

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Health and Social Sciences
Final award(s), title(s) and credits HSS CPD Framework MA Advanced Practice (180 level 7 – 90 ECTS) MA Leading and Developing Services (180 level 7 – 90 ECTS) BSc (Hons) Professional Practice (120 level 6 – 60 ECTS) Grad Cert Critical Care (60 level 6 – 30 ECTS) PGCert Critical Care (60 level 7 – 30 ECTS) PGCert Primary Care (60 level 7 – 30 ECTS)	
Intermediate award(s), title(s) and credits PG Dip Advanced Practice (120 level 7 – 60 ECTS) PG Cert Professional Practice (60 level 7 – 30 ECTS) PG Dip Leading and Developing Services (120 level 7 – 60 ECTS) PG Cert Leading and Developing Services (60 level 7 – 30 ECTS) Grad Cert Professional Practice (40 level 6 – 20 ECTS) Grad Dip Professional Practice (80 credits level 6 – 40 ECTS)	
UCAS Programme Code(s) (where applicable and if known) N/A	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100287, 100288, 100476, 100503, 100282,100457,100456,100473,100290
External reference points The UK Quality Code for Higher Education; Part A: Setting and maintaining academic standards; Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates Framework for Higher Education Qualifications	
Professional, Statutory and Regulatory Body (PSRB) links Nursing and Midwifery Council and Health and Care Professions Council – units approved by NMC & HCPC are already in approval time.	
Places of delivery Bournemouth University, University Centre Yeovil, Portsmouth and various Local Authority locations	
Mode(s) of delivery CPD Part-time	Language of delivery English
Typical duration MA Advanced Practice - max 5 years MA Leading and Developing Services – max 5 years BSc (Hons) Professional Practice – max 8 years	
Date of first intake February 2018	Expected start dates Units can be delivered as and when required
Maximum student numbers 25 students per Unit	Placements N/A – all students in employment
Partner(s) Not applicable	Partnership model Not applicable
Date of this Programme Specification January 2024	
Version number 2.18	

Framework Specification – Section 1

Approval, review or modification reference numbers

E20171806, E20171807, E20171808, E20171809, E20171810, E20171811, E20171812, E20171813

BU 1819 01, FHSS 1819 07 & EC 1819 15, approved 23/04/19. Previously version 2.1

FHSS 1819 11, approved 19/06/2019. Previously v2.2

FHSS 1920 03 and 04, approved 02/10/2019. Previously 2.3

FHSS 1920 08, approved 11/03/2020. Previously v2.4

EC 2021 03, approved 16/10/2020

FHSS 2021 07, approved 20/01/2020. Previously version 2.5

FHSS 2021 04, approved 18/11/2020. Previously version 2.6

FHSS 2021 10, approved 10/03/2020. Previously version 2.7

FHSS 2021 11, approved 10/03/2020. Previously version 2.8

EC 2122 06, approved 17/09/2021

FHSS 1920 11, approved 11/03/2020 and FHSS 2122 03, approved 11/11/2021. Previously version 2.9

FHSS 2122 07, approved 11/03/2022, previously version 2.10

EC 2122 71, approved 25/07/2022, no change to version number

FHSS 2223 04, approved 07/10/22, previously version 2.11

FHSS 2223 05, approved 07/10/22, previously version 2.12, amendment approved 24/11/2022, previously version 2.13

FHSS 2223 27, approved 29/05/23, previously version 2.14

FHSS 2324 04, approved 23/11/23, previously version 2.15

FHSS 2324 06, approved 23/11/23, previously version 2.16

FHSS 2324 12, approved 19/02/24, previously version 2.17

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Framework Specification – Section 1

PROGRAMME STRUCTURE

Programme Award and Title: CPD Unit								
Level 5								
Unit Name	Core/Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Cwk 1	Cwk 2	Cwk 3			
Level 5 Supporting Breastfeeding Mothers And Babies	Option	20	100%			6	1.1	100288
Progression requirements: N/A								
Exit qualification: Ratification of 20 credit units								

Programme Award and Title: CPD Unit								
Level 6 and 7								
Unit Name	Core/Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Cwk 1	Cwk 2	Cwk 3			
Level 6 Child Minor Illness and Injuries	Option	20	100%			30	1.0	101325
Level 6 Salutogenesis and Public Health Improvement	Option	20	100%			30	1.1	101325
Level 6 Understanding Childhood Experiences and their Lifelong Impact	Option	20	100%			30	1.1	101325
Level 6 Preparation for Social Work Practice in the United Kingdom (UK) for non-UK Social Workers	Option	40	40%	60%		18	1.1	101325
Level 6 & Level 7 Resilience, Advocacy and Wellbeing – RAW	Option	20	100%			18	1.0	101325
Level 7 Child Minor Illness and Injuries	Option	20	100%			30	1.0	101325
Progression requirements: N/A								
Exit qualification: Ratification of 20 credit units								

Programme Award and Title: BSc (Hons) Professional Practice Grad Dip Professional Practice Grad Cert Professional Practice Grad Cert Critical Care								
Level 6 Taught units may also be taken from an existing HSS undergraduate programme.								

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Unit Name	Core/ Option	No of credits	Assessment Element Weightings				Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Cwk 1	Cwk 2	Exam 1	Exam 2			
Care of Clients with Long Term Conditions	Option	20	100%				30	1.1	100285
Care of Clients with Minor Illness	Option	20	100%				30	1.1	100285
Clinical Practice Profile 1, 2, 3	Option	20	100%				8	1.1	100476
Deteriorating Adult Patient – Recognition and Management	Option	20	100%				30	1.0	100282
Developing Competence in the Care of the Critically Ill Patient	Option	40	100%			Pass/ Fail	30	1.0	100282
Developing Minor Injury Care	Option	20	100%				30	1.2	100284
Enabling Work-based learning	Option	20	Pass/ Fail	100%			12	1.2	100476
Enhanced Assessment Skills for Clinical Practice	Option	20	100%			Pass/ Fail OSCE	42	1.1	100285
Evidencing Professional Learning 1, 2, 3	Option	20	100%				18	1.2	100476
Evidencing Professional Practice 1,2,3	Option	20	100%				18	1.2	100476
Examination of the Newborn	Option	20	100%	Pass/ Fail			36	1.1	100288
Foundations in General Practice Nursing	Option	40	50%	50%			120	1.2	100285
Foundations of Integrated Care and Person Centred Services	Option	20	100%				48	1.1	100476
History Taking and Physical Examination for Advancing Practice	Option	20	Pass/ Fail				60	1.1	100476
Humanising Practice In The Workplace	Option	20	100%				30	1.1	100476
Introduction to Leadership	Option	40	100%				18	1.1	100476
Law, Policy and Professional Practice	Option	20	100%				30	1.1	100654
Leading Integrated Services	Option	20	100%				18	1.1	100476
Locating and Evaluating Evidence for Professional Practice	CORE	20	50%	50%			30	1.1	100476
Managing Mental Health in non-mental health settings	Option	20	100%				36	1.1	100476
Managing Physical Health in Mental Health Settings	Option	20	100%				30	1.1	100287
Managing Plans with Budgets	Option	20	100%				24	1.1	100476

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Maternal and Childhood Obesity	Option	20	100%				8	1.1	100288
The Mental Capacity Act 2005 in Practice	Option	20	100%				30	1.1	100476
Motivational Interviewing in Clinical Practice	Option	20	60%	40%			30	1.1	100476
Paediatric Presentations in urgent and primary care	Option	20	100%				30	1.1	100476
Patient Care in Anaesthesia	Option	20	Pass/Fail	100%			40	1.1	101336
Patient Care in Post-Anaesthesia	Option	20	100%	Pass/Fail			40	1.1	101336
Patient Care in Surgery	Option	20	100%	Pass/Fail			40	1.1	101336
Practice Observation	Option	20	100%				6	1.1	100476
Preparation for Social Work Practice in the United Kingdom (UK) for non-UK Social Workers	Option	40	40%	60%			18	1.1	101325
Professional Practice ASYE (Assessed and Supported Year in Employment)	Option	40	100%				10	1.2	100503
Professional Practice - Children and Families	Option	40	100%				15	1.2	100503
Professional Practice - Working with Adults	Option	40	100%				15	1.2	100503
Professional Practice - Mental Health	Option	40	100%				15	1.1	100503
Professional Supervision in Health & Social Care	Option	20	100%				18	1.1	100476
Professional Use of the Deprivation of Liberty Safeguards (DoLS)	Option	20	100%				30	1.1	100476 (balanced) 100501 (balanced)
Resilience, Advocacy and Wellbeing	Option	20	100%				18	1.0	101325
Risk Assessment and Decision Making in Practice	Option	20	100%				18	1.2	100501
Supervising a Learner in Practice	Option	20	Pass/Fail	100%			18	1.2	100476
Supporting Breast Feeding Mothers and Babies	Option	20	40%	60%			6	1.1	100288

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Supporting the Recovery Journey of People who have unusual experiences -psychosis	Option	20	100%				36	1.1	100791
Systematic Assessment of the Critically Ill Patient	Option	20	100%				30	1.0	100282
The Care Act 2014 and Professional Practice	Option	20	100%				24	1.1	100501

Exit qualification

Part-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and ...

- BSc (Hons) Professional Practice = 120 credits at Level 6 (including core unit)
- Grad Dip BSc Professional Practice = any 80 credits at Level 6
- Grad Cert Professional Practice = any 40 credits at Level 6
- Grad Cert Critical Care = Systematic Assessment of the critically ill patient (L6) + Developing Competence in the care of the critically ill patient (L6)

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Programme Award and Title: MA Advanced Practice PG Dip Advanced Practice PG Cert Professional Practice PG Cert Critical Care PG Cert Primary Care									
Level 7 Taught units may also be taken from any existing HSS postgraduate programme.									
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Exam 2	Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/mi nor load)
			Cwk 1	Cwk 2	Exam 1				
Advanced Practice in Health and Social Care (Children and Families)	Option	20	100%				30	1.1	100654
Advanced Practice in Health and Social Care (Vulnerable Adults)	Option	20	100%				30	1.1	100655
Care of Clients with Long Term Conditions	Option	20	100%				30	1.1	100285
Care of Clients with Minor Illness	Option	20	100%				30	1.0	100285
Clinical Practice Profile (1,2,3)	Option	20	100%				8	1.1	100746
Deteriorating Adult Patient – Recognition and Management	Option	20	100%				30	1.0	100282
Developing Competence in the Care of the Critical Ill Patient	Option	40	100%		Pass/ Fail		30	1.0	100282
Developing Minor Injury Care	Option	20	100%				40	1.2	100284
Developing Professional Practice (ASYE)	Option	20	100%				10	1.2	100455
Developing Professional Specialist Practice	Option	20	100%				15	1.2	100455
Enabling Work-based learning	Option	20	Pass/ Fail	100%			12	1.2	100455
Enhanced Assessment Skills for Clinical Practice	Option	20	100%		Pass/ Fail OSCE	Pass/ Fail OSCE	42	1.1	100285
Evidencing Advanced Clinical Practice through Portfolio Development	Option	40	Pass/ Fail	100%			18	1.1	100476
Evidencing Professional Learning	Option	20	100%				18	1.2	100455
Evidencing Professional Practice 1,2,3	Option	20	100%				18	1.2	100476
Examination of the Newborn	Option	20	100%	Pass/ Fail			36	1.1	100288
Foundations in General Practice Nursing	Option	40	50%	50%			120	1.2	100285

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Foundations of Integrated Care and Person Centred Services	Option	20	100%				48	1.0	100455
Humanising Practice In The Workplace	Option	20	100%				30	1.1	100473
Image Interpretation – Appendicular skeleton	Option	20	100% (portfolio)	Pass/ Fail (OSCE)			30	1.1	100129
Law, Policy and Professional Practice	Option	20	100%				30	1.1	100485
Leading for Change	Option	20	100%				18	1.2	100088
Leading and Managing Teams	Option	20	100%				18	1.2	100088
Managing Mental Health in non-mental health settings	Option	20	100%				36	1.1	100287
Managing Physical Health in Mental Health Settings	Option	20	100%				30	1.1	100476
Maternal and Childhood Obesity	Option	20	100%				8	1.1	100288
The Mental Capacity Act 2005 in Practice	Option	20	100%				30	1.1	100473
Motivational Interviewing in Clinical Practice	Option	20	60%	40%			30	1.1	100473
Paediatric Presentations in urgent and primary care	Option	20	100%				30	1.1	100476
Preparing for your Service Improvement Project (PSIP)	CORE for MA	20	100%				24	1.1	100473
Professional Use of the Deprivation of Liberty Safeguards (DoLS)	Option	20	100%				30	1.1	100473
Risk Assessment and Decision Making in Practice	Option	20	100%				18	1.2	100473
Service Improvement Project (SIP)	CORE for MA	40	100%				8	1.1	100473
Supervising a Learner in Practice	Option	20	Pass/ Fail	100%			18	1.2	100473
Supporting Breast-Feeding Mothers and Babies	Option	20	30%	70%			6	1.1	100288
Systematic Assessment of the Critical Ill Patient	Option	20	100%				30	1.0	100282
The Care Act 2014 and Professional Practice	Option	20	100%				24	1.1	100455
Transitioning to First Contact Practice in Primary Care	Option	40	50%	50%			70	1.0	100476
Resilience, Advocacy and Wellbeing	Option	20	100%				18	1.0	101325
Risk and Decision Making in Safeguarding Adults and Children	Option	20			100%		18	1.1	100476

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Exit qualification:

PG Cert Professional Practice requires any 60 credits at Level 7

PG Cert Critical Care = Systematic Assessment of the critically ill patient (L7) + Developing Competence in the care of the critically ill patient (L7)

PG Cert Primary Care = one core unit: L7 Foundations in General Practice Nursing (40 credits) + one optional unit: L7 Care of Clients with Long Term Conditions (20 credits), L7 Paediatric Presentations in Urgent and Primary Care (20 credits) OR L7 Care of Clients with Minor Illness (20 credits)

PG Dip Advanced Practice requires any 120 credits at Level 7

MA Advanced Practice requires 180 credits at level 7 (including Core Units)

Programme Award and Title:
 MA Leading and Developing Services
 PG Dip Leading and Developing Services
 PG Cert Leading and Developing Services

Stage 1/Level 7

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Cwk 1	Cwk 2	Cwk 3			
Professional Supervision in Health & Social Care	Option	20	100%			18	1.2	100746
Improving Personal and Organisational Performance (IPOP)	Option	20	100%			18	1.2	100088
Leading Integrated Services	Option	20	100%			18	1.2	100088
Evidencing Professional Learning	Option	20	100%			18	1.2	100746
Self-Leadership	Option	20	100%			18	1.2	100088
Strategic Leadership	Option	20	100%			18	1.2	100088
Practice Observation	Option	20	100%			6	1.2	100746
Professional Reasoning and Judgement in Health and Social Care	Option	20	100%			18	1.2	100746
Leading for Change	Core	20	100%			18	1.2	100088
Leading and Managing Teams	Core	20	100%			18	1.2	100008
Preparing for your Service Improvement Project (PSIP)	Core for MA	20	100%			24	1.1	100746
Resilience, Advocacy and Wellbeing	Option	20	100%			18	1.0	101325
Service Improvement Project (SIP)	Core for MA	40	100%			8	1.1	100746

Exit qualification:

PG Cert Leading and Developing Services requires 60 credits at level 7 (including Core Unit – Leading for Change)
 PG Dip Leading and Developing Services requires 120 credits at Level 7 (including Core Unit – Leading for Change)
 MA Leading and Developing Services requires 180 credits at level 7 (including all Core Units)

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The HSS CPD Framework aims to provide opportunities to enable qualified health and social care professionals to undertake units of study appropriate to their workplace, and at the same time accumulate credit for progression to honours degree/PG Cert/PG Dip and MA. It further aims to produce knowledgeable and skilled critical thinking practitioners who have the potential to enhance the care of clients/patients and enable them to act as knowledgeable and responsible practitioners. The units, based on the concepts and principles of evidenced-based practice and client centred care, are focused on supporting health and social care practitioners to critically evaluate what they do, and how they act, in a rapidly and continuing evolving health and social care environment.

Thus, the Framework aims to develop critically informed, agile and resourceful graduates, who:

- are critically aware of the need to undertake continuing professional development (CPD) in a systematic and reflective manner
- are able to evidence their learning experiences and outcomes and apply these so as to change and improve professional practice taking into account service user and carers' needs across all professions
- will demonstrate critical thinking through their writing skills and inform the knowledge base in an area of professional practice
- are able to adopt the attitudes and skills to manage their own personal development and lifelong learning throughout their professional life

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

This Framework aligns with both the BU Strategic Plan and fusion agenda. The concept is to serve a diverse population of students from many walks of health and social care and is based on a continuum of student learning from Bachelor's to Master's degree. The students' learning will be facilitated by University staff who are 'fused' professionals participating in research, professional practice and teaching. Some lecturers are Lecturer Practitioners who are experts in their fields of health and social care. Units are led by lecturers, and all teaching material is research/evidence based and highly relevant to professional practice. Close liaison with the local NHS employers and Local Authorities throughout the planning of the programme has informed the employability of students completing the programme and fostered local links with 'industry'.

LEARNING HOURS AND ASSESSMENT

Bournemouth University's taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

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Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

In terms of the CPD Framework the acquisition of the knowledge and understanding, intellectual, practical and transferable skills will depend on the nature of the CPD units undertaken. Learning and Teaching strategies include lectures, practical sessions, group discussion and debate, seminars, structured reflection, tutorial, mentorship in practice and enquiry-based study. To widen participation web-based and distributed support materials are supplied enabling students to take a blended approach to learning. Students are also encouraged to undertake independent reading to support and consolidate taught aspects. All students have access to individual tutor support and support in practice (where appropriate) to facilitate their individual learning needs. The average length of the taught elements of CPD unit is 5 days (30 hours). However, many of the units require acquisition of knowledge and skills in practice and therefore the contact time with the University may be reduced to give students time in practice students take to achieve their outcomes under the supervision of university prepared mentors and supervisors.

Assessment is via a variety of means depending on the CPD units undertaken. This includes written assignment, portfolio, structured appraisal, OSCE, assessment in practice, presentation to peers and critical reflection.

STAFF DELIVERING THE PROGRAMME

Students are usually taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners and demonstrators/technicians

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

LEVEL 6 INTENDED PROGRAMME OUTCOMES

**BSc (Hons) Professional Practice
Grad Cert Professional Practice
Grad Dip Professional Practice
Grad Cert Critical Care**

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 Research strategies and their appropriate application within the context of evidence-based practice</p> <p>A2 The constituents and evaluation of accountable practice in a health care setting</p> <p>A3 Knowledge and understanding related to a specific field of practice as described in the CPD units undertaken</p> <p>A4 Specific research related to their field of practice and CPD units undertaken</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A4); • seminars (A1 – A4); • directed reading (A1 – A4); • use of the VLE (A1 – A4). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework and/or practice assessments (A1 – A4).
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1 Critically reflect on and in practice in relation to knowledge and understanding from underpinning CPD units undertaken</p> <p>B2 Gather, critically review and consolidate evidence from a wide range of sources extending their own body of knowledge</p> <p>B3 Critically reflect on and in practice and have confidence in the application of their own criteria of judgement</p> <p>B4 Reach reasoned conclusions and/or sustained judgements</p> <p>B5 Discuss and debate issues relevant to health care with people in a variety of settings</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5); • directed reading (B1 – B5); • use of the VLE (B1 – B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework, presentations and/or practice assessment (B1 – B5).

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C: Practical skills	
This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
C1 Derive solutions from an enquiry-based collection of evidence to develop their own practice	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
C2 Identify and define complex problems and develop and design effective solutions based on sound criteria and judgement	
C3 Exercise appropriate judgement in a number of complex practice situations utilising decision making skills and professional knowledge	<ul style="list-style-type: none"> • directed reading (C1); • coursework and formative assessment in practice (C1 – C5).
C4 Demonstrate competence to enhance practice by the implementation of change	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
C5 Apply in practice knowledge and understanding of a specific field of care	
D: Transferable skills	
This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
D1 Exercise appropriate judgement in a number of complex situations in practice	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
D2 Investigate contradictory information and identify reasons for contradictions	
D3 Structure and communicate ideas effectively to a variety of personnel in different environments	<ul style="list-style-type: none"> • lectures (D1 – D4); • seminars (D1 – D4); • use of the VLE (D1 – D4); • directed reading (D1 – D4).
D4 Maintain a philosophy of life-long learning	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
	<ul style="list-style-type: none"> • coursework and/or assessment in practice essays (D1 – D4).

LEVEL 7 INTENDED PROGRAMME OUTCOMES

PG Cert Professional Practice

PG Cert Critical Care

PG Cert Primary Care

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 Systematic and in-depth knowledge and understanding (related to a specific field of practice as described in CPD units undertaken) which the student can critically evaluate</p> <p>A2 Application, evaluation and consolidation of specific research related to their field of practice in CPD units undertaken</p> <p>A3 Critical reflection on the constituents of accountable practice in a health and social care setting</p> <p>A4 Critically review their practice taking into account current professional and organisational standards</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A4); • seminars (A1 – A4); • directed reading (A1 – A4); • use of the VLE (A1 – A4). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and /or assessment in practice (A1 – A4).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 Critically reflect on and in practice in relation to knowledge and understanding from underpinning CPD units undertaken</p> <p>B2 Evaluate new insights from a critical analysis of current evidence from a wide range of sources</p> <p>B3 Reach reasoned conclusions and/or evidence-based sustained judgements</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B3); • seminars (B1 – B3); • directed reading (B1 – B3). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (B1 – B3).
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>

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<p>C1 Derive solutions from research-based evidence to expand their own practice</p> <p>C2 Exercise evidenced-based judgement, utilising decision-making skills and professional knowledge and evaluate the impact of those decisions</p> <p>C3 Apply a specific field of knowledge to practice</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C3); • coursework and formative assessment in practice (C1 – C3); • directed reading (C1 – C3). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or assessment in practice (C1 – C3).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Structure and communicate ideas logically and effectively</p> <p>D2 Exercise evidence-based judgement</p> <p>D3 Demonstrate self-direction and independent learning for continuous professional development</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D3); • seminars (D1 – D3); • use of the VLE (D1 – D3); • directed reading (D1 – D3). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or assessment in practice(D1 – D3).

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LEVEL 7 PG Dip Advanced Practice INTENDED OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 Systematic and in-depth knowledge and understanding (related to a specific field of practice as described in CPD units undertaken) which the student can critically evaluate</p> <p>A2 Application, evaluation and consolidation of specific research related to their field of practice in CPD units undertaken</p> <p>A3 Critical reflection on the constituents of accountable practice in a health and social care setting</p> <p>A4 Critically review their practice taking into account current professional and organisational standards</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A4); • seminars (A1 – A4); • directed reading (A1 – A4); • use of the VLE (A1 – A4). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (A1 – A4).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 Critically reflect on and in practice in relation to knowledge and understanding from underpinning CPD units undertaken</p> <p>B2 Evaluate new insights from a critical analysis of current evidence from a wide range of sources</p> <p>B3 Reach reasoned conclusions and/or evidence-based sustained judgements</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B3); • seminars (B1 – B3); • directed reading (B1 – B3). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (B1 – B3).
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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<p>C1 Derive solutions from research-based evidence to expand their own practice in complex settings</p> <p>C2 Exercise evidenced-based judgement, utilising decision-making skills and professional knowledge and evaluate the impact of those decisions</p> <p>C3 Apply and disseminate a specific field of knowledge to practice</p>	<ul style="list-style-type: none"> • lectures (C1 – C3); • coursework and assessment in practice (C1 – 3); • directed reading (C1 – 3).
<p>C3 Apply and disseminate a specific field of knowledge to practice</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (C1 – C3).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Structure and communicate ideas logically and effectively</p> <p>D2 Exercise evidence-based judgement</p> <p>D3 Demonstrate self-direction and independent learning for continuous professional development</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D3); • seminars (D1 – D3); • use of the VLE (D1 – D3); • directed reading (D1 – D3).
<p>D3 Demonstrate self-direction and independent learning for continuous professional development</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (D1 – D3).

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LEVEL 7 MA ADVANCED PRACTICE INTENDED OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 Systematic and in-depth knowledge and understanding related to a specific field of practice as described in CPD units</p> <p>A2 Application, evaluation and consolidation of specific research related to their field of practice</p> <p>A3 Critical reflection on the constituents of accountable practice in a health and social care setting</p> <p>A4 The nature of knowledge and research approaches</p> <p>A5 Exploration of a specific Service/Practice development/improvement issue</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A5); • seminars (A1 – A5); • directed reading (A1 – A5); • use of the VLE (A1 – A5); • independent research (for Service/Practice Improvement Project) (A2, A4, A5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (A1 – A5); • Service Improvement Project (A2, A4, A5).
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1 Critically reflect on and in practice in relation to knowledge and understanding from underpinning CPD units undertaken</p> <p>B2 Gather and review evidence from a wide range of sources extending their own body of knowledge</p> <p>B3 Critically analyse and evaluate the political and economic influences upon the development of advanced practice roles in health care</p> <p>B4 Analyse how law, ethics and professional accountability and autonomy relate to advancing practice</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B6); • seminars (B1 – B6); • directed reading (B1 – B6); • independent research (for Service Improvement project) (B2, B5, B6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework / assessment in practice (B1 – B6);

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<p>B5 Reach reasoned conclusions and/or evidence-based sustained judgements</p> <p>B6 Select, design and carry out research/project activity that has congruence and intellectual integrity</p>	<ul style="list-style-type: none"> • Service Improvement project (B2, B5, B6).
<p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 Derive solutions from research-based evidence to expand their own practice in complex settings</p> <p>C2 Exercise evidenced-based judgement, utilising decision-making skills and professional knowledge and evaluate the impact of those decisions</p> <p>C3 Apply and disseminate a specific field of knowledge to practice</p> <p>C4 Show originality in their application of knowledge</p> <p>C5 Define their role drawing analytically from evidence of professional knowledge and experience, demonstrating advanced knowledge and understanding of their scope within advanced practice</p> <p>C6 Demonstrate competence to enhance practice by implementation of change</p> <p>C7 Critically review their practice taking into account current professional and organisational standards</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C7); • coursework and assessment in practice (C1 – 7); • directed reading (C1 – C7); • independent research (for Service Improvement project) (C1 – C7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (C1 – C7); • Service Improvement Project (C1, C3 – C7).
<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1 Structure and communicate ideas logically and effectively</p> <p>D2 Exercise evidence-based judgement</p> <p>D3 Demonstrate self-direction and independent learning for continuous professional development</p> <p>D4 Disseminate their ideas in written format, orally and visually</p> <p>D5 Critically appraise their personal strategies in relation to critical thinking, decision making and problem-solving skills</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • seminars (D1 – D5); • use of the VLE (D1 – D5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (D1 – D5);

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	<ul style="list-style-type: none"> • Service Improvement Project (D1 – D5).
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LEVEL 7 PG Cert Leading and Developing Services INTENDED OUTCOMES

A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 a systematic understanding of relevant literature including a critical awareness of current issues and recent research A2 Application, evaluation and consolidation of specific research related to their field of practice A3 Critical reflection on the constituents of accountable practice in a health and social care setting	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • lectures (A1 – A3); • seminars (A1 – A3); • directed reading (A1 – A3); • use of the VLE (A1 – A3).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • coursework and/or practice assessment (A1 – A3).
B: Intellectual skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:
B1 Critically reflect on and in practice in relation to knowledge and understanding from underpinning CPD units undertaken B2 Gather and review evidence from a wide range of sources extending their own body of knowledge B3 Critically analyse and evaluate the political and economic influences upon the development of advanced practice roles in health care B4 Analyse how law, ethics and professional accountability and autonomy relate to advancing practice B5 The ability to understand and critically discuss the role of leaders at all levels in the implementation and management of change	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5); • directed reading (B1 – B5); • independent research (for Service Improvement project) (B2, B5).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • coursework / assessment in practice (B1 – B5).
C: Practical skills	The following learning and teaching and assessment strategies and methods

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This programme/level/stage provides opportunities for students to:	enable students to achieve and to demonstrate the programme/level learning outcomes:
<p>C1 Derive solutions from research-based evidence to expand their own practice in complex settings</p> <p>C2 Exercise evidenced-based judgement, utilising decision-making skills and professional knowledge and evaluate the impact of those decisions</p> <p>C3 Show originality in their application of knowledge</p> <p>C4 Define their role drawing analytically from evidence of professional knowledge and experience, demonstrating advanced knowledge and understanding of their scope within advanced practice</p> <p>C5 the ability to critically evaluate and improve their practice with regard to leading self and others within a change environment, taking into account current professional and organisational benchmarks and standards</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C5); • seminars (C1 – C5); • directed reading (C1 – C5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (C1 – C5).
D: Transferable skills	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
<p>D1 Structure and communicate ideas logically and effectively</p> <p>D2 Exercise evidence-based judgement</p> <p>D3 Demonstrate self-direction and independent learning for continuous professional development</p> <p>D4 Disseminate their ideas in written format, orally and visually</p> <p>D5 Critically appraise their personal strategies in relation to critical thinking, decision making and problem-solving skills</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • seminars (D1 – D5); • use of the VLE (D1 – D5); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (D1 – D5).

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LEVEL 7 PG Dip Leading and Developing Services INTENDED OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 a systematic understanding of relevant literature including a critical awareness of current issues and recent research</p> <p>A2 Application, evaluation and consolidation of specific research related to their field of practice</p> <p>A3 Critical reflection on the constituents of accountable practice in a health and social care setting</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A3); • seminars (A1 – A3); • directed reading (A1 – A3); • use of the VLE (A1 – A3). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (A1 – A3).
<p>B: Intellectual skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:</p>
<p>B1 Critically reflect on and in practice in relation to knowledge and understanding from underpinning CPD units undertaken</p> <p>B2 Gather and review evidence from a wide range of sources extending their own body of knowledge</p> <p>B3 Critically analyse and evaluate the political and economic influences upon the development of advanced practice roles in health care</p> <p>B4 Analyse how law, ethics and professional accountability and autonomy relate to advancing practice</p> <p>B5 The ability to understand and critically discuss the role of leaders at all levels in the implementation and management of change</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5); • directed reading (B1 – B5); • independent research (for Service Improvement project) (B2, B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework / assessment in practice (B1 – B5).
<p>C: Practical skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>

Framework Specification - Section 2

<p>C1 Derive solutions from research-based evidence to expand their own practice in complex settings</p> <p>C2 Exercise evidenced-based judgement, utilising decision-making skills and professional knowledge and evaluate the impact of those decisions</p> <p>C3 Show originality in their application of knowledge</p> <p>C4 Define their role drawing analytically from evidence of professional knowledge and experience, demonstrating advanced knowledge and understanding of their scope within advanced practice</p> <p>C5 Apply and disseminate a specific field of knowledge to practice</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C5); • seminars (C1 – C5); • directed reading (C1 – C5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (C1 – C5).
<p>D: Transferable skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p>D1 Structure and communicate ideas logically and effectively</p> <p>D2 Exercise evidence-based judgement</p> <p>D3 Demonstrate self-direction and independent learning for continuous professional development</p> <p>D4 Disseminate their ideas in written format, orally and visually</p> <p>D5 Critically appraise their personal strategies in relation to critical thinking, decision making and problem-solving skills</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • seminars (D1 – D5); • use of the VLE (D1 – D5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (D1 – D5).

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LEVEL 7 MA Leading and Developing Services Intended Outcomes

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 a systematic understanding of relevant literature including a critical awareness of current issues and recent research</p> <p>A2 Application, evaluation and consolidation of specific research related to their field of practice</p> <p>A3 Critical reflection on the constituents of accountable practice in a health and social care setting</p> <p>A4 The nature of knowledge and research approaches</p> <p>A5 Exploration of a specific Service/Practice development/improvement issue</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A5); • seminars (A1 – A5); • directed reading (A1 – A5); • use of the VLE (A1 – A5); • independent research (for Service/Practice Improvement Project) (A2, A4, A5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (A1 – A5); • Service Improvement Project (A2, A4, A5).
<p>B: Intellectual skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:</p>
<p>B1 Critically reflect on and in practice in relation to knowledge and understanding from underpinning CPD units undertaken</p> <p>B2 Gather and review evidence from a wide range of sources extending their own body of knowledge</p> <p>B3 Critically analyse and evaluate the political and economic influences upon the development of advanced practice roles in health care</p> <p>B4 Analyse how law, ethics and professional accountability and autonomy relate to advancing practice</p> <p>B5 The ability to understand and critically discuss the role of leaders at all levels in the implementation and management of change</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B6); • seminars (B1 – B6); • directed reading (B1 – B6); • independent research (for Service Improvement project) (B2, B5, B6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework / assessment in practice (B1 – B6);

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<p>B6 Select, design and carry out research/project activity that has congruence and intellectual integrity</p>	<ul style="list-style-type: none"> • Service Improvement project (B2, B5, B6).
<p>C: Practical skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p>C1 Derive solutions from research-based evidence to expand their own practice in complex settings</p> <p>C2 Exercise evidenced-based judgement, utilising decision-making skills and professional knowledge and evaluate the impact of those decisions</p> <p>C3 Show originality in their application of knowledge</p> <p>C4 Define their role drawing analytically from evidence of professional knowledge and experience, demonstrating advanced knowledge and understanding of their scope within advanced practice</p> <p>C5 Apply and disseminate a specific field of knowledge to practice</p> <p>C6 the ability to critically evaluate and improve their practice with regard to leading self and others within a change environment, taking into account current professional and organisational benchmarks and standards</p> <p>C7 Demonstrate competence to enhance practice by implementation of change</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (C1 – C7); • Service Improvement Project (C1, C3 – C7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (C1 – C7); • Service Improvement Project (C1, C3 – C7).
<p>D: Transferable skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p>D1 Structure and communicate ideas logically and effectively</p> <p>D2 Exercise evidence-based judgement</p> <p>D3 Demonstrate self-direction and independent learning for continuous professional development</p> <p>D4 Disseminate their ideas in written format, orally and visually</p> <p>D5 Critically appraise their personal strategies in relation to critical thinking, decision making and problem-solving skills</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • seminars (D1 – D5); • use of the VLE (D1 – D5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (D1 – D5); • Service Improvement Project (D1 – D5).

ADMISSION REGULATIONS

Recognition of Prior Learning (RPL)

All admissions decisions involving RPL will be determined on an individual basis based on the evidence provided at admission or on enrolment to a named award.

BSc (Hons) Professional Practice awards – Individual Unit exemption

Students who gained an Advanced Diploma from Bournemouth University from their pre-registration programmes may transfer their 120 level 4, 120 level 5 and 60 level 6 credits into BSc (Hons) Professional Practice.

For all other students, in addition to 120 level 4 and 120 level 5 credits, a maximum of 40 level 6 credits may be accepted to allow entry with advanced standing to the programme provided that the prior learning is demonstrably at level 6 and deemed current and appropriate. This option is only available for students who studied their Advanced Diploma with an institution other than Bournemouth University and who commenced the first unit of CPD study with Bournemouth University before February 2018.

In the above two instances, no further RPL may be granted on the basis of individual unit exemption(s) and the award will be made on the basis of the credits identified in the Framework Specification.

ASSESSMENT REGULATIONS

Assessment regulations

The regulations for the FHSS CPD Framework are the University's Standard Undergraduate, Postgraduate and Grad Cert/Grad Dip Assessment Regulations

<https://intranetsp.bournemouth.ac.uk/Documents/arpp61.aspx>

with the following approved exceptions. Exceptions are approved to meet the requirements of the Nursing and Midwifery Council, the specific requirements of CPD provision and/or to assure public safety.

Where the assessment regulations for individual units do not align to BU Standard Assessment regulations, variations are specified clearly in each unit specification. These variations apply to the following unit only within the FHSS CPD Framework:

Image Interpretation – Appendicular Skeleton (Level 7)

Compensation (Section 7)

Compensation is not permitted within the FHSS CPD Framework.

Awards (Section 10)

The award of BSc Professional Practice will be made on the basis of a minimum of 80 credits studied at BU which make up the named award. This option is not available for students commencing the first unit of CPD study from February 2018 onwards.

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

All students will be working in practice, normally for a minimum of 20 hours/week

Framework Specification - Section 2

Programme Skills Matrix BSc (Hons)

Units		Programme Intended Learning Outcomes																	
		A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4
	Units leading to award of BSc (Hons) Professional Practice	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Units leading to award of BSc/Grad Cert & Grad Dip Professional Practice & Grad Cert Critical Care	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√
<p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <p>A1 Research strategies and their appropriate application within the context of evidence-based practice A2 The constituents and evaluation of accountable practice in a health care setting A3 Knowledge and Understanding related to a specific field of practice as described in the CPD units undertaken A4 Specific research related to their field of practice and CPD units undertaken</p>										<p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <p>C1 Derive solutions from enquiry-based collection of evidence to develop their own practice C2 Identify and define complex problems and develop and design effective solutions based on sound criteria and judgement C3 Exercise appropriate judgement in a number of complex practice situations utilising decision making skills and professional knowledge C4 Demonstrate competence to enhance practice by the implementation of change C5 Apply in practice knowledge and understanding of a specific field of care</p>									
<p>B – Intellectual Skills This programme provides opportunities for students to:</p> <p>B1 Critically reflect on and in practice in relation to knowledge and understanding from underpinning CPD units undertaken B2 Gather, critically review and consolidate evidence from a wide range of sources extending their own body of knowledge B3 Critically reflect on and in practice and have confidence in the application of their own criteria of judgement B4 Reach reasoned conclusions and/or sustained judgements B5 Discuss and debate issues relevant to health care with people in a variety of settings</p>										<p>D – Transferable Skills This programme provides opportunities for students to:</p> <p>D1 Exercise appropriate judgement in a number of complex situations in practice D2 Investigate contradictory information and identify reasons for contradictions D3 Structure and communicate ideas effectively to a variety of personnel in different environments D4 Maintain a philosophy of life-long learning</p>									

Framework Specification - Section 2

Programme Skills Matrix MA Advanced Practice

Units		Programme Intended Learning Outcomes																						
		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5
MA Ad Practice	Service Improvement Project (SIP)	√	√		√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Preparing for your Service Improvement Project				√	√			√	√	√	√	√	√		√	√		√	√	√	√	√	√
PG Dip Ad Practice	120 credits from CPD Framework	√	√	√	√		√	√	√	√	√		√	√		√	√		√	√	√	√	√	√
PG Cert Prof Practice	60 credits from CPD Framework	√	√	√	√		√	√	√	√	√		√	√		√	√		√	√	√	√	√	√
PGCert Critical care	60 credits from the following units Systematic Assessment of the Critical Ill Patient Developing Competence in the Care of the Critical Ill Patient	√	√	√	√	√	√	√		√	√		√	√	√		√	√	√	√	√	√	√	√
PGCert Primary Care	60 credits from the following units Core unit – Foundations in General Practice Nursing Plus Paediatric Presentation in urgent and primary care OR Care of Clients with Minor Illness OR Care of Clients with Long Term Conditions	√	√	√	√	√	√	√		√	√		√	√	√		√	√	√	√	√	√	√	√

Framework Specification - Section 2

<p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none">A1 Systematic and in-depth knowledge and understanding related to a specific field of practice as described in CPD unitsA2 Application, evaluation and consolidation of specific research related to their field of practiceA3 Critical reflection on the constituents of accountable practice in a health and social care settingA4 The nature of knowledge and research approachesA5 Exploration of a specific Service/Practice development/improvement issue	<p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <ul style="list-style-type: none">C1 Derive solutions from research-based evidence to expand their own practice in complex settingsC2 Exercise evidenced-based judgement, utilising decision making skills and professional knowledge and evaluate the impact of those decisionsC3 Apply and disseminate a specific field of knowledge to practiceC4 Show originality in their application of knowledgeC5 Define their role drawing analytically from evidence of professional knowledge and experience, demonstrating advanced knowledge and understanding of their scope within advanced practiceC6 Demonstrate competence to enhance practice by implementation of changeC7 Critically review their practice taking into account current professional and organisational standards
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Framework Specification - Section 2

B – Intellectual Skills

This programme provides opportunities for students to:

- B1** Critically reflect on and in practice in relation to knowledge and understanding from underpinning CPD units undertaken
- B2** Gather and review evidence from a wide range of sources extending their own body of knowledge
- B3** Critically analyse and evaluate the political and economic influences upon the development of advanced practice roles in health care
- B4** Analyse how law, ethics and professional accountability and autonomy relate to advancing practice
- B5** Reach reasoned conclusions and/or evidence-based sustained judgements
- B6** Select, design and carry out research/project activity that has congruence and intellectual integrity

D – Transferable Skills

This programme provides opportunities for students to:

- D1** Structure and communicate ideas logically and effectively
- D2** Exercise evidence-based judgement
- D3** Demonstrate self-direction and independent learning for continuous professional development
- D4** Disseminate their ideas in written format, orally and visually
- D5** Critically appraise their personal strategies in relation to critical thinking, decision making and problem-solving skills

Programme Skills Matrix MA Leading and Developing Services

Units		Programme Intended Learning Outcomes																						
		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5
MA Leading & Dev Services	Service Improvement Project (SIP)	√	√		√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Preparing for your Service Improvement Project				√	√				√	√	√	√	√	√	√	√			√	√	√	√	√
PG Dip	120 credits from CPD Framework (including core unit)	√	√	√			√	√	√	√	√		√	√	√	√	√			√	√	√	√	√
PG Cert	60 credits from CPD Framework (including core unit)	√	√	√			√	√	√	√	√		√	√	√	√	√			√	√	√	√	√
<p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <p>A1 Systematic and in-depth knowledge and understanding related to a specific field of practice as described in CPD units A2 Application, evaluation and consolidation of specific research related to their field of practice A3 Critical reflection on the constituents of accountable practice in a health and social care setting A4 The nature of knowledge and research approaches A5 Exploration of a specific Service/Practice development/improvement issue</p>								<p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <p>C1 Derive solutions from research-based evidence to expand their own practice in complex settings C2 Exercise evidenced-based judgement, utilising decision making skills and professional knowledge and evaluate the impact of those decisions C3 Show originality in their application of knowledge C4 Define their role drawing analytically from evidence of professional knowledge and experience, demonstrating advanced knowledge and understanding of their scope within advanced practice C5 Apply and disseminate a specific field of knowledge to practice C6 the ability to critically evaluate and improve their practice with regard to leading self and others within a change environment, taking into account current professional and organisational benchmarks and standards C7 Demonstrate competence to enhance practice by implementation of change</p>																

B – Intellectual Skills

This programme provides opportunities for students to:

- B1** Critically reflect on and in practice in relation to knowledge and understanding from underpinning CPD units undertaken
- B2** Gather and review evidence from a wide range of sources extending their own body of knowledge
- B3** Critically analyse and evaluate the political and economic influences upon the development of advanced practice roles in health care
- B4** Analyse how law, ethics and professional accountability and autonomy relate to advancing practice
- B5** The ability to understand and critically discuss the role of leaders at all levels in the implementation and management of change
- B6** Select, design and carry out research/project activity that has congruence and intellectual integrity

D – Transferable Skills

This programme provides opportunities for students to:

- D1** Structure and communicate ideas logically and effectively
- D2** Exercise evidence-based judgement
- D3** Demonstrate self-direction and independent learning for continuous professional development
- D4** Disseminate their ideas in written format, orally and visually
- D5** Critically appraise their personal strategies in relation to critical thinking, decision making and problem-solving skills