



Queen Margaret University

EDINBURGH

Programme Specification

1	Awarding Institution	QMU
2	Teaching Institution	QMU
3	Professional body accreditation	None
4	Final Award	e-PgCert,
	Subsidiary exit awards	
5	Programme Title	Professional and Higher Education
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	11
8	Mode of delivery and duration	Fully online, PT (18 months-4 years)
9	Date of validation/review	7 th May 2019

10. Educational Aims of the programme

The overarching aim of the programme is to support the individual development of each student towards becoming an authentic, effective, dynamic, reflective, well-rounded facilitator of learning (FoL).

Participants will actively engage with their own development as a learner through understanding their self-identity as well as growing as a facilitator of learning through engagement with the processes of student support within a wider context. This can be summed up in the notion of 'Know Yourself' in the widest possible sense: knowing yourself as a learner, as a FoL, as a human being and as a social citizen in a global community. Our new promotional video attempted to capture this. Please see <https://youtu.be/OWVETj1UkW8>.

11. Benchmark statements/professional and statutory body requirements covered by the programme

NMC 2008 SLAiP Standards (Teacher transitional arrangements until 2020-after which, this award will no longer be recorded)

HEA UKPSF

NMC 2018 Standards Framework for Nursing and Midwifery Education

12. Learning Outcomes of the Programme

On successful completion of the e-PgCert, graduates will be able to:

A Knowledge and understanding

A1. Synthesise and integrate their own specialised subject expertise with established and emerging knowledge from the discipline of professional and higher education (all modules)

A2. Critically debate, use and justify relevant theories, principles and concepts of professional and higher education (all modules)

A3 Integrate educational scholarship with professional practice (all modules)

B Practical and cognitive skills

- B1 Critically contemplate the role of self as facilitator of learning (all modules)
- B2 Design, implement, evaluate and critically reflect on learning opportunities which encourage and support equality and diversity of learners and contexts (all modules)
- B3 Design, implement and evaluate assessment and feedback and critically reflect on their value for learners and contribution to learning (all modules)

C Transferable skills

- C1 Contribute to the enhancement of learning and/or educational provision through effective use of research and enquiry (all modules)
- C2 Demonstrate mastery of a range of technologies to facilitate learning, teaching and assessment all modules)
- C3 Participate in and foster approaches to learning that are inter-disciplinary, inter-professional, international and industry-relevant (all modules)
- C4 Actively participate in and contribute to the development of life-long learning and learning communities (all modules)
- C5 Engage in critical reflection to develop skills of self-appraisal and insight into ethical and sustainable practice (all modules)
- C6 Demonstrate independence, autonomy, leadership and accountability (all modules)
- C7 Communicate effectively in various media to a range of audiences (all modules)

13. Teaching and learning methods and strategies

Students will experience a range of online) learning, teaching and assessment methods, such as:
Table 1 Teaching, Learning and Assessment activities

Cognitive Learning	Learning approaches	Assessment for learning
Reading	Presenting	Online discussion
Writing	Lecturing	e-Portfolio
Listening	Discussion/forum facilitation	e-Posters
Reflecting	Supervising	Technology enhanced
Contemplating	Micro-teaching (through	methods of learning and
Drawing	teaching videos)	assessment
Discussing	Prescription of reading	Reflective commentaries
Peer-reviewing	Prescription of group work	Analysis and evaluation of
Applying	Providing feedback	practice
Describing	Providing feed forward	Literature review
Relating	Reflecting	Essay
Analysing	Questioning	Presentation
Observing	Directing	Critical discussion
Commenting	Leading	Observation of facilitating
Synthesising	Poster facilitation	learning
Evaluating	Social media	Peer review
Designing	Collaborative case analysis	
Planning	Blackboard collaborate real	
Teaching	time sessions	
Assessing		
Marking		
Digital literacy		
Debating		

14. Assessment strategies

Table 2: Overview of programme assessment strategy

Module	Credit	Formative Assessment	Summative assessment
Facilitation of Learning (FOL)	20	Peer reviewed micro teaching	Assignment (case study) – Propose/justify the use of a technological innovation to support learning in your current educational context. 2500
Assessment for Learning	20	Submission of one piece of evidence of choice for portfolio, for feedback	An ePortfolio to illustrate your application and evaluation of relevant theories related to facilitation of learning through application of assessment and feedback. You will included a report, offered through the medium of a vlog, video report, podcast or similar. Pass/Fail video of FoL with lesson plan
Curriculum Design for Learning	20	Audio/video of philosophy of learning and definition of curriculum Peer review of enhancement activity Revisit definition and philosophy and incorporate into reflection and mapping	choice of assessment methods. Focus on an area of enhancement that would support your contextualised curriculum, for example inclusivity, constructive alignment, sustainability, co-production. Suggested methods for assessment Production of an innovation- video, cartoon strip, presentation Discussion around an artefact: Photograph, article, report and 1000 word reflection on learning and Mapping to appropriate professional framework linked to your teaching context.

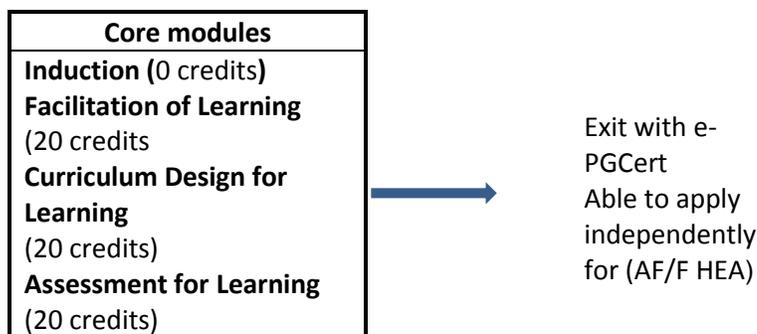
15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

The programme structure will consist of 3 core 20 credit modules and an induction module (0 credit)
Postgraduate Certificate (60 credits)

- Induction (0 credits)
- Facilitation of Learning (core, semesters 1 or 2, 20 credits)
- Assessment for Learning (core, semester 1 or 2, 20 credits)
- Curriculum Design for Learning (core, semester 1 or 2, 20 credits)

Modules can be taken in any order but run only once a semester. Students can start the programme in either January or September. Students start their programme with the induction module which runs all year long.

Table 3: Programme Structure



While there is no formal contract for placements, students enrolled on the programme are expected to undertake teaching within their own work environments. The requirement for a teaching practice assessment and teaching experience in the relevant subject will be identified in all publicity materials such as the prospectus. In particular international students will be advised of this at the point of application to the programme. They will be informed of appropriate institutions to approach in the local area to negotiate access to teaching experiences relevant to their areas of work. Staff will offer advice and support in this area should it be required. International nurses will be advised of the opportunities available within QMU and other local institutions to deliver teaching sessions. **Access to teaching opportunities MUST be negotiated by the students prior to commencing the programme.**

16. Criteria for admission

- Candidates will normally be Honours graduates or equivalent.
- Candidates must have access to a learning environment that offers practice in Post-16 teaching.
- All applicants for admission to a taught postgraduate programme offered by the University must demonstrate competence in English at a standard equivalent to British Council English Language Testing Service (IELTS) test at an aggregated grade of 7.0 (or equivalent) with no element of performance lower than IELTS grade 6.5.
- Candidates may be required to submit a short essay as part of the application, to establish English language proficiency and academic writing skills at the appropriate level.

Students with disabilities

Applications from all students will be assessed on the basis of academic suitability for the course in question. Discussions about the support requirements of students will be separate from that consideration. The admissions policy and procedure for disabled applicants can be found in the

University's Admissions Policy <https://www.qmu.ac.uk/media/3962/admissions-policy-updated-july-2016.pdf>

No applicant who is deemed to be academically suitable for entry will be refused entry on the grounds of disability without sound and compelling reasons. Student Services should be consulted whenever there is doubt or whenever further advice is needed.

Recognition of Prior Learning

Applicants may apply through the QMU RPL process for exemption from specific modules because they have already studied a similar module (in another university) or because they have significant professional experience. Students can gain a maximum of 30 credits via RPL on the e-PgCert programme. Application for RPL cannot be made until the student is matriculated onto a programme and must demonstrate achievement in relation to all components of the professional curriculum. Further details of the RPL process are found @ <https://www.qmu.ac.uk/about-the-university/partnerships/qmu-collaborations-manual/recognition-of-prior-learning/>

17. Support for students and their learning

Induction

As detailed in section 6 of the Validation Document several options are offered as a means to help students navigate the programme successfully.

Students with Disabilities

QMU is committed to meeting the needs of learners with disabilities and complies with current equality legislation. All applicants are strongly encouraged to declare any illness or disability during the application process in order to optimise opportunities for support if accepted on the programme. On acceptance of a place students are invited to an appointment with the Disability Advisor: <https://www.qmu.ac.uk/study-here/student-services/disability-service/>

The Disability Service provides friendly advice, guidance and information, and liaises with key staff throughout QMU to ensure reasonable adjustments are in place for eligible students during their studies. This information is shared with the Programme Leaders and the student's PAT. They will meet with the student and discuss their individual learning plan (ILP). The content of the ILP is shared with the teaching team to ensure reasonable adjustments can be made.

In keeping with the values of the Professional Framework and with our philosophy, sustainable, inclusive learning is role modelled in the curriculum through the module content and reading material, variety of assessments, and co-constructed learning that views all of us on the programme as learners.

The QMU student body is diverse and the University is committed to promoting equal opportunities and an inclusive institution. The University develops activities to widen participation and supports student retention. A recent development is the Student Mental Health Working Group (SMHWG).

The University will take appropriate steps to ensure that it meets its responsibilities under the Equality Act (2010) and the UN Convention and according to the Student Partnership agreement.. <https://www.qmu.ac.uk/media/4360/student-partnership-agreement-2016-17.pdf>

Student representatives

Opportunities are offered to students to become student representatives on the programme student/staff consultative committee and also the programme committee. As is usual with part-time mature learners who have commitments external to postgraduate degree study, uptake of these opportunities is negligible and other strategies are offered to enable the student voice to be heard. One way in which this has been addressed is by providing an electronic medium for student comments (anonymous) throughout the duration of each semester.

Personal Academic Tutors

All students are allocated a personal academic tutor (PAT) who offers support and academic advice on the module choices, academic work and other support services. Students are encouraged to meet with their academic tutor once a semester and an agreed record is maintained of all meetings. Students may also consult their module co-ordinators on an individual basis for information about specific modules. PATs are allocated by the programme leaders and school office who takes cognisance of the relevant discipline, experience and knowledge of the PAT team in making decisions particularly for issues of culture, equality and diversity. Details can be found at <https://www.qmu.ac.uk/media/3976/pat-policy.pdf>

18. Quality Assurance arrangements

The quality assurance mechanisms comply with the University's policies and regulations. This includes the Postgraduate framework at <https://www.qmu.ac.uk/media/4009/taught-postgraduate-framework.pdf> and the Quality Assurance documents at <https://www.qmu.ac.uk/about-the-university/quality/>