Course Specification

A. Course Information			
Final award title(s)	MA Practice Education		
Intermediate exit award title(s)	Postgraduate Diploma Practice Education Postgraduate Certificate Practice Education		
UCAS Code		**Course Code(s)**	3715 – MA 4762 – MA Top Up
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	School of Health and Social Care		
Course Director	Karen Sanders		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Croydon ☐ Other: please specify		
Mode(s) of delivery	☐Full time ☒Part time ☐other please specify		
Length of course/start and finish dates			

Mode	Length years	Start - month	Finish - month
Part time	2 - 5	September	August

Is this course generally suitable for students on a Tier 4 visa?	No		
Approval dates:	Course(s) validated / Subject to validation	May 2016	
	Course specification last updated and signed off	September 2022	
Professional, Statutory & Regulatory Body accreditation	Nursing and Midwifery Council		
Reference points:	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website	
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021 NMC (2008) Standards to Support Learning and Assessment in Practice Health and Care Professions Council: Standards of Education and Training (2014) Social Work Reform Board (2010)	

		Guidance on the assessment of practice in the workplace. OfS Guidance

B. Course Aims and Features	
Distinctive features of course	London South Bank University enjoys a strong position in responding to the education of changing services in health, social care and, increasingly, joint services with other agencies, such as those for children. The School of Health and Social Care has a course portfolio that caters for a range of professional education, at all levels from vocational to postgraduate, to underpin development of practice. This course is intended for appropriately qualified practitioners who support the process of learning and assessment in the practice and academic setting. This course is part-time and designed to offer a flexible pathway. It is possible to 'step off' or pause after each module and at the award of PG Certificate Practice Education, and also after the award of PG Diploma in Practice Education. Credit transcripts will be provided that can be used by individuals as AP(E)L claims later to join courses at London South Bank or other universities in the London region, either as sponsored or self-funding students. The course incorporates the elements required by: • Nurses and Midwives who wish to become Community Practice Teachers or Nurse/ Midwife Teachers (recorded with the NMC). • Social Workers who wish to gain the Stage 1 and stage 2 Practice Educator awards in Practice Education. • The course also meets the needs of those Allied Health Professionals and General Practitioners who wish to be recognised by their professional bodies.
Course Aims	The MA Practice Education aims to produce education-focused practitioners who: 1. Have respect for learners and colleagues, encouraging participation, diversity and promotion of equal opportunities within an inter-professional learning environment. 2. Are able to demonstrate accountability in facilitating, assessing and evaluating learning and develop critical reflective strategies to advance their own and others' teaching practice. 3. Can enhance the quality of the learning experience and environment by facilitating the relationship of evidence-based theory to practice, and develop practice through the dissemination of research findings. 4. Can provide leadership and expertise in practice education, across a range of health and social care settings. 5. Can provide students with the skills to undertake an original research based enquiry, in an area of personal interest, relevant to their area of professional practice
Course Learning Outcomes	a) **Students will have knowledge and understanding of:**

	A1 A range of teaching, learning and assessment methodologies and their application to students across a range of settings. A2 A systematic application of educational theories within the context of health and social care education, research and practice. A3 The relevance of service user involvement in learning and teaching. A4 The range of quality assurance mechanisms prevalent within HEIs A5 Educational leadership in the context of current legal, theoretical, professional and organisational frameworks. A6 Quantitative and qualitative research methods and principles and their application to educational theory and practice. A7 Ethical and governance dimensions of research in education and practice. b) **Students will develop their intellectual skills such that they are able to:** B1 Reflect on legal, ethical and organisational frameworks including service user and carer involvement, inter-professional working and their importance in enabling student learning in Practice Education. B2 Application of educational theories and principles of lesson planning, and learning and teaching methodologies with different groups of learners in diverse settings. B3 Critically reflect upon own role as a Practice Educator with regard to learning and assessment of competence. B4 Manage teaching, assessment and evaluation procedures in a fair and equitable way. B5 Demonstrate analytical insights into the processes inherent in curriculum development, implementation and evaluation. B6 Critically appraise the impact of own leadership style on others. B7 The capacity to undertake in a rigorous manner a major piece of independent work, designed to examine an aspect of professional practice. B8 The ability to critically appraise, analyse and interpret research and other evidence c) **Students will acquire and develop practical skills such that they are able to:** C1 Facilitate an evidence based learning environment that stimulates and supports learners, service users and carers. C2 Demonstrate leadership qualities relating to current developments in practice education. C3 Ability to implement facilitation and group skills in order to promote inter-professional learning and teaching. C4 Demonstrate effective information retrieval skills using appropriate databases C5 Demonstrate critical appraisal skills requiring the use of appropriate tools d) **Students will acquire and develop transferrable skills such that they are able to:** D1 Advanced communication, reflective and problem solving skills leading to constructive engagement in professional dialogue with service users, carers and colleagues. D2 Appraise the use of digital knowledge for the student's own learning and in delivering an electronic curriculum.

	D3 Constructive leadership with service users, carers, learners and colleagues. D4 Demonstrate research skills through the identification, retrieval and critical analysis of published material.

C. Teaching and Learning Strategy

- Face-to-face approaches that will include lectures, group work and discussion and feedback, workshops, role play, team building exercises, poster presentations, tutorials.
- Online group activities.
- Use of VLE to engage students with self-directed learning activities.
- Blended learning activity to develop leadership skills
- Supervised literature searching using computer databases
- Preparatory sessions to identify individual needs
- Internal academic supervision

D. Assessment

- Reflective account of learning styles
- Peer review of lesson plans and microteaching exercises
- Portfolio of evidence to demonstrate achievement of learning outcomes including four assessed observations (two of teaching and two of student practice teacher's assessment of learners within their own field
- 3,000-word written assignment underpinned by theoretical perspectives to demonstrate student's development as a teacher in social work, health care or university practice
- Poster presentation with peer review
- Thirty-minute viva voce presentation of a programme of learning via LSBU module guide to a panel of assessors
- Twenty-minute presentation plus ten-minute question time to a panel of assessors reflecting on the student's development as a practice education leader; including an account of an initiative which has been introduced, discussion of the barriers and achievements, impact on the service and evaluation
- 4,000-word assignment detailing a search strategy, literature review and critical appraisal of key evidence
- 12,000-word dissertation on one of the following:
  - Research project
  - Work based project (practice development project, service evaluation, audit or role evaluation)
  - A mini systematic review

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

The school follows the university regulations apart from:

- Learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will normally be required to have the following qualifications:

1. Degree in a relevant health or social care discipline at a minimum lower second class award or evidence of equivalent health and/or social care experience which equates to level 6 abilities E.g. Working as a senior practitioner in a clinical leadership or management role which requires evidence of critical analysis and evaluation. Students would expect to have studied at Level 6 and hold a minimum of 60 credits including a research methods module.

2. Be working in an area with access to learners
3. Where relevant, hold at least one entry on the appropriate professional register.

4. Have spent a minimum of two years in a relevant health or social care setting

5. APL/APEL arrangements will be available to allow entrants to access the programme at different levels depending on previous learning and experience. This will include an interim arrangement for applicants who have completed the Practice Educator 1 from the previous course.

G. Course structure(s)

Course overview

This course can be studied over a two to five-year period. The following are examples of the module pattern for different rates of study.

Part time (3 years) NMC Registrant

Year 1	
Semester 1	**Semester 2**
TBE_7_009 Role of the Practice Educator **40 credits level 7**	
TBE_7_010 Curriculum Perspectives, **20 credits level 7**	
Year 2	
Semester 1	**Semester 2**
TBE_7_012 Leadership and Innovation in Practice Education, **20 Credits level 7**	**TAR_7_011** Research in Health and Social Care, **20 credits level 7**
Optional L7 Module from CPD prospectus	
Year 3	
Semester 1	**Semester 2**
TAR_7_010 Dissertation, **60 credits level 7**	

Part time (3 years) Social Work

Year 1	
Semester 1	**Semester 2**
TBE_7_009 Role of the Practice Educator **40 credits level 7**	

Year 2		**Part Time (4 Years) NMC Registrant**
Semester 1	**Semester 2**	
TBE_7_012 Leadership and Innovation in Practice Education, **20 Credits level 7**	**TBE_7_011** Practice Development Educator (Social Work)[1], **20 credits level 7**	
TAR_7_011 Research in Health and Social Care, **20 credits level 7**	**RCN_7_102** Leading in Patient and Public Engagement **20 credits level 7**	
Year 3		
Semester 1	**Semester 2**	
TAR_7_010 Dissertation, **60 credits level 7**		

Year 1	
Semester 1	**Semester 2**
TBE_7_009 Role of the Practice Educator **40 credits level 7**	
TBE_7_010 Curriculum Perspectives, **20 credits level 7**	
Year 2	
Semester 1	**Semester 2**
TBE_7_012 Leadership and Innovation in Practice Education, **20 Credits level 7**	**TAR_7_011** Research in Health and Social Care, **20 credits level 7**
Year 3	
Semester 1	**Semester 2**
Optional L7 Module from CPD Prospectus	
Year 4	
Semester 1	**Semester 2**
TAR_7_010 Dissertation, **60 credits level 7**	

Part Time (4 Years) Social Work

Year 1	
Semester 1	**Semester 2**
TBE_7_009 Role of the Practice Educator **40 credits level 7**	
Year 2	
Semester 1	**Semester 2**
TAR_7_011 Research in Health and Social Care, **20 credits level 7**	**TBE_7_011** Practice Development Educator (Social Work)[2], **20 credits level 7**

[1] Curriculum perspectives may be replaced by Practice Development Educator for Social Work practitioners
[2] Curriculum perspectives may be replaced by Practice Development Educator for Social Work practitioners

Year 3	
Semester 1	**Semester 2**
TBE_7_012 Leadership and Innovation in Practice Education, **20 Credits level 7**	**RCN_7_102** Leading in Patient and Public Engagement **20 credits level 7**
Year 4	
Semester 1	**Semester 2**
TAR_7_010 Dissertation, **60 credits level 7**	

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
TBE_7_009	The Role of the Practice Educator	7	Both	40	Portfolio 3000 word assignment
TBE_7_010 TBE_7_011	Curriculum Perspectives Or Practice Development Educator (Social Work)	7 7	1	20 20	Viva Voce 20 Min Presentation
TAR_7_011	Research in Health and Social Care	7	Both	20	4000 word assignment
TBE_7_012	Leadership and Innovation in Practice Education	7	Both	20	20 Min Presentation
	One optional 20 credit module: (examples):				
RCN_7_103	Coaching and Mentoring for Leadership in Health Care	7	20		4000 word assignment
RCN_7_102	Leading in Patient and Public Engagement	7	20		4000 word assignment
TAR_7_010	Dissertation	7	60		Written dissertation reporting on a work based project/service evaluation or a systematic review

I. Timetable information

New students will receive timetable information for week 1 at induction, or via the administrators. Continuing students will be informed via Moodle and/or the CMIS timetable facility

J. Costs and financial support

Course related costs

Students may find it advisable to buy some text books to support their learning on different modules.
No specialist equipment is required

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Personal Development Planning (postgraduate courses)
Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course learning outcomes																						
Level	**Title**	**Code**	**A1**	**A2**	**A3**	**A4**	**A5**	**A6**	**A7**	**B1**	**B2**	**B3**	**B4**	**B5**	**B6**	**B7**	**B8**	**C1**	**C2**	**C3**	**C4**	**C5**	**D1**	**D2**	**D3**	**D4**
7	The Role of the Practice Educator	TBE_7_009	✓	✓							✓	✓	✓					✓		✓			✓	✓	✓	
7	Curriculum Perspectives	TBE-7-010		✓	✓	✓				✓				✓					✓	✓	✓		✓	✓	✓	
7	Practice Development Educator (Social Work)	TBE_7_011		✓	✓	✓				✓	✓								✓	✓	✓		✓		✓	
7	Leadership and Innovation in Practice Education	TBE_7_012					✓								✓		✓		✓						✓	
7	Research in Health and Social Care	TAR-7-011						✓	✓								✓				✓	✓				✓
7	Leading in Patient and Public Engagement	RCN_7_102			✓						✓				✓								✓		✓	
7	Coaching & Mentoring for Leadership in Health Care	RCN_7_103													✓				✓	✓			✓		✓	
7	Dissertation	TAR_7_010						✓	✓							✓	✓				✓	✓				✓

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7:
1. Supporting the development and recognition of skills through the personal tutor system	Each student will meet with an allocated tutor at least once during each module to discuss their personal and portfolio development
2. Supporting the development and recognition of skills in academic modules	Each student will complete four assessed observations of their education practice. This will reinforce the development of skills relating to the planning, delivery and evaluation of teaching and learning
3. Supporting the development and recognition of skills through purpose-designed modules	Each module has a specific focus on different aspects of learning, teaching, evaluation, portfolio development, curriculum perspectives, leadership and research. Each module is specifically designed to develop skills in these areas
4. Supporting the development and recognition of skills through research projects and dissertation work	All assessed work must be underpinned by theoretical concepts that demonstrate the student's understanding of the process of selecting the appropriate methods of teaching, learning and evaluating. This develops decision making skills
5. Supporting the development and recognition of career management skills	The course follows a developmental framework that allows students to move into teaching in a higher education institution. It also ensures that professional standards for practice education
6. Supporting the development and recognition of career management skills through work placements and experience	Students occupy roles that encompass education in the practice setting. Their continuing experience facilitates role development and the impact they have on teaching and learning in practice
7. Supporting the development of skills by recognising that they can be informed and enhanced through extracurricular activities	Students are encouraged to maintain a healthy work/life balance
8. Supporting the development of skills and attitudes as a basis for continuing professional development (CPD)	The course focuses on CPD and students will be supported through the process of fostering positive attitudes towards education in practice. Assignments are designed to engage in processes that encourage consideration of personal CPD enabling the development of skills to promote that of others
9. Other approaches to PDP	A practice education portfolio will be completed which encourages students to actively reflect on practice and develop action plans for future development
10. The means by which self- reflection, evaluation and planned development is supported	These are supported throughout the taught component of the course and also the assignments and portfolios. As adult learners, students will be invited to support reflections by their preferred method (written, electronic, audio or visual). Tutorials will also include reflection

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions