

## DEFINITIVE COURSE RECORD

Course Title	<b>PgC Practice Education for Health Professionals</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 7</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>College of Radiographers*</b>
Credit Structure <sup>2</sup>	<b>60 Credits at level 7</b>
Mode of Attendance	<b>Part-time</b>
Standard Length of Course <sup>3</sup>	<b>1 year part-time</b>
Intended Award	<b>PgC</b>
Named Exit Awards	<b>None</b>
Entry Requirements <sup>4</sup>	<b>Undergraduate degree (or equivalent) in a Health Profession</b>
Delivering Institution	<b>University of Suffolk</b>

This definitive record sets out the essential features and characteristics of the PgC in Practice Education for Health Professionals course. The information provided is accurate for students entering level 7 in the 2024-25 academic year<sup>5</sup>.

### Course Summary

Delivering our future workforce is ultimately dependent on sustainable and high-quality educators to support education and training, both in practice and in academic settings (NHS, 2023). This programme is designed to equip you with the theoretical knowledge and leadership skills alongside your practical experience to provide effective, high-quality teaching to students and staff within the healthcare sector. During the course, you will be encouraged to critically reflect and review your personal and professional development in order to underpin your performance and expertise.

This course is designed to build your knowledge of learning theory and how this can be applied in practice education teaching, considering current relevant approaches, including simulation-based learning to enhance placements for all learners. By building your knowledge of learning theory, along with teaching and assessment approaches, you will be able to consider where changes can be made to make improvements in your learning environment(s). Along with developing insights into leadership and behaviour change theory you will be able to start to

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Taught Postgraduate Awards](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#) and further details about Disclosure and Barring Checks (DBS) can be found on the [University's DBS webpage](#).

<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

\*College of Radiographer formal approval pending

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implement change and have the skills and confidence to continue to do this beyond gaining this qualification.

### **Course Aims**

1. To enable practice educators to develop enhanced knowledge of learning, teaching and assessment within practice education, to provide inclusive and supportive learning environments for Allied Health Professional (AHP) learners in the practice setting.
2. To empower practice educators to develop an analytical, evaluative and reflexive approach to practice education which will engender a strong foundation for change management and effective leadership skills.
3. To develop the skills of practice educators to collaborate with healthcare management and education providers to improve and promote practice education.

### **Course Learning Outcomes**

The following statements define what students graduating from the PgC Practice Education for Health Professionals course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 7 awards as set out by the UK Quality Assurance Agency (QAA)<sup>6</sup>.

#### **Knowledge, understanding and cognitive skills:**

1. Analyse, synthesise and reflect in order to handle cognitive complexity.
2. Apply knowledge and new skills in the practice education environment and evaluate subsequent outcomes.
3. Deploy analytical skills and techniques in the practice education environment.

#### **Key/common skills:**

4. Evidence an understanding of teaching and learning development within the clinical setting.
5. Articulate personal standpoint in the context of an understanding and respect for the views of others and set against current thinking on a topic.
6. Evaluate personal development as a learner and develop an ethos of lifelong learning.
7. Develop, deliver and evaluate practice education and/or associated training opportunities for learners.

#### **Subject-specific skills:**

8. Develop creative solutions and approaches leading to professional autonomy.
9. Fully collaborate with peer groups, teachers and practice colleagues to develop the profession and service provision.

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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10. Develop your existing knowledge and experience in order to evidence a comprehensive understanding of the different teaching and learning methodologies that can be used in the practice environment.
11. Critically appraise current professional documentation, policies and procedures in relation practice education, utilising these to underpin your practice.
12. Apply innovative and collaborative approaches of providing clinical placements.

### Course Design

The design of this course has been guided by the following QAA Benchmarks / Professional Standards / College of Radiographers Education and Careers Frameworks:

- College of Radiographers Education and Careers Framework
- HCPC Standards of Education and Training <https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/>
- AHP Enhanced Level Practice Schemas
- QAA Characteristics Statement: Masters Degrees

Any updates to professional standards will be considered and the course amended to meet these where necessary.

### Course Structure

The PgC Practice Education for Health Professionals comprises 2 modules at level 7.

Module Specifications for each of these modules is included within the course handbook, available to students on-line at the beginning of each academic year.

	Module	Credits	Module Type <sup>7</sup>
Level 7			
	Foundation of Learning, Teaching and Assessment	30	M
	Managing Effective Practice Education Learning Environments	30	M

### Awards

On successful completion of the course, students will be awarded a PgC Practice Education for Health Professionals.

### Course Delivery

The course is delivered at the University of Suffolk - Ipswich campus. Students studying part-time on PgC Practice Education for Health Professionals are likely to have approximately 35 contact hours per module. The contact hours will be a mix of lectures, workshops, seminars. Students will normally be expected to undertake a total of 525 hours of independent study throughout the course but should be prepared for this to vary based on assignment deadlines and class exercises.

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<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Taught Postgraduate Awards](#)

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### Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be 100% coursework (including presentations, reflective learning journals and research projects).

### Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute and are registered with the appropriate regulatory body (i.e. NMC or HCPC).

### Course Costs

Students undertaking PgC Practice Education for Health Professionals will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	Not applicable
Part-time UK/EU	£1,515 per 30 credit module
Full-time International	Not applicable
Part-time International	£2,437.50 per 30 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

### Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Taught Postgraduate Awards and other academic policies and procedures of the University and published on the [website](#).