

De Montfort University

Course Template

1. Basic information

- Course Name: Higher Education
- Course Code: ET278T
- Level (UG, PG): Postgraduate Taught
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Applied Social Sciences
- PMB APSS
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Postgraduate Certificate
- All possible exit awards : Institutional Postgraduate Credit
- Award notes :

Professional Body Recognition

- Accreditation by Professional/Statutory body:

No

- Exemption by Professional/Statutory body:

No

- Details

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- Modes of attendance: Main MOA: Part-Time
Other MOA:
- Mode Notes:
- Course leader: Pam Thompson

2. Entry Requirements and Profile

<p>All potential candidates must have:</p> <ul style="list-style-type: none">• Effective registration on the Nursing and Midwifery Council -same part or sub-part professional register as the students you will support• A UK first degree level qualification relevant to their fields of practice• Minimum 3 years post-registration experience and evidence of continuing professional development• Demonstrate evidence of supporting students in a mentoring / practice teacher role• Works in an audited area where students on NMC approved programmes –pre or/and post registration- are allocated to gain practice experience / competence• Applicants must provide two referees, one giving emphasis on academic ability and the second their relevant practice experience• You will be required to attend an interview with DMU• You must complete an occupational health check, declaration form and enhanced Disclosure and Barring Service disclosure application form
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3. Course Description

Characteristics and Aims

A work-based qualification to develop lecturers' critical and reflective understanding of the

principles and practice of learning and teaching in such a way as to contribute to the enhancement of their practice.

Teaching, Learning and Assessment Strategies

There is a range of learning and teaching strategies including taught sessions of lead lectures, seminars and workshops and learning sets. Tutorial support will be available. There will be direct observation of teaching sessions. Mentors will be appointed from same discipline as student to give support within that area. The modules are outcomes-based; the requirement is that the outcomes be demonstrated at the appropriate level. The range of assessments (including abstract, a paper, presentations, poster, portfolio) are designed to give staff the experience of participating in an academic conference.

4. **Outcomes**

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> Knowledge & understanding 	<p>Demonstrate a systematic understanding of knowledge and a critical awareness of current problems and/or new insights, informed by their academic discipline, field of study or area of professional practice.</p> <p>Demonstrate a comprehensive understanding of techniques applicable to own research or advanced scholarship.</p> <p>Applying the above in increased levels of competence</p>
<ul style="list-style-type: none"> Cognitive skills 	<p>Effective curriculum and session planning to meet the needs of students and subjects.</p> <p>Session delivery to support active learning.</p> <p>Approaches to valid and reliable assessment, feedback and evaluation.</p> <p>Critical reflection and improvements to practice</p> <p>Applying the above in increased levels of competence</p>
<ul style="list-style-type: none"> Subject specific skills 	<p>Have increased competence in:</p> <p>Designing and delivering teaching sessions</p> <p>Promoting student learning</p> <p>Supporting students</p> <p>Assessing learning and evaluating teaching</p> <p>Catering for diverse needs of students</p>
<ul style="list-style-type: none"> Key Skills 	<p>Communication skills, both written and oral, to communicate ideas with clarity to various audiences</p> <p>The capacity to learn and develop professionally</p> <p>The ability to work as part of a team or group</p> <p>The ability to manage self and own learning effectively</p> <p>The exercise of initiative and personal responsibility</p> <p>Decision-making in complex and unpredictable situations</p> <p>The independent learning ability required for</p>

	continuing professional development
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5. Structure and Regulations

Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>		<u>Semester</u>	<u>Locations</u>
EDUC5003	15.00	5	Both	2, S2	DM	
EDUC5004	15.00	5	Both	Y	DM	
EDUC5520	30.00	5	Both	1	DM	

Structure

Structure notes

Course Specific Differences or Regulations

Numbers at sites, including partner institutions

Relevant QAA Subject Benchmarking statement(s)

6. Quality Assurance Information

QA of Workbased Learning

Liaison with Collaborative Partners

Procedures for Maintaining Standards

The Board reviews the course, including progression rates and student feedback forms.
External examiners monitor all the work on this course.

Course Handbook Descriptor