

Course Specification

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	PG Cert Health Sciences Education	Course Code	PCHSEP
FHEQ level and credit of final award	Level 7 PG Cert Health Sciences Education (60 credits)		
Intermediate awards titles	N/A		
FHEQ level and credit of intermediate award	N/A		
Awarding Institution	AECC University College		
Teaching Institution	AECC University College		
Professional, Statutory and , Regulatory Body (PSRB) accreditation/recognition	N/A		
Duration of PSRB accreditation/ recognition where applicable)	N/A		
Mode of study	Part –time		
Distance Learning course	Some optional units offered online		
Standard length of course	1 year		
Language of delivery	English		
Place of delivery	AECC University College – London, Bournemouth		
UCAS code (where applicable)	N/A		
HECOS Code(s)	100246		
Date Course initially approved	2022		
Version number	2.0		
Date this version approved	12 June 2024		

Academic year from which this applies	2024/25
Author	Michelle Holmes, Claire Nadaf

Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University College's Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

The detailed entry requirements for each unit may be found from the relevant page on the University College website.

Recognition of Prior Learning (RPL)

AECC University College has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#)

2. Additional entry requirements

This course is limited to individuals involved in the education of healthcare professionals. Applicants must therefore be working in a relevant area of practice (such as within Higher or Further Education, or within a practice education role). Applicants will need employer support to attend.

3. Aims of the course

The aim of the course is to improve the knowledge and skills of those involved in health sciences education. This course will meet the needs of a range of individuals working across both the health and education sector in educating the health and social care workforce. The course is aligned with professional practice, and adopts an approach that develops knowledge and understanding within students' scope of practice, encouraging students to integrate theory into practice within their job role. Overall, their professional skills are developed throughout the course, with a focus on developing their ability to think critically, apply principles of evidence-based practice, and demonstrate reflective practice to critically evaluate their own learning and practice.

The aims of the course are to help students to:

1. Develop knowledge and understanding of core elements of educational practice, including policies, guidelines, evidence and theories
2. Demonstrate critical thinking, including the ability to identify, appraise, interpret, synthesise and apply theory and research to their educational role.
3. Reflect on their ability to tackle and solve complex issues within educational design and delivery, through effective use of information and communication.
4. Recognise the importance of interdisciplinary working, developing knowledge of a wide variety of roles, and developing appropriate communication skills to work collaboratively
5. Engender in students' the ability to capture, consider and respond to stakeholder perspectives, focusing on advocacy of others, empowerment and a strong student-centred approach to their professional practice
6. Enable students to critically evaluate their professional practice, through reflection and critical thinking, and identifying learning needs to improve their professional practice.

4. Course Learning Outcomes – what students will be expected to achieve

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

The methods used to enable outcomes to be achieved and demonstrated are as follows:

<p>Subject Knowledge and Understanding Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <p>A1 Current insights into their scope of practice, including key aspects of professional practice and international, national and local policies, guidelines and evidence informing practice in their profession.</p> <p>A2 The principles that underpin professional practice, including person-centred practice, evidence-based practice, decision-making processes, and professional values.</p> <p>A3 Critical thinking and synthesis and application of comprehensive and advanced knowledge, in relation to their own scope of practice.</p>	<p>Teaching and Learning Methods <i>Within this course, students are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.</i> A1-A4 are achieved by integration of theory and practice. Theoretical content will mainly be covered with asynchronous online material. This content will be supported by synchronous sessions emphasizing the utilization of theoretical content into practical skills. Synchronous activities may include but are not limited to: group discussions, problem-solving activities, and critical reflections.</p> <p>Assessment Methods <i>There is a variety of assessment methods throughout the units which includes:</i> A1 – reflection, presentation A2 – reflection, presentation, written coursework A3 – presentation, reflection, written coursework</p> <p>Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; learning action plans; PDPs; peer teaching; mock lessons plans; peer reflection; written and verbal feedback.</p>
<p>Cognitive Skills Having successfully completed this course students will be able to:</p> <p>B1 Demonstrate originality in the application of the current knowledge base and competence of skills and professional behaviour to their own professional practice area, according to established principles and best evidence.</p> <p>B2 Critically evaluate professional practice, identifying learning needs to develop and improve in a professional role.</p> <p>B3 Demonstrate ability to critically appraise, interpret, and synthesise theory, research, and practice and apply to professional practice.</p> <p>B4 Demonstrate self-direction and originality in tackling and solving complex issues, communicating knowledge, skills, expertise which inform approaches.</p>	<p>Teaching and Learning Methods <i>Within this course, students are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.</i> B1-B4 are achieved through development of autonomous and reflective thinking. Students will be provided with asynchronous material in a variety of units, they will then be supported by synchronous sessions, where they will have the opportunity to reflect on their learning and apply these into practice.</p> <p>Assessment Methods <i>There is a variety of assessment methods throughout the units which includes:</i> B1 – presentation, reflection, written coursework B2 – presentation, reflection, written coursework B3 – presentation, reflection, written coursework B4 – presentation, reflection, written coursework</p> <p>Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; learning action plans; PDPs; peer teaching; mock lessons plans; peer reflection; written and verbal feedback.</p>

<p>Practical Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>C1 Critically reflect on their advanced skills necessary for their scope of practice, including utilising a problem-solving approach, communication, and leadership skills.</p> <p>C2 Identify, evaluate and maintain capabilities to support effective working within their scope of practice.</p> <p>C3 Demonstrate advanced skills and originality in quality improvement based on reflective practice and critical thinking.</p>	<p>Teaching and Learning Methods</p> <p><i>Within this course, students are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.</i></p> <p>C1-C4 will be taught throughout the course. This will be through both practical content and activities within seminars and work-based learning. Examples of practical activities within seminars include but are not limited to: physical assessment, development of educational skills. In addition, work-based learning is a core focus, providing opportunities for students to develop their professional practice within their own professional setting.</p> <p>Assessment Methods</p> <p><i>There is a variety of assessment methods throughout the units which includes:</i></p> <p>C1 – presentation, reflection, written coursework C2 – presentation, reflection C3 – presentation, reflection</p> <p>Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; learning action plans; PDPs; peer teaching; mock lessons plans; peer reflection; written and verbal feedback.</p>
<p>Transferable skills</p> <p>Having successfully completed this course students will be able to:</p> <p>D1 Demonstrate initiative and personal responsibility to undertake reflective, evidence-based and person-centred practice, and learning ability for continuing professional development.</p> <p>D2 Demonstrate decision-making in complex and unpredictable situations through the effective use of information to make sound judgements and support learning, practice, and research activities.</p>	<p>Teaching and Learning Methods</p> <p><i>Within this course, students are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.</i></p> <p>D1-D4 will be taught through seminars and work-based learning. Seminars offer an opportunity for students to practice their skills, gain peer feedback, and formative feedback on their work. Work-based learning then provides further opportunities to develop their skills in their professional setting. In addition, interprofessional learning provides opportunities for students to work with others, see skills in practice that are transferable across professions, and actively seek out feedback from others.</p> <p>Assessment Methods</p> <p><i>There is a variety of assessment methods throughout the units which includes:</i></p> <p>D1 – presentation, reflection, written coursework D2 – presentation, reflection, written coursework</p> <p>Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; learning action plans; PDPs; peer teaching; mock lessons plans; peer reflection; written and verbal feedback.</p>
<p>Professional competencies</p> <p>Having successfully completed this course students will be able to</p> <p>E1 Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.</p>	<p>Teaching and Learning Methods</p> <p><i>Within this course, students are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.</i></p> <p>E1-E4 are incorporated through work-based and interprofessional learning. The course provides opportunities for students to reflect on their learning and practice in order to enhance their professional identity and acknowledge the importance of lifelong learning within their professional practice.</p>

<p>E2 Recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.</p>	<p>Assessment Methods <i>There is a variety of assessment methods throughout the units which includes:</i> E1 – presentation, reflection, written coursework E2 – presentation, reflection,</p> <p>Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; learning action plans; PDPs; peer teaching; mock lessons plans; peer reflection; written and verbal feedback.</p>
---	---

Course Structure

5. Outline of course content

This course provides a flexible pathway for individuals within the field of health sciences education who wish to further develop their professional practice. The course includes a core unit, focusing on the principles of learning, teaching and assessment, providing a key foundation of these areas. The course includes a selection of optional units for you to develop knowledge and skills in specific areas related to your work and within your scope of practice. The course and associated optional units have been developed to be aligned with health sciences education across both formal education and education in practice, the content of the units is underpinned by six main areas:

- Advancement of knowledge and skills through understanding of core elements of professional practice relevant to their field
- Developing competent evidence-based professionals, demonstrating critical thinking, utilizing research, professional knowledge and stakeholder values to provide good practice.
- Development and demonstration of autonomous professional practice through critical thinking, decision-making, and problem-solving.
- Units provide an opportunity to explore interdisciplinary working, enhancing knowledge and skills of collaborating and communicating with other professions and within teams
- Demonstration of the ability to capture and respond to stakeholder perspectives focusing on student-centred approach to professional practice
- Critical evaluation of professional practice, through identifying learning needs and critical thinking.

For the award of PGCert Health Sciences Education, there is one core unit. Core units include:

- Principles of Learning, Teaching and Assessment (20 credits)

You will select two optional units, from the following list:

- Simulation-based education for health science practice (20 credits)
- Designing and Developing Health and Social Care Education Interventions (20 credits)
- Workplace supervision: supporting health and social care professionals (20 credits)
- Technology and digitally enhanced learning (20 credits)
- Leadership in Health Sciences Education (20 credits)

A course diagram can be seen in Appendix 1

6. Placements, work-based learning or other special features of the course

Work-based learning

For this course, you will be working in practice in an appropriate role where you will be able to develop in your own workplace and will seek out opportunities to observe and undertake learning experiences within other areas of practice on an informal basis.

The course provides you with the opportunity to undertake assessment that is immersed in your individual practice settings, as you build assignments around your own learning needs relevant for their practice area, profession or speciality, whilst meeting the Level 7 generic academic outcomes

6. Placements, work-based learning or other special features of the course

Work-based learning and any internal or external experiences need to be negotiated through your workplace, in terms of release time over and above their university-based teaching hours. Work-based learning (learning that takes place within the professional setting) is key to your professional development.

You must be supported by professional colleagues in your setting, in developing a plan to meet your specific learning and professional development needs, as well as taking advantage of opportunistic activities. These learning activities complement the university-based learning and are intended to develop your professional scope of practice.

7. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided as [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

AECC University College courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University College staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Zoom/Teams lectures/seminars, online discussion forums, webinars, email or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified time-frame.

Opportunities for one to one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one to one sessions at set times. Interactions via email for e.g. is another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks, Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

8. Learning hours/student workload

The framework has been developed to allow flexible study opportunities to students. Each individual unit will specify a number of hours of contact time, that may include lectures, seminars, labs, practicals, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will also be supported with tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake a number of independent study hours per week. This includes time for revisions/preparation for assessments., as well as activities such as private reading and researching

More detail about student workload is provided in unit specifications.

9. Staff delivering the course

Students will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise. Most staff delivering on the course are registered healthcare professionals or healthcare educators. Staff may also be in joint posts working across both clinical services and academia.

10. Progression and assessment regulations

The regulations for this course are the University College's Assessment Regulations which may be found from the [Latest Policies webpage](#).

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

11. Employment progression routes

The course is designed to support your professional and practice development and will need support by professional colleagues in your setting, in developing a plan to meet your specific learning and professional development needs. You must have had an initial discussion in your workplace to identify your learning needs from a workplace perspective, which should be the starting point for enrolling on the most appropriate course. On application, the course lead will review the application to ensure that you are engaging on an appropriate educational pathway, with specified learning needs aligning to the course outcomes and appropriate workplace setting.

Development of professional skills and career advancement

The course has been designed to enable you to attain the academic award at level 7, alongside enhancing your knowledge and skills on education in the field of health sciences. Units of learning and accompanying workplace-based learning focuses around the education pillar of practice, as well as elements of research and leadership. There are likely to be opportunities for career advancement or change of responsibilities.

Through the content of the course, you will enhance your knowledge and understanding, cognitive and practice-based skills and adapt your person-centred behaviours and values. At the end of the course you will be well positioned to develop and improve practice in terms of efficiency, effectiveness and quality.

Employment skills

Work-based learning provides opportunities for students to develop the knowledge and skills developed within the university setting, and further develop their expertise and professional practice within their field. Students will have the opportunity to develop their transferable skills such as

11. Employment progression routes

problem-solving, communication, effective use of IT, quality improvement processes, time management and research skills. These are all assessed throughout the framework with a variety of assessment strategies, including: reflective reports, written assessments, and presentations.

12. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may be take place virtually)

The ways in which the quality of the University College's courses are monitored and assured checked, both inside and outside the institution, are:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report
 - Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board

14. Inclusivity statement

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

14. Inclusivity statement

AECC University College seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

15. External reference points

This course is designed at academic level and is referenced to the following external benchmarks to ensure the course aims and learning outcomes were developed appropriately to match the characteristics of master's graduates:

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- QAA Characteristics Statement: Master's Degree (2020).
- SEEC Credit Level Descriptors for Higher Education (2021)

In addition, the course has been designed to align with key guidance from the healthcare sector and professional body guidance:

- HCPC Standards of Conduct, Performance and Ethics (2016)
- HCPC Standards of Education and Training Guidance (2021)
- NMC The Code: Professional Standards of Practice and Behaviour for nurses, midwives and nursing associates (2018)
- Knowledge and Skills Framework (NHS 2010)
- Clinical Leadership Competency Framework (NHS 2011)
- A Health and Care Digital Capabilities Framework (NHS 2018)

16. Internal reference points and policy frameworks

AECC University College Strategic Plan

AECC University College Course Design Framework

AECC University College Feedback on Assessments policy

The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

Record of Modifications

Course level

Description of Modification	Date approved	Intake to which modification applies
The amendment of the listing of the 20 Credit unit 'Principles of Learning, Teaching and Assessment [CPD7008] as Optional to Core (as intended) in the PG Cert HSE The addition of an option unit 'Technology and Digitally Enhanced Learning' [CPD7017] to the Course specification for PG Cert HSE	24 May 2023	March 2023 and all future cohorts
Modification to unit CPD7017- Technology and Digitally Enhanced Learning Amendment to Assessment from 2 components to 1 component – Presentation 100% (Assessing ILOs 1-3)	18 October 2023	March 2023 Cohort ONLY

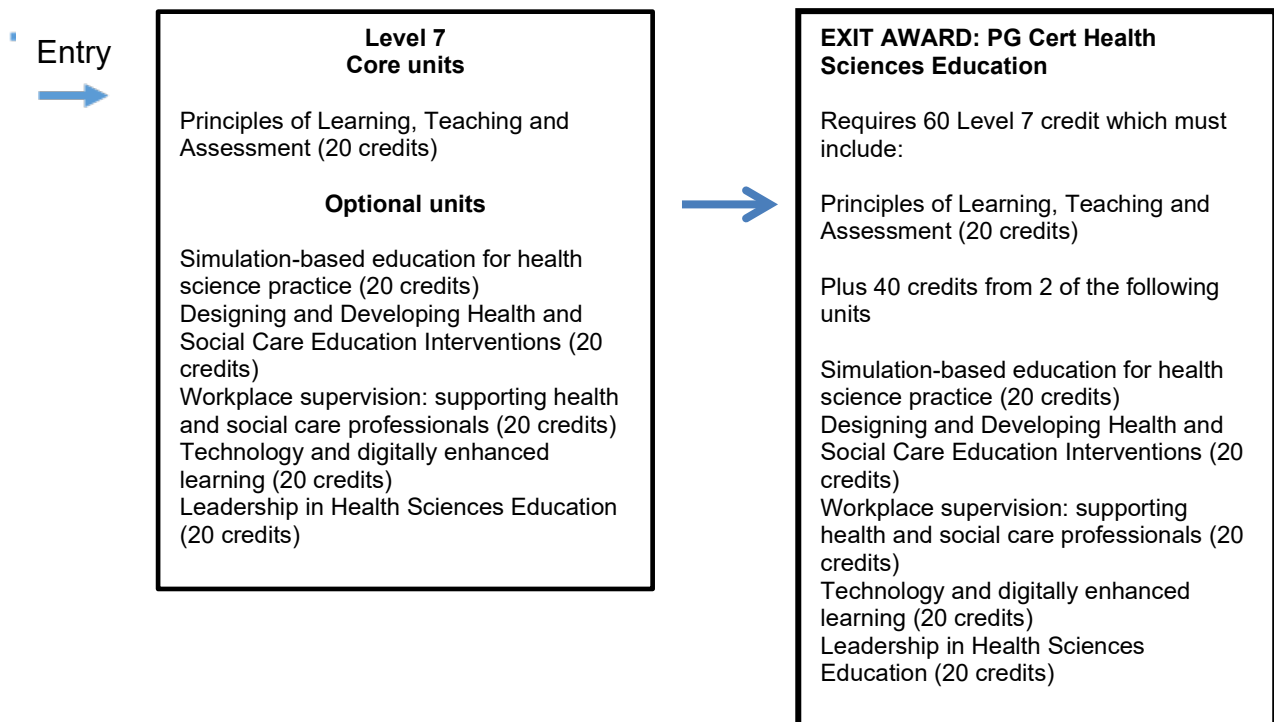
Description of Modification	Date approved	Intake to which modification applies
Modification to unit CPD7017- Technology and Digitally Enhanced Learning Amendment to the original assessment to ensure clarity - TWO components Assessment 1 – 50% Written (1750wrds)/ Assessment 2 – 50% Practical: Presentation	18 October 2023	October 2023 cohort and all future cohorts
Addition of London as a delivery site	ASQC- 12.06.2024	September 2024 and all future cohorts

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies
Modification to unit CPD7017- Technology and Digitally Enhanced Learning	Amendment to the original assessment to ensure clarity - TWO components Assessment 1 – 50% Written (1750wrds)/ Assessment 2 – 50% Practical: Presentation	18.10.2023	October 2023 and all future cohorts
All CPD-coded units owned by PG Cert Health Sciences Education	Changes to unit coding	ASQC- 12.06.2024	September 2024 and all future cohorts

Appendix 1: Course Diagram

The level of study, units and credits required for the course and for final and exit awards are set out in this **course diagram**





Appendix 2: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be **taught (T), developed (D) and/or assessed (A)** within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course Intended Learning Outcomes).

	Subject Knowledge and Understanding			Cognitive Skills				Practical Skills			Transferable Skills		Professional Competencies	
	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	D1	D2	E1	E2
HSE7001	TDA	TDA			TDA	TDA		TDA	TDA	TDA	TDA	TDA	TDA	TDA
HSE7002	TDA		TDA	TDA		TDA	TDA			TDA		TDA		
HSE7003		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA	TDA	TDA	TDA
HSE7004	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA		TDA	
HSE7005		TDA	TDA	TDA	TDA	TDA	TDA	TDA			TDA	TDA	TDA	
HSE7006		TDA	TDA	TDA		TDA	TDA	TDA		TDA		TDA	TDA	

Appendix 3 Course summary

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
HSE7001	Principles of Learning, Teaching and Assessment	1.1	20	C				100%				N	42	60	98
HSE7002	Designing and Developing Health and Social Care Education Interventions	1.1	20	O						100%		N	42	60	98
HSE7003	Simulation-based education and assessment for health science practice	1.1	20	O						100%		N	42	60	98
HSE7004	Workplace supervision: supporting health and social care professionals	1.1	20	O				100%					21	29	150
HSE7005	Technology and Digitally Enhanced Learning	1.3	20	O				50%		50%		N	42	60	98
HSE7006	Leadership in Health Sciences Education	1.1	20	O				100%				N	21	29	150
Exit Qualification: PG Cert Health Sciences Education [Requires 60 credits at Level 7, which must include Principles of Learning, Teaching and Assessment, plus 40 credits from the following units Simulation-based education for health science practice, Designing and Developing Health and Social Care Education Interventions, Workplace supervision: supporting health and social care professionals, Technology and Digitally Enhanced Learning, Leadership in Health Sciences Education]															