

MA/Postgraduate Diploma in Education [Health & Social Care]

Awarding Institution:
Teaching Institution:
Faculty of Economic and Social Sciences

The University of Reading
The University of Reading
Programme length:PG Diploma:
1 year full-time, 2 years part-time;
MA: 1 year full-time plus 1 year part-time or 3 years part-time
Date of specification :10.02.04

For students entering in 2003

Programme Director: Jan Goldsmith

Board of Studies: Postgraduate Board of Studies, School of Health and Social Care

Accreditation: Practice Lecturer/Educator qualification recognised by Nursing and Midwifery Council

Summary of programme aims

The programme is multi-professional in nature bringing together professionals from nursing, medicine, allied health professions and social work. The programme is designed to equip students with critical evaluative skills to understand, inform and influence teaching across the health and social care environment and is designed to support the concept of professional development and lifelong learning.

Transferable skills

Use of critical evaluation when addressing complex educational issues in order to:

Problem solve

Introduce innovation and change

Promote inter professional collaboration

Evaluate and manage knowledge in order to engage in best teaching practise

Evaluate and engage in pedagogical research

Programme content

The profile that follows indicates the modules that form the core and are therefore compulsory. It also lists modules from which the student must make a selection. In addition students may wish to select modules from other programmes offered within the School of Health and Social Care.

The MA is dependant on the student gaining 180 credits at M level and this will be achieved through the following route:

6 Taught modules totalling 120 M level credits and 60 M level credits for the dissertation [15-20,000 words]

The student may qualify for a Post Graduate diploma with 120 credits at M level and a professional teaching qualification. They may also qualify for a postgraduate certificate and 60 M level credits following successful completion of three taught modules.

Compulsory Modules:

1	HCMJ05	Assessment and evaluation	20	M
2	HCMJ06	Curriculum planning and application	20	M
3	HCMJ03	Teaching practice	20	M
4	HCMJ04	Research methods [education H & SC]	20	M
5	HCMJ02	Methods/styles of teaching and learning	20	M
6	HCMJ01	Adult learning	20	M

For the MA:

HCMJ09	Dissertation (15-20,000 words)	60	M
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This is a flexible programme. Most modules comprise 10 x 3 hour taught sessions and are completed within one term. Six modules must be completed within three years of the registration date

Progression requirements

Six modules must be successfully completed before progressing to dissertation

Summary of teaching and assessment

Teaching throughout the programme is student centred and students contribute with a diversity of life and professional experience that is valued and utilised to facilitate new learning.

Teaching styles will normally be interactive drawing on discussion and reflection as key methods of delivery. All of the assessed work will be related to the students practice as an educator in the Health and Social field thus supporting the integration of theory and practice throughout.

The programme will comply with the University standard classification rates for assessment of postgraduate programmes as follows:

70-100% Distinction
60-69% Merit
50-59% Good standard [pass]

Failing categories

40-49% Work below threshold standard
0-39% Unsatisfactory work

For Masters: Students must gain an average of 50 or above in modules worth 180 credits and have no mark below 40%. Module HCMJ03 requires a pass of 50%. In addition the total credit value of all modules marked below 50% must be less than 60 credits.

For PGDip: Students must gain an average of 50% and above in modules worth 120 credits and have no mark below 40%. Module HCMJ03 requires a pass of 50%. The total credit value of all modules marked below 50% must be less than 60 credits.

Students who gain an average mark of 70 or more will be eligible for the award of Distinction. Those gaining an average mark of 60 or more will be eligible for a Merit.

For PGCert: To pass the PG Cert students must have a mark of 50 or more in modules worth 60 credits and have no mark below 40% Module HCMJ03 requires a pass of 50%.

Admission requirements

Entrants to this programme are normally required to have obtained a first degree or to produce evidence of their ability to study at M level. They will be expected to hold a professional qualification with a minimum of three years full time practice experience. They must be working in an environment that will allow them to undertake the practice element of the programme [i.e. where teaching is a major component of their role]

Admissions Tutor: Jan Goldsmith

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union provide student guidance and welfare support.

Career prospects

The majority of students registering on this programme will be employed by the health and social care providers or by Higher education institutions. This course will enhance their potential for career development and promotion within the field of teaching across their professional discipline

Opportunities for study abroad or for placements

Not applicable as students are seconded from their employing authority. Where they have support of employers and the experience would be considered relevant requests for short, elective periods of overseas practice could be considered.

Educational aims of the programme

This programme aims to develop informed, critical and effective practice educators/lecturers across the health and social care settings

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of: The programme enables the student to develop an in depth critical understanding of: The fundamental underpinning theories of education from the teaching/facilitating and learning perspective. The psychology of adult learning The process and product of curriculum planning and application The process of assessment and evaluation of teaching and learning Social, ethical and political influences on teaching, learning and assessing Issues of professional education and external influences on such Pedagogical research Methods/styles of teaching delivery across the health and social care professions	Teaching/learning methods and strategies A variety of teaching methods including lectures, seminars, discussion and debate will be utilised. The overlying emphasis will be on participative methods that promote thought and discussion and encourage a reflective approach. Theory to practice application will be pre dominant throughout <i>Assessment</i> Will be through course work in the form of written assignments, seminar presentations and a portfolio of teaching practice. Specific details of these will be found in the module specifications.
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Skills and other attributes

B. Intellectual skills – able to: Systematic critical analysis of a wide range of complex issues that influence teaching learning and assessing across health and social care fields. Critical evaluation of current problems and new insight Creative application of theory to practice Critical evaluation of current relevant pedagogical research	Teaching/learning methods and strategies As previously stated. Also including one to one supervision in the application of theory to practice and in the facilitation of completion of an empirical based dissertation <i>Assessment</i> Academic essays
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<p>C. Practical skills – able to: Use of IT in order to develop and inform: Research Teaching and presentation skills Communication of knowledge</p> <p>Develop skills of teaching and assessing</p>	<p>Teaching/learning methods and strategies As previously stated Students will be encouraged to access the IT support programmes offered within the University</p> <p><i>Assessment</i> Teaching practice assessed through portfolio demonstrating assessed teaching sessions: Further information on the portfolio is available in the module specification</p>
<p>D. Transferable skills – able to: Exercise initiative and personal responsibility to the teaching and health and social care profession Learn independently in order to facilitate continuing professional development Communication and presentation skills</p>	<p>Teaching/learning methods and strategies As stated above. A learning contract is initiated at the start of the programme to explore the students' baseline and identify transferable skills</p> <p><i>Assessment</i> By overall course work and explicitly within the portfolio</p>
<p><i>Please note:</i> This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she 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 module and programme handbooks.</p>	