

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	Practice Education
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Education
Award Title (including separate Pathway Award Titles where offered):	Postgraduate Certificate Practice Education
Pathways (if applicable)	
FHEQ level of final award:	7
Other award titles available (exit qualifications):	
Accreditation details:	
Length of programme:	1 year
Mode(s) of Study:	Part Time
Mode of Delivery:	Blended learning
Language of study:	English
QAA Subject Benchmark(s):	Education Studies (2019) (L6, adapted to L7)
Other external reference points (e.g. Apprenticeship Standard):	
Course Code(s):	PCPREDBP
UCAS Code(s):	
Approval date:	01/12/2022
Date of last update:	

2. Programme Summary

The Postgraduate Certificate Practice Education is aimed at individuals who have education and/or training responsibilities in the practice setting. Historically aimed exclusively at nurse educators and practice teachers, the programme is focused on learning and teaching in professional environments and may also suit those in adjacent fields, including social work or allied health care education.

The Postgraduate Certificate Practice Education provides you with a sound understanding of the fundamental elements of learning and teaching: designing and planning learning, teaching and supporting learning, and assessment and feedback. These topics are contextualised within your own organisation and considered in conjunction with

contemporary issues, such as mental health and wellbeing in education, and digital pedagogies. Inclusivity is a central theme to the programme, and you will actively consider both your responsibilities in promoting an inclusive environment and the impact of your approaches.

As an academic qualification, the Postgraduate Certificate Practice Education is a valued and recognised vehicle for professional development. You will be encouraged, through your assignments, to evidence your own professional development and its impact on learners and your organisation.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Develop practice educators who are equipped to promote inclusivity in a society committed to equality, diversity and inclusivity
2. Provide a framework for the development of educators from a variety of settings that promotes engagement with relevant theory, professional standards and advanced scholarship
3. Establish a space for cross-disciplinary engagement with a range of contemporary educational issues among practitioners from a range of contexts
4. Develop resilient practice educators who are equipped to navigate a challenging and evolving professional landscape

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Articulate a systematic understanding of the multi-dimensional nature of learning and its implications for teaching, including, where appropriate, the use of technology.
K2	Demonstrate critical awareness of the implications for responding to complex and unpredictable situations in a range of practice contexts.
K3	Evidence in-depth understanding of the range of knowledge that underpins effective practice as identified in relevant professional standards.

Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
C1	Critically reflect on the key characteristics of your educational context in comparison with the wider sector.
C2	Contextualise practice in relation to the requirements of professional, statutory and regulatory bodies, and, where relevant, internal and external policy.

C3	Articulate ways in which you exemplify the knowledge, skills and professional values relevant to your context, with particular attention to the promotion of equality, diversity and inclusivity.
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Application and Practice (P)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
P1	Critically apply your advanced knowledge of learning and teaching to the development of practice in your setting.
P2	Respond with originality to contemporary issues that challenge learning and teaching in your context.
P3	Evidence the critical application of knowledge, skills and values as defined in sectoral, disciplinary and/or professional standards relevant to your practice.

Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
T1	Critically reflect on the role of practice educators in responding to issues of equality, diversity and inclusivity and, where appropriate, driving change in practice settings.
T2	Evidence a curious and critical mindset in your engagement with the subject and profession, constructively challenging inequality and systemic differential privilege.
T3	Act with initiative, innovation and creativity in your approach to teaching and supporting learning in your setting.
T4	Critically reflect on your ability to competently manage work-life balance with particular attention to wellbeing.
T5	Evidence a range of effective communication, numeracy and digital skills relevant to your professional role and context.

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- Individuals with an undergraduate degree, typically 2.1 or higher, with an interest in developing a career in practice education or relevant adjacent field and substantial relevant (ongoing) professional experience
- Individuals without an undergraduate degree but significant experience within an appropriate profession and evidence of being prepared for L7 study will be considered. This may include, for example, qualified nurses who entered the profession prior to the degree requirement being introduced. In this case, applicants will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. 5. Programme Structure

Pathway 1 or stand-alone course **[add further tables for each additional pathway]**

Level	Modules (Code, title and Credits)	Exit Awards
Level 7	EDU7001 Applying principles and theory of learning, teaching and assessment (20 credits) EDU7002 Reflecting on impact in learning, teaching and assessment in practice (20 credits) EDU710 Evidencing excellence in learning, teaching and assessment in practice education (20 credits)	Postgraduate Certificate, awarded on achievement of 60 credits at Level 7 – no exit award

6. Learning, Teaching and Assessment

Learning and teaching

As a professional development course, teaching approaches adopted throughout will be varied in order to model strategies you can use in your own teaching practice.

Technology-based approaches will be used as part of attendance-based workshops (a combination of lectures and seminars). Technology is also fundamental to blended delivery and management of asynchronous online activities as part of supporting guided independent study.

The use of discussion-based learning in both in-person and online contexts features particularly as a way of sharing practice. This will provide you with opportunities to interpret module content as it applies to your own context and communicate this to others. Drawing on the varied backgrounds and practice areas of other learners, this type of activity affords rich opportunities for reflection.

Tutorials will support you in your progress and negotiate pathways for development in relation to your professional goals and relevant professional competencies.

Assessment

A range of assessment approaches are used, and these are aligned to the aims of each of the modules. Assessment strategies are designed to provide opportunities to evidence your effective practice and professional development against relevant professional frameworks. Assessments include extended reflective writing for the purposes of evidencing professional practice. Other assessments include practical and oral assessment, such as observed teaching sessions, presentations and professional conversations.

The focus of your engagement with the assessment process will be negotiated with member of the course team. This will ensure that assessed work both meets your interests and needs as well as evidencing the programme learning outcomes.

Contact Hours

You can expect to receive approximately 3 hours of scheduled learning activities with complementary asynchronous activity per week. This may include in-person and online

lectures, seminars, online activities, workshops and tutorials. The nature of applied postgraduate study means that you will also be asked to engage with aspects of your learning in a relevant professional context.

Scheduled learning and teaching activities	Independent study	Assessment related work	Total
86	364	150	600

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Academic Assessment Regulations

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of your programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee

- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy
- UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF) has been broadly aligned for those who are interested in seeking FHEA (D2) following programme completion. NB: this programme does not confer FHEA: it must be applied for and funded directly by individuals following the programme.

Mapping of Subject Benchmark Statement

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Education Studies (L6) Subject benchmark statement (adapted to L7)																				
Knowledge and understanding:																				
Systemic knowledge of the underlying values, theories and concepts relevant to education	x		x				x						x							
Critical understanding of the diversity of learners and the complexities of the education process	x	x	x			x	x	x				x	x			x	x			
Advanced knowledge of the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers)	x	x	x			x	x					x					x			

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Education Studies (L6) Subject benchmark statement (adapted to L7)																				
can influence the learning process																				
Critical understanding of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process	x	x	x			x	x	x				x	x				x			
Application																				
Critically analyse educational concepts, theories and issues of policy in a systematic way	x					x	x				x		x				x			
Identify and critically reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in	x	x	x			x	x				x	x	x			x	x			

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Education Studies (L6) Subject benchmark statement (adapted to L7)																				
educational policies and contexts																				
Accommodate new principles and understandings			x				x				x	x	x			x	x		x	
Judiciously select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding	x	x	x			x	x	x			x	x	x			x	x	x	x	
Critically employ a range of evidence to formulate appropriate and justified ways forward and potential changes in practice		x	x				x	x			x	x	x			x	x	x	x	
Critically apply theories and concepts to a range of real-world educational contexts.	x	x	x			x	x	x			x	x	x			x	x	x	x	

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Education Studies (L6) Subject benchmark statement (adapted to L7)																				
Reflection																				
the ability to critically reflect on their own and others' value systems	x	x	x			x	x	x			x	x	x			x	x		x	
the ability to use their advanced knowledge and understanding critically to locate and justify a personal position in relation to the subject		x	x			x	x	x			x	x	x			x	x	x	x	
An advanced understanding of the significance and limitations of theory and research	x		x			x	x	x			x	x	x				x			
Reflection																				
Critically reflect on their own value systems, development and practices	x	x	x			x	x	x			x	x	x			x	x		x	

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Education Studies (L6) Subject benchmark statement (adapted to L7)																				
Question concepts and theories encountered in their studies	x	x	x			x	x	x			x	x	x			x	x	x	x	
Interrogate the assumptions underpinning theory and research	x	x	x			x	x	x			x	x	x			x	x	x	x	
Transferable skills																				
Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary to a range of audiences	x	x	x			x	x	x			x	x	x			x	x	x	x	x
Critically use technology to enhance reflective study	x	x	x			x	x	x			x									x
Collect and critically apply numerical data, as appropriate	x																			x

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Education Studies (L6) Subject benchmark statement (adapted to L7)																				
Present data in a variety of formats, including graphical and tabular																				X
Critically analyse and interpret both qualitative and quantitative data																				X
Collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities with initiative		X	X				X	X			X		X					X	X	
Articulate their own approaches to learning and organise an effective work pattern, including working to deadlines	X	X	X			X	X	X			X	X	X			X	X	X	X	X
Process and synthesise empirical and theoretical	X	X	X			X	X	X			X	X	X			X	X	X	X	X

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data, to create new syntheses and to present and justify a chosen position having drawn on an advanced knowledge of relevant theoretical perspectives																				

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 7																					
Applying principles and theory of learning, teaching and assessment	x		x			x		x						x			x	x	x	x	x
Reflecting on impact in learning, teaching and assessment in practice		x	x			x		x			x	x					x	x	x	x	x
Evidencing excellence in learning, teaching and assessment in practice education		x	x			x	x	x						x			x	x	x	x	x

