice, ethics, power, authority and decision making, taking action to address and alleviate emerging issues, and working pro-actively with others to achieve positive outcomes)</i>	B3	Reflect critically on their practice, evidencing ability to link theory to practice, to consider alternative interpretations and propose solutions	C3	Maintain and develop a professional development plan to develop their practice in professional education and training

A4	<i>The management and leadership of professional practice education, including the creative development of flexible solutions, infrastructure and support systems for delivering workplace learning, development and assessment and fostering a culture of talent identification and development.</i>	B4	Demonstrate the ability to be independent, autonomous learners and solve complex problems and to work effectively in inter-professional environments		
Key Skills					
	Self Awareness Skills		Communication Skills		Interpersonal Skills
AK1	Take responsibility for own learning and plan for and record own personal development	BK1	Express ideas clearly and unambiguously in writing and the spoken work	CK1	Work well with others in a group or team
AK2	Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK2	Work flexibly and respond to change
AK3	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK3	Actively listen and respond appropriately to ideas of others	CK3	Discuss and debate with others and make concession to reach agreement
AK4	Work effectively with limited supervision in unfamiliar contexts			CK4	Give, accept and respond to constructive feedback
				CK5	Show sensitivity and respect for diverse values and beliefs
	Research and information Literacy Skills		Numeracy Skills		Management & Leadership Skills
DK1	Search for and select relevant sources of information	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	FK1	Determine the scope of a task (or project)
DK2	Critically evaluate information and use it appropriately	EK2	Present and record data in appropriate formats	FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources
DK3	Apply the ethical and legal	EK3	Interpret and evaluate data to inform	FK3	Evidence ability to successfully

	requirements in both the access and use of information		and justify arguments		complete and evaluate a task (or project), revising the plan where necessary
DK4	Accurately cite and reference information sources	EK4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	FK4	Motivate and direct others to enable an effective contribution from all participants
DK5	Use software and IT technology as appropriate				
	Creativity and Problem Solving Skills				
GK1	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems				
GK2	Work with complex ideas and justify judgements made through effective use of evidence				
Teaching/learning methods and strategies					
The range of learning and teaching strategies includes: formal lectures, group work exercises, seminars and workshops, tutorials, simulations, skills laboratory sessions in the practice learning suite, skills practice, e learning activities including discussion boards and extensive use of the VLE, and professional practice experience of managing students' practicums, teaching and enabling learning and professional development of social work students, holistically assessing students' learning and development, peer support and mentoring in professional practice settings.					
Assessment strategies					
The assessment strategies include the following: reflective analysis of practice, a practice portfolio, practice assessment by a practice assessor and a professional development plan as a practice educator.					

D. Entry Requirements

The minimum entry qualifications for the field are:

- A first or second class honours degree (BA (Hons)/ BSc (Hons), or Postgraduate Diploma in a relevant subject to the course and a relevant professional qualification **or**
- A professional qualification in Social Work and substantial current or recent experience in a relevant setting for the course. “Substantial” experience may be considered in the light of the applicant’s qualitative rather than quantitative experience. Students applying for the Postgraduate Certificate are expected to show academic potential to study at Master’s level.
- Applicants are expected to be registered with the HCPC.
- All applicants must be working in settings which will allow them to undertake the practice elements of the programme, that is, provide a practicum to two social work students and be supported by their employers to do so.
- A minimum IELTS or equivalent of 7 is required for those for whom English is not a first language

Admission with Advanced Standing (RPL/RPEL): Applicants offering prior qualification and learning may be exempted from Stage 1 of the course in accordance with Kingston University’s mechanisms and policies for the recognition and assessment of prior learning.

E. Programme Structure

This programme is offered in a part-time mode, and leads to the award of PG Certificate in Practice Education. Intake is normally each semester.

E1. Professional and Statutory Regulatory Bodies

- Health and Care Professions Council (HCPC) – Standards for Continuing Professional Development.
- This programme is designed to support the continuing professional development of social workers and support their career progression within the Professional Capabilities Framework for Social Work (BASW) at “experienced” and “advanced” levels. The course enables students to meet in full the requirements of the Practice Educator Professional Standards (2012, TCSW).

E2. Work-based learning, including sandwich programmes

Both modules require assessment of practice during a social work degree student practicum. Students must be in employment and supported by their employers to engage in the programme. It is the responsibility of individual students to secure and provide practice experience and settings in which to meet the learning outcomes of their programme of study.

E3. Outline Programme Structure

The programme is delivered at level 7. The structure is indicated in the following tables.

In order to be eligible for a PG Certificate a student must complete 60 credits. To be eligible to gain the PG Certificate in Practice Education a student must complete SW7010 Practice Education Stage 1 and also SW7011 Practice Education Stage 2. All students will be provided with the University regulations. Full details of each module are provided in module descriptors and student module guides.

Table 1: PG Certificate in Practice Education Modules

Module title	Module code	Credit Value	Level	Written exam %	practical exam %	course-work %	Teaching Block
Practice Education Stage 1	SW7010	30	7			100%	1 and 2
Practice Education Stage 2	SW7011	30	7			100%	1 and 2
On successful completion of 60 credits from the two core Level 7 modules, SW7010 and SW7011, students will be eligible for the award of Post Graduate Certificate in Practice Education.							

Table 2: PG Certificate Award Requirements

Core Modules	Exit Qualification
SW7010 – Practice Education Stage 1 SW7011 – Practice Education Stage 2	PG Certificate in Practice Education

F. Principles of Teaching Learning and Assessment

The design of this programme is informed by the Kingston University's Curriculum Design Principles (2012) *Led by Learning* Strategic Plan (2011/12-2015/16), by sector-wide best practice and by the QAA Code of Practice (Quality Code) and by consultation with students, representatives of service users and carers of social work services, and employers. The overall design enables students to build on post-qualifying experience and to develop increasingly sophisticated approaches to the critical appraisal of practice.

Curriculum content reflects the primary functions of practice educators and the capabilities defined within the PEPS. Learning and teaching strategies (see below) take account of the fact that students on the programme are engaged in full or part-time employment and provide two practicums to degree in social work students in order to achieve the learning outcomes and the Certificate.

Academic skills at this level are developed incrementally with a research strand embedded as a feature in all modules.

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, including their own practice as practice educators.

The formal assessment regime mirrors the holistic assessment of students during a period of practice, incorporating both practice evidence and critically analytical appraisal of professional development as a practice educator. 'Feed forward' is facilitated by formative assessment opportunities as well as through the relationship of programme components.

G. Support for Students and their Learning

Students are supported in the following ways:

- Individual tutorials with a personal tutor to assist them in planning their programme of study, to consider career development options and to support them in developing and achieving their personal and professional development plans
- Email contact with module leaders and the course leader
- Individual Practice Assessors during social work student placements
- Bi-monthly Practice Educator/Practice Supervisor workshops during assessed practice period
- Fellow students
- Employers who work in partnership with the programme
- Service user and carer representatives working with the programme
- Information advisors in the Learning Resource Centre, who offer individual help sessions for students
- Professional Support Staff and the Faculty Post Graduate Office
- Former graduates of the programme: Students are networked with former graduates and this often provides students with support in accessing practice opportunities and career guidance.
- Technical support to advise students on IT use of software and data base searching
- Formative assessment throughout each module
- VLE Study Space – a versatile on-line interactive intranet and learning environment
- Subject specific supervisors
- Monthly research seminars
- 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>

H. 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 review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies

In this programme:

- The programme/ modules may be subject to any relevant professional review processes

I. Employability Statement

The programme is designed to assist students in current employment to develop their professional profile and skills portfolio by meeting the requirements of the PEPS.

During their period on the programme, students are actively engaged in employment in the field. There are further opportunities to pursue new roles and practice/education activities through the network of partner organisations, staff and students and representatives of employers and service users and carers. Students are also engaged in additional teaching/development activities with social work students in the Practice Learning Suite and observe a Practice Assessment Panel during the course of study.

The programme design enables students to develop practice education as an area of expertise and to build upon this further through the design of their own route to completion of an MA should they wish.. Individual tutorials will be used to support personal and professional development planning and to explore career options.

J. Approved Variants from the UMS/PCF

None

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

Practice Educator Professional Standards
<https://www.basw.co.uk/resource/?id=4784>
HCPC standards: <http://www.hpc-uk.org/aboutregistration/standards/cpd/>
Professional Capabilities Framework for Social Work:
<https://www.basw.co.uk/resource/?id=1137>

Development of Programme Learning Outcomes in Modules

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

	Module Code All modules at Level 7		SW7010	SW7011
Programme Learning Outcomes	Knowledge & Understanding	A1	F/S	F/S
		A2	F/S	F/S
		A3	F/S	F/S
		A4	F/S	F/S
		A5		
	Intellectual Skills	B1	F/S	F/S
		B2	F/S	F/S
		B3	F/S	F/S
		B4	F/S	F/S
		B5		
	Practical Skills	C1	F/S	F/S
		C2	F/S	F/S
		C3		
		C4		
		C5	F/S	F/S
	Self Awareness	AK1	F/S	F/S
		AK2	F/S	F/S
		AK3	F/S	F/S
		AK4	F/S	F/S
	Communication Skills	BK1	F/S	F/S
BK2		F/S	F/S	

	Module Code All modules at Level 7		SW7010	SW7011
		BK3	F/S	F/S
	Interpersonal Skills	CK1	F/S	F/S
		CK2	F/S	F/S
		CK3	F/S	F/S
		CK4	F/S	F/S
		CK5	F/S	F/S
	Research and Information Literacy Skills	DK1	F/S	F/S
		DK2	F/S	F/S
		DK3	F/S	F/S
		DK4	F/S	F/S
	Numeracy Skills	EK1		
		EK2		
		EK3		
		EK4		
	Management and Leadership Skills	FK1	F/S	F/S
		FK2	F/S	F/S
		FK3	F/S	F/S
		FK4	F/S	F/S
	Creative and Problem Solving Skills	GK1	F/S	F/S
		GK2	F/S	F/S

S indicates where a summative assessment occurs.

F where formative assessment/feedback occurs.

Indicative Module Assessment Map

This map identifies the elements of assessment for each module.

Module					Coursework 1				Coursework 2				Examination			
Level	Module Name	Module code	Credit value	Core / option	Type of coursework	Word Length	Weighting %	S/F*	Type of coursework	Word Length	Weighting %	S/F*	Written/practical	Duration	Weighting %	S/F*
7	Practice Education Stage 1	SW7010	30	C	Critical Analysis	2000	100%	S					Portfolio			
7	Practice education Stage 2	SW7011	30	C	Critical Analysis	3000	100%	S					Portfolio			

Technical Annex

Final Award(s):		PG Certificate in Practice Education		
Intermediate Award(s):		N/A		
Minimum period of registration:		One Year		
Maximum period of registration:		Six Years		
FHEQ Level for the Final Award:		7		
QAA Subject Benchmark:		Social Work		
Modes of Delivery:		Part-time		
Language of Delivery:		English		
Faculty:		Health, Social Care and Education		
School:		Social Work		
JACS code:		L500.		
UCAS Code:		N/A		
Course Title	MAS Code	Course Code	Seq.	Route Code
PG Certificate in Practice Education	PPPES1PES01KD01	PPPES1PES01	0001	