

**CDA3 Programme Design Template
Programme specification**



**CORPORATE AND ACADEMIC SERVICES
PROGRAMME SPECIFICATION**

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England in partnership with Crossfields Institute
Delivery Location	Approved Crossfields' Centres
Faculty responsible for programme	Research, Business and Innovation has responsibility for the programme managed through the Shell Award Framework and Integrated Professional Development Award Board. Faculty of Health and Life Sciences has responsibility for the management of the modules and the Field Boards through the Departments below.
Department responsible for programme	Nursing and Midwifery Health and Applied Social Sciences
Modular Scheme Title	Health and Social Care Post-qualifying Scheme
Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> Dates	
Highest Award Title	MSc Professional Development (Practical Skills Therapeutic Education)
Default Award Title	MSc Professional Development
Interim Award Titles	PGDip/PGCert Professional Development (Practical Skills Therapeutic Education)
UWE Progression Route	
Mode(s) of Delivery	Full-time work-based and distance learning
Codes	UCAS: n/a JACS: ISIS2: PA Y01D PT tbc HESA:
Relevant QAA Subject Benchmark Statements	This is a non-subject specific award within the context and workplace of the practice of therapeutic education
CAP Approval Date	23 March 2012
Valid From	September 2012
Valid until Date	July 2017
Version	1.1

Part 2: Educational Aims of the Programme

The MSc Professional Development (Practical Skills Therapeutic Education) via the Shell Award Framework aims to provide a flexible modular structure for negotiating programmes of study which have work-based learning at their core.

This Masters pathway aims to provide learners with:

- the opportunity to enhance their knowledge and skills and the ability to become more able, responsive and productive in their current or future roles by extending their current knowledge;
- the opportunity to develop intellectual, analytical and problem solving skills and encourage the development of mature and independent judgement;
- the skills to develop approaches to learning within the context of formal study as it relates to the workplace;
- an enthusiasm for enquiry and learning which will encourage learners to consider their studies as a stage of a lifelong educational process.

In addition the Shell Award Framework itself will:

- offer a means by which employers and/or individual learners can negotiate a programme of study that best suits their needs and requirements;
- provide the opportunity to have learning recognised for the award of credit;
- facilitate the widening of access to and participation in higher education;
- encourage participants in the Framework to develop as independent learners who take responsibility for their own learning.

Part 3: Learning Outcomes of the Programme


The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
<p>A Knowledge and understanding Masters Level (FHEQ Level 7): The Learner:</p> <ul style="list-style-type: none"> • Can demonstrate an in-depth knowledge base relating to their area of work and the ability to extend this into the wider context and area of practice • Can develop and critically evaluate a range of practical theories, ideas and models including to overcome dilemmas and find ways forward in problematic situations • Can research, analyse and evaluate information to identify interrelationships between wider systems in which their own work is located 	<p>Teaching/learning methods and strategies: All modules will be UWE Work-Based Learning Project Modules designed in a generic format and in accordance with the University work-based learning policy 2009 and QAA Guidelines on work-based learning</p> <p>Assessment: Assessment for the work-based learning modules is carried out through coursework, which typically comprises reflective essays and interviews, and work based projects. Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment will include formative assessment of learning in context.</p>

Part 3: Learning Outcomes of the Programme	
B Intellectual Skills	
B Intellectual Skills Masters Level (FHEQ Level 7): The Learner: <ul style="list-style-type: none"> • Can develop innovative ways forward in complex and unpredictable situations • Can develop novel approaches to systems 	Teaching/learning methods and strategies: as above Assessment: as above
C Subject, Professional and Practical Skills	
C Subject, Professional and Practical Skills Masters Level (FHEQ Level 7): The Learner: <ul style="list-style-type: none"> • Can operate substantial investigation to address significant areas of their own work practice using methodologies which are consistent with their purposes and contexts • Can critically evaluate thinking, action and structural factors operating in the area of their own work practice, including underlying assumptions, and identifying implications for wider systems beyond the area of practice 	Teaching/learning methods and strategies: as above Assessment: as above
D Transferable Skills and other attributes	
D Transferable Skills and other attributes Masters Level (FHEQ Level 7): The Learner: <ul style="list-style-type: none"> • Can evaluate alternative implications of different issues and courses of action and can reflect on own and others' functioning in order to improve practice • Can evaluate and manage dilemmas and value-conflicts • Can evaluate and act on interrelationships between wider systems in which the area of practice is located • Can demonstrate a level of personal and contextual awareness and the ability to adjust approach according to need • Has independent learning ability 	Teaching/learning methods and strategies: as above Assessment: as above

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

ENTRY 	Year 1	Compulsory Modules Evidencing Work-Based Learning UZVRYC-40-M Focus to be negotiated through learner contract in relation to service improvement Evidencing Work-Based Learning UZWSGS-40-M Focus to be negotiated through learner contract in relation to service improvement Evidencing Work-Based Learning UZYRYD-40-M Focus to be negotiated through learner contract in relation to service improvement Total 120 credits @LM	Optional Modules	Interim Awards PGCert PGDip Other requirements
	Year 2	Compulsory Modules Evidencing Work-Based Learning UZVRYA-60-M Focus: service improvement back in learner's place of practice	Optional Modules	Award MSc Other requirements

GRADUATION

NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

Learners will be required to hold a first degree or a portfolio of evidence of study.

Learners must fulfill English Language requirements for post graduate study: IELTS score of 6.5 or equivalent.

Learners will be required to meet the University's UK Border Agency license agreements for international students.

Part 6: Assessment

Delete one of the following statements as appropriate

~~A: Approved to University Regulations and Procedures~~

B: Approved variant to University Academic Regulations and Procedures ref AB 10/3/7

Assessment Map

Assessment is negotiated and mapped against the validated Integrated Professional Development level descriptors

This work-based learning programme encompasses a range of **assessment methods** in the form of portfolio evidence which may include assessment tools, reflection on significant learning, assessment of professional and practical skills, learning contracts, action plans, formative and summative learning. Summative assessment is detailed in the following assessment map:

Part 6: Assessment

Assessment Map for MSc Practical Skills Therapeutic Education (Integrated Professional Development)

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Module Level M Year 2	Module No UZVRYA-60-M								A		
	Module No UZVRYC-40-M										A
Compulsory Modules Level M Year 1	Module No UZWSGS-40-M										A
	Module No UZYRYD-40-M										A

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

On the Professional Development (Practical Skills Therapeutic Education) programme a Negotiated Learning Plan and learning contract per module identifies the needs of individuals within the cohort. The UWE Work-Based Learning Project Modules will be a hybrid model

Part 7: Student Learning

whereby the pedagogy includes interactive workshops and learning in the workplace, together with critical reflection on learning and action learning principles.

Description of Distinctive Features and Support

The Shell Award Framework was validated as a generic programme in 2009 as a means whereby the University can work in partnership with private education providers such as the Crossfields Institute, to operate within agreed quality management and credit accumulation and transfer regulations, in accordance with arrangements detailed in appropriate academic agreements and the Framework regulations.

The design of the Shell Award Framework has been influenced by a number of factors and distinctive features such as:

- The requirement to develop new strategies of learning fit for a demand-led programme.
- Widening participation in Higher Education.
- Offering a framework for managing and coordinating credit achieved through a range of vehicles and providers.
- Promoting flexibility of educational opportunity in terms of geography, time and place.
- The requirement to provide a programme, which has specified stepping on/off points which are directly related to specific roles, skill sets and competencies.
- A focus on the improved employability and career prospects at organisational and individual level.
- Offering an alternative route to traditional programmes.

In addition, this specific pathway has the following distinctive features:

- A suite of UWE work-based learning project modules that focus on the philosophy of therapeutic education as expressed in the syllabus by Aonghus Gordon (Ruskin Mill Trust), see appendix, with the purpose of implementing service improvement in international workplaces and in-house.
- It offers international and UK students the opportunity to explore and learn the practical skills of therapeutic education and service improvement.
- The 'capstone' work-based learning module (EWBL Code:) will evidence learning from the implementation of the service improvement within learners' own context.
- When learners return to their own practice they will be supported at a distance via blogs and wikis available via a UWE Blackboard Group platform and Crossfields Institute Hiram Education and Research Department IT resources.

Module delivery will be supported by a range of student-centred approaches e.g. distance learning, and will include learning sets which could be face-to-face and/or supported electronically.

The UWE/Crossfields partnership team is committed to adult learning approaches that include the development of learning contracts and critical and independent enquiry for this work-based programme. Assessment methods reflect adult learning principles that allow students to shape and develop academic work that focuses on current work based learning. These may include written assignments, practice assessment and examination of professional/work profiles.

The University with Crossfields Institute are committed to providing an organised system of student support in relation to both academic and personal concerns, as detailed in the academic agreement.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements

- The Shell Award Framework is validated as a non-subject specific work-based learning programme. In this instance the programme learning outcomes/level descriptors – which relate to the Framework for Higher Education Qualifications, Learning through Work and SEEC level descriptors - have been interpreted specifically by the professional/educational foci of the Evidencing Work-Based Learning Project Modules. The QAA Code of Practice, Section 9, Work-Based and Placement Learning 2007 has been used to benchmark this programme's innovative approach. Work-based learning is undertaken as the whole of this Masters programme. Learners engage with work-place environment, appropriate literature, and their critical reflective and practical skills are assessed against the programme learning outcomes. This collaborative programme falls within the wide spectrum of activities covered by the general guidance of Code of Practice, Section 2, Collaborative provision and flexible and distributed learning (Amplified version October 2010).

University strategies and policies

- The programme displays all of the characteristics of the University Work-Based Learning Policy 2009.

Staff research projects

The following research has informed both the development of the Shell Award Framework and this specific route within it: A Longitudinal Evaluation of Work-Based Learning of Qualified Nurses (2009) Moore & Bridger (2009); Developing a reflective capacity within undergraduate education – the role of work-based and placement learning (2007) Lucus & Tan.

Employer interaction and feedback

- In response to numerous inquiries from the Middle East, America and Europe, Crossfields Institute approached the University to provide a work-based Masters programme to meet the needs of professionals wishing to specialise in the methods of Practical Skills Therapeutic Education. An essential part of the Masters programme will be focused on exporting the method back to practice, which may be in another country, through trained professionals. The programme content and experience will enable the learners to develop tools to set up and run a provision based on the method. They will also be researching in situ how to develop in-service education for staff in their context.
- Crossfields has expressed that it is essential that the qualification is entitled 'Practical Skills Therapeutic Education (Integrated Professional Development)' so that it clearly indicates that this is a professional pathway to becoming a professional practitioner in the method of Practical Skills Therapeutic Education.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected 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 individual modules can be found in module specifications, available on the University's website.

Appendix

The 'Practical Skills Therapeutic Education' syllabus by Aonghus Gordon (Ruskin Mill Trust)

Core themes

The syllabus comprises a set of three core principles of the Practical Skills Therapeutic Education method:

- I. The principle of the development of autonomy in service – *the outcome of the student journey*
- II. The principle of contemporary apprenticeship learning – *the method by which students achieve their goals*
- III. The principle of developing a model for the integration of the following seven fields of practice:
 - 1) Anthroposophic Medicine
 - 2) Therapeutic Rudolf Steiner Education
 - 3) Holistic Support and Residential Care
 - 4) Practical Skills and Aesthetics
 - 5) Biodynamic Ecology and Nutrition
 - 6) Leadership and Management, Commerce and Entrepreneurship
 - 7) Goethean Science Methods / Spirit of Place Audit

Integral to the syllabus is the development of contemplative practice, the evaluation of contemporary research within the seven fields of practice as well as study and dissertation writing skills. Learners are offered placement supervision, learning support, an online learning platform and online library resources. A student welfare officer is available to assist full time residential learners on the programme.