Programme Specification – 2016/17

1. Awarding body
   University of Surrey

2. Teaching institution (if different)
   N/A

3. Final award and programme/pathway title
   Postgraduate Certificate Education for Professional Practice

4. Subsidiary award(s) and title(s)
   Award | Title
   N/A   | N/A

5. FHEQ Level
   7

6. Credits and ECTS credits
   60 credits (30 ECTS)

7. Name of Professional, Statutory or Regulatory Body (PSRB)
   Nursing and Midwifery Council (NMC)

8. Mode of study and route code
<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Route code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>N</td>
</tr>
<tr>
<td>Full-time with PTY</td>
<td>N</td>
</tr>
<tr>
<td>Part-time</td>
<td>Y</td>
</tr>
<tr>
<td>Distance learning</td>
<td>N</td>
</tr>
<tr>
<td>Short course</td>
<td>N</td>
</tr>
</tbody>
</table>

9. JACs code
   N/A

10. QAA Subject benchmark statement (if applicable)
    N/A

11. Other internal and / or external reference points
    N/A

12. Faculty and Department/School
    Faculty of Health and Medical Sciences
    School of Health Sciences

13. Programme Leader
    Alison Rhodes

14. Date of production/revision of the specification
    July 2016

15. Educational aims of the programme

The Postgraduate Certificate in Education for Professional Practice are intended to:

- Enable appropriately qualified health and social care professionals and teachers who are developing their role to support learning in a variety of settings, to acquire a professionally accredited teaching qualification, through achieving formal recognition for their existing expertise and through the development of new knowledge, skills and understanding.
- Provide participants with a stimulating and conducive learning context in which to develop knowledge and understanding of contemporary policy, practice and theoretical perspectives for education.
- Facilitate in a variety of domains the development of teaching practice that is learner-centred, enquiry-based, innovative and generates lines of enquiry for educational research and development.

16. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and understanding

**Postgraduate Certificate Education for Professional Practice**

- Explore the conceptual models, theories and frameworks that support the provision of educational practice
- Demonstrate depth of knowledge and understanding through the scholarship of teaching
- Consider strategies that will enhance the quality of learning and teaching

**Intellectual / cognitive skills**

**Postgraduate Certificate Education for Professional Practice**

- Analyse and evaluate the journey of learning for both teacher and student
- Integrate disciplinary research into their role as a teacher / facilitator of learning
- Be self-directed and autonomous through research and enquiry to generate a deeper understanding of the approaches to learning and teaching
- Critically explore the effectiveness of learning and teaching strategies through the synthesis of innovative approaches

**Professional practical skills**

**Postgraduate Certificate Education for Professional Practice**

- Design creative and innovative learning, teaching and assessment strategies to support the development of professional knowledge and practice
- Plan, facilitate and evaluate learning through conceptual, critical thinking and research
- Utilise a range of resources to effectively manage the pathway of development
- Make effective judgements regarding their students’ achievements through rigorous assessment processes
- Guide and support students and others who contribute to the learning process

**Key / transferable skills**

**Postgraduate Certificate Education for Professional Practice**

- Engage creatively in participative learning techniques, i.e. Problem-based / enquiry-based / action learning, enabling sound judgements to be made in complex and unpredictable situations
- Adopt a critical reflexive stance towards their own practice and its development
- Work collaboratively with colleagues, through team work and leadership, to ensure that resources are managed responsibly
- Become autonomous, utilising professionalism to all aspects of their role
- Effectively communicate, working in partnership with colleagues from a range of disciplines to explore learning

17. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

- All students are initially registered for 5 years
- The (programme) is part time
- On successful completion of the Postgraduate Certificate Education for Professional Practice programme NMC registered practitioners may apply to the Nursing and Midwifery Council for recognition of their Qualified Teacher Status and be recorded on their Registration record.
- The Programme is divided into 3 modules. All taught modules are worth 15 credits which is indicative of 150 hours of learning; there is one exception - Art of Learning and Teaching is worth 30 credits, which is indicative of 300 hours of learning. The pass mark for the modules is 50%

**Programme adjustments (if applicable)**

The programme is in line with the NMC Standards for Learning and Teaching in Practice (2008).
<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURM106</td>
<td>Art of Learning and Teaching</td>
<td>Compulsory</td>
<td>30</td>
<td>1 / 2</td>
</tr>
<tr>
<td>NURM147</td>
<td>Supporting Education in Practice</td>
<td>Compulsory</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>NURM117</td>
<td>Framing Learning through the Curriculum</td>
<td>Compulsory</td>
<td>15</td>
<td>2</td>
</tr>
</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? N/A

18. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

<table>
<thead>
<tr>
<th>Associate Tutor(s) / Guest Speakers / Visiting Academics</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Training Year (PTY)</td>
<td>N/A</td>
</tr>
<tr>
<td>Placement(s) (study or work that are not part of the PTY or Erasmus Scheme)</td>
<td>Yes</td>
</tr>
<tr>
<td>Clinical Placement(s) (that are not part of the PTY Scheme)</td>
<td>N/A</td>
</tr>
<tr>
<td>ERASMUS Study (that is not taken during Level P)</td>
<td>N/A</td>
</tr>
<tr>
<td>Study exchange(s) (that are not part of the ERASMUS Scheme)</td>
<td>N/A</td>
</tr>
<tr>
<td>Dual degree</td>
<td>N/A</td>
</tr>
</tbody>
</table>

19. Quality assurance

The Regulations and Codes of Practice for taught programmes can be found at: http://www.surrey.ac.uk/quality_enhancement/index.htm