

Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	Practice Educator Professional Standards (Stages 1 and 2)
Teaching Institution	Ruskin College
Awarding Institution	The Open University (OU)
Date of latest OU validation	New Validation
Next revalidation	2020-21
Credit points for the award	60 credits <u>Level 6</u>
UCAS Code	n/a
Programme start date	March 2016
Underpinning QAA subject benchmark(s)	Higher education level descriptors level 6 of the FHEQ, including Bachelor's degrees and graduate diplomas and the Professional Capabilities Framework (PCF) at experienced Social Worker level
Other external and internal reference points used to inform programme outcomes	Practice Educator Professional Standards Stage 1 and 2
Professional/statutory recognition	Practice Education Professional Standards stage 2 (Domains A – D) HCPC SoPs.
Duration of the programme for each mode of study (P/T, FT,DL)	Part-time for 2 years. Maximum length of study of 5 years
Dual accreditation (if applicable)	n/a
Date of production/revision of this specification	October 2015

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical Candidate might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in Candidate module guide(s) and the Candidate's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The overall aim of this programme is to provide the relevant training, support and guidance for qualified Social Workers wishing to become Practice Educators. This will enable Social Workers to support and assess students in Social Work placements, whether this is at undergraduate or post graduate level. The programme will also be open to Social Workers, on the Stage 2 module who are supporting and assessing newly qualified staff.

Candidates who complete this programme successfully will be able to undertake the responsibilities of a Practice Educator Stage 2 as required in the Practice Educator Professional Standards (PEPS) of the College of Social Work (TCSW) and therefore meet the Practice Educator Professional Standards A – D and Social Work values.

The programme has been designed to meet:

- The requirements for the HCPC (2008) Standards of conduct, performance and ethics.
- HCPC (2012) Standards of proficiency.
- The College of Social Work Professional Capabilities Framework (PCF) at experienced Social Worker level and the Practice Education Professional Standards Stage 2 (Domains A – D)

- The Practice Development Educator learning outcomes

Increasingly, those who attend the programme, also have supervision and management responsibilities for a range of social workers in practice. This programme has also been mapped against the Practice Development Educators (PDE) learning outcomes. A PDE is a registered Social Worker who takes responsibility for supporting, assessing and/or supervising Social Workers undertaking post qualifying professional development and learning. This includes the Assessed and Supported Year in Employment (ASYE), Continuing Professional Development (CPD) programmes and activities and Approved Mental Health Practitioner (AMHP) programmes

(<http://www.skillsforcare.org.uk/Social-work/Social-work-CPD/Continuing-to-develop-social-workers.aspx> accessed Monday 16/11/2015)

- Higher education level descriptors at level 6 of the FHEQ (including Bachelor's degrees and graduate diplomas).

- DRAFT Knowledge and Skills (KSS) statements for Practice Supervisors.

NB. The Government has published DRAFT Knowledge and Skills (KSS) statements for Practice Supervisors, which are currently out for consultation.

Although this programme is not totally aligned with this knowledge and skills set, there is an overlap with the functions of support and assessment in practice. We therefore mapped the KSS Practice supervisors to this programme at this stage.

Practice Supervisors are qualified social workers whose primary function is to supervise the practice and decision making of Approved Child and Family Practitioners, and to develop the skills of individuals and teams within statutory child and family social work services. This requires experience of working with a high level of social complexity and risk of harm, and experience of working within the statutory system.

(Knowledge and skills: practice leaders and practice supervisors Government consultation 28 July 2015)

Programme Aims:

- To support employers and HEI' s in the provision of high quality practice education and to develop maintain and support sufficient numbers of Practice

Educators, qualified to stage 2, who are able to undertake a wide range of roles with pre- and post-qualifying students.

- To offer experienced Social Workers the opportunity to gain knowledge in, critically reflect on and apply specific methods and models of teaching and supervision as required for the Practice Educator Professional Standards.
- To enable the development of further understanding and confidence in the application of fair and justifiable assessment methods and standards. An important aspect of the course is that successful candidates should be able to recommend that a “social work learner is fit to practise at the point of qualification” (TCSW).
- To promote engagement in wider aspects of Practice Education on a regional or national basis and to support candidates to reflect on and address their on-going development needs.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme relates to the current BA (Hons) Social Work degree in providing quality placements for final year students and provides CPD opportunities for our graduates.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate a sound knowledge of adult learning theory and a critical understanding of a range of theories of engagement, including clarity around the roles and responsibilities in practice, to create a positive learning environment. PEPS Domain A, PDE, KSS 2, 3, PCF Professional leadership, HCPC SoPs 1 ,13,15</p> <p>A2: Systematic understanding of role in addressing contemporary issues in practice education theory, research, policy legislation and practice. PEPS Domain B and D, PDE, KSS 2, PCF rights justice and wellbeing, knowledge</p> <p>A3: Critical understanding of a range of core social work values as applied to practice education aimed at promoting anti-oppressive and anti-discriminatory practice. PEPS values, KSS 2, 4, 5, PCF values and ethics, diversity, HCPC SoPs 2,5,6,15</p> <p>A4: Comprehensive understanding of standards and methods of assessment that result in justifiable and fair judgments and manage a range of complex and contentious issues such as barriers to learning, failing students, complaints and appeals. PEPS Domain C and D, KSS 8, PCF intervention and skills, HCPC SoPs 1,2,7, 9 ,10,12 15.</p>	<p>A Module guide with existing study material and references to extended reading, available through the Ruskin College library web based platforms and the intranet programme site.</p> <p>Tutor based input. Group exercises, case studies and discussion. Reflective analysis and current examples taken from practice with PEs and students.</p> <p>This will form the basis of the summative assignments. There are 2 assignments at PEPS stage 1. The first one assesses the student's ability to prepare the learning environment for a learner. The final assignment is an evaluation of the practice education process of support and assessment of the learner with an action plan for future development of the Candidate.</p> <p>There are 3 assignments at PEPS Stage 2. The first one demonstrates the Candidate's ability to plan a supervision session with a learner and the rationale for this. The second assignment is a reflective analysis of this supervision session, which incorporates feedback from the Mentor and the final assignment is an evaluation of the practice education process and assessment of the learner with an action plan for further development of the student.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Acquisition of coherent and detailed knowledge of adult learning theory, models of learning and supervision models to support best practice. PEPS Domain B , PCF professionalism and professional leadership, HCPC SoPs 13,14</p> <p>B2: Application of responsibility for maintaining information in relation to, and evaluating and developing own continuing professional development as an educator and that of the placement, using relevant quantify assurance processes, using a range of sources including the ability to transfer knowledge, skills and values to new roles such as mentoring, teaching and supervision with a range of learners. PEPS Domain D, PCF professional leadership, HCPC SoPs 1,2,13</p> <p>B3: An appreciation of the uncertainty, ambiguity and limits of own knowledge and an understanding of support structures and communities of practice. PEPS D, PCF professionalism HCPC SoPs 15</p> <p>B4: The ability to manage their own learning, and to make use of refereed research articles and specialist materials appropriate to the programme. PEPS Domain C and D, PCF knowledge.</p>	<p>Tutor based input. Group exercises, case studies and discussion. Reflective analysis and current examples taken from practice with PEs and students</p> <p>This will form the basis of the summative assignments. There are 2 assignments at PEPS stage 1. The first one assesses the student's ability to prepare the learning environment for a learner. The final assignment is an evaluation of the practice education process of support and assessment of the learner with an action plan for future development of the Candidate.</p> <p>There are 3 assignments at PEPS Stage 2. The first one demonstrates the candidate's ability to plan a supervision session with a learner and the rationale for this. The second assignment is a reflective analysis of this supervision session, which incorporates feedback from the Mentor and the final assignment is an evaluation of the practice education process and assessment of the learner with an action plan.</p>

3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Provide evidence from practice of capabilities and values in engaging a range of established techniques of support and analysis in terms of candidate needs and learning outcomes, support and assessment. PEPS Domain B, PDE, PCF professionalism, values and ethics, critical reflection and analysis, HCPC SoPs 11,13,14,15</p> <p>C2: Critical ability to effectively select and creatively apply a range of teaching and supervisory models and methods aimed at enhancing learning that supports the learner in gathering relevant evidence (in accordance with their specific programme of study) and that addresses the complexities of the learning environment, individual needs, difficulties and power dynamics. PEPS Domain B , PDE, KSS 1, 2, 4, 6, 7, PCF values and ethics, diversity, critical reflection and analysis, HCPC SoPs 1, 11,13,14,15</p> <p>C3: Demonstrate the application of a range of core social work values as applied to practice education aimed at promoting anti-oppressive and anti-discriminatory practice. PEPS values, KSS 3,4, 5, 7, PCF values and ethics, diversity, HCPC SoPs 2,5 ,6,15</p> <p>C4: Ability to critically engage with, show initiative and demonstrate leadership in addressing contemporary issues in practice education theory, research, policy legislation and practice. PEPS D, KSS 2, PCF professional leadership, HCPC SoPs 9</p> <p>C5:Ability to work collaboratively to apply standards and methods of on-going formative and summative assessment that result in justifiable and fair judgments and manage a range of complex and contentious issues such as barriers to learning, failing students, complaints and appeals, in accordance with agreed procedures. PEPS Domain C and D,</p>	<p>A Module guide with existing study material and references to extended reading, available through the Ruskin library web based platforms and the intranet programme site.</p> <p>Tutor based input. Group exercises, case studies and discussion. Reflective analysis and current examples taken from practice with PEs and students</p> <p>This will form the basis of the summative assignments. There are 2 assignments at PEPS stage 1. The first one assesses the student's ability to prepare the learning environment for a learner. The final assignment is an evaluation of the practice education process of support and assessment of the learner with an action plan for future development of the Candidate.</p> <p>There are 3 assignments at PEPS Stage 2. The first one demonstrates the candidate's ability to plan a supervision session with a learner and the rationale for this. The 2nd assignment is a reflective analysis of this supervision session, which incorporates feedback from the Mentor and the final assignment is an evaluation of the practice education process and assessment of the learner with an action plan</p> <p>Candidates at both PEPS stage 1 and stage 2 are also required to produce a portfolio with evidence of the practice materials that they have used with the learner, including the contribution they have made to the assessment of a Learner.</p>

PDE, KSS 8, PCF critical reflection and analysis, professional leadership, HCPC SoPs 1,2, 7, 9 , 10, 12 ,15	
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3D. Key/transferable skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Demonstrate an ability to communicate complex information, ideas, problems and solutions using clear structures and analysis. PEPS Domain B,C and D, KSS 2, PCF knowledge, critical reflection and analysis, intervention and skills, context and organisations, HCPC SoPs 8,9</p> <p>D2: Apply and critically reflect on the methods and techniques that have been learned to review, consolidate, extend and knowledge and understanding to continue to develop as an autonomous and reflective practitioner. Actively contribute to the quality assurance process of evaluation of practice learning as required and take action if required. PEPS Domain D, PDE, KSS 1, 8, PCF professionalism, HCPC SoPs 3,11</p> <p>D3: Demonstrate an ability to transfer practice educator skills, knowledge and values to new roles in mentoring, supervision, teaching and assessment and to support others PEPS Domain D,KSS 2, PCF critical reflection and analysis, intervention and skills, context and organisation, HCPC SoPs 3, 9,13,14</p> <p>D4: Develop autonomy, integrating study, research and personal development planning in order to undertake appropriate further training as a professional or of an equivalent nature. PEPS Domain D , PCF professionalism, knowledge, context and organisation, professional leadership, HCPC SoPs 3, 4</p>	<p>A Module guide with existing study material and references to extended reading, available through the Ruskin library web based platforms and the intranet programme site.</p> <p>Tutor based input. Group exercises, case studies and discussion. Reflective analysis and current examples taken from practice with PEs and students</p> <p>This will form the basis of the summative assignments. There are 2 assignments at PEPS stage 1. The first one assesses the student's ability to prepare the learning environment for a learner. The final assignment is an evaluation of the practice education process of support and assessment of the learner with an action plan for future development of the Candidate.</p> <p>There are 3 assignments at PEPS Stage 2. The first one demonstrates the candidate's ability to plan a supervision session with a learner and the rationale for this. The second assignment is a reflective analysis of this supervision session, which incorporates feedback from the Mentor and the final assignment is an evaluation of the practice education process and assessment of the learner with an action plan</p> <p>Candidates at both PEPS stage 1 and stage 2 are also required to produce a portfolio with evidence of the practice materials that they have used with the learner, including an evaluation of the practice learning experience which contributes to the quality assurance of the specific programme of the learner.</p>

4. Programme Structure

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional modules	Credit points
Practice Educator Professional Standards (PEPs) 1	30	None offered	-
Practice Educator Professional Standards (PEPs) 2	30		

5. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- Whereabouts a professional/placement year fits in to the programme structure and how it may affect progression.
- Any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

Candidates will attend nine teaching and learning days during this programme. There are 6 teaching and learning days at Stage 1 and three teaching and learning days at Stage 2

During the course of the programme:

- Candidates will take full or partial responsibility for a Learner on placement to complete Practice Educator Professional Standards (PEPS) Stage 1.
- Candidates will take full responsibility for a Learner for Practice Educator Professional Standards (PEPS) Stage 2 to demonstrate their continuing professional development (Domain D).
- Each Stage will normally cover one academic year to coincide with a Learner's programme. Stage 1 is designed to meet PEPS requirements Domains A – C and Stage 2 is designed to meet PEPS requirements Domain D.
- In cases where this is not possible the Academic Tutor and Mentor will work with the Candidate to ensure that additional tutorials and support in are in place to ensure that learning is current and the Learner and Candidate are not disadvantaged by this.

6. Support for students and their learning

Candidates are provided with an Academic Tutor who will provide formative advice and guidance on academic assignments and a minimum of 1 tutorial for each of the 2 modules.

Candidates are also provided with a Mentor (Practice Educator Professional Standards Stage 2) who provides 28 hours of formative advice and guidance on practice related issues. The Mentor also carries out a direct observation of practice in both Modules 1 and 2, providing feedback which forms an integral part of the Candidate's submitted assignments. The Mentor also confirms that the Candidate working towards Stage 2 is capable of making an assessment of the Learner that is holistic, robust and fair and is supported by evidence.

7. Criteria for admission

Candidates are required to have been working in a social work setting for two years

and qualified for two years for entry to Stage 1.

Candidates are required to have been working in a social work setting for three years and qualified for two years for entry to Stage 2.

We are working with employers (Oxfordshire County Council) to ensure that once a Social Worker has completed their newly qualifying year in practice on the Assessed and Supported Year in Employment (ASYE) they are encouraged to register an interest in PEPS. This ensures a seamless CPD provision for Social Workers in the field.

8. Language of study

The course will be taught in English.

9. Information about assessment regulations

This can be found in the College Assessment Regulation Framework. Appendix 6

10. Methods for evaluating and improving the quality and standards of teaching and learning.

10.1 The College's methods are as listed below.

End of year meetings to compile the annual monitoring report.

Meeting/s with the external examiner at examination board.

End of module and end of year feedback from students via the module evaluations and cross College survey.

Drawing up action points arising both from annual report, external examiners' report and discrete modules that are monitored at the Programme Board.

Input of academic reviewer installed by the CACP, as appropriate.

Tutor attendance at best practice sessions and other CPD events organised internally.

Tutors' participation in external CPD especially conferences, writing of papers /books, attendance at seminars, reviewing articles for journals etc.

Effective peer observation of teaching and learning (OTL) scheme operating in the College.

Tutors bringing critical self-reflection gained from their work as external examiners in other institutions / experience of teaching in other institutions.

Monitoring of above through annual staff development report drafted by the Vice Principal and discussed at AQSC with action points for implementation in following year.

Teaching staff are encouraged to apply to become a Fellow of the HEA.

Teaching staff are encouraged to complete doctoral programmes in order to fulfil a specific research interest and enhance their own teaching practice.

Teaching staff are expected to be research active.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
6	PEPS stage 1	✓	✓	✓	✓	✓			✓	✓	✓	✓		✓	✓			
	PEPS stage 2		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding candidate achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.