

KEY PROGRAMME INFORMATION

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| 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) | |
| 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 October 2019 | |

Framework Specification – Section 1

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| Version number v2.4 |
| 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 |
| Author Gill Jordan |

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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 7 Child Minor Illness and Injuries | Option | 20 | 100% | | | 30 | 1.0 | 101325 |
| Progression requirements: N/A Exit qualification: Ratification of 20 credit units | | | | | | | | |

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| Programme Award and Title: BSc (Hons) Professional Practice Grad Dip Professional Practice Grad Cert Professional Practice 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) |
| | | | <u>Cwk</u> 1 | <u>Cwk</u> 2 | <u>Cwk</u> 3 | | | |
| 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 |
| Designing and Evaluating Change | Option | 20 | 100% | | | 12 | 1.1 | 100476 |
| Deteriorating Adult Patient – Recognition and Management | Option | 20 | 100% | | | 30 | 1.0 | 100282 |
| Developing Knowledge and analysis in assessment - A Systems Approach. | Option | 20 | 100% | | | 30 | 1.1 | 100654 |
| Developing Minor Injury Care | Option | 20 | 100% | Pass/ Fail | | 30 | 1.1 | 100284 |
| Enabling Work-based learning | Option | 20 | Pass/ Fail | 100% | | 12 | 1.1 | 100476 |
| Evidencing Professional Learning 1, 2, 3 | Option | 20 | 100% | | | 18 | 1.1 | 100476 |
| Evidencing Professional Practice 1,2,3 | Option | 20 | 100% | | | 18 | 1.1 | 100476 |
| Examination of the Newborn | Option | 20 | 100% | Pass/ Fail | | 36 | 1.1 | 100288 |
| Foundations in General Practice Nursing | Option | 40 | 50% | 50% | | 120 | 1.1 | 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% | | | 24 | 1.1 | 100476 |
| Law, Policy and Professional Practice | Option | 20 | 100% | | | 30 | 1.1 | 100654 |
| Leading Integrated Services | Option | 20 | 100% | | | 24 | 1.1 | 100476 |
| Locating and Evaluating Evidence for Professional Practice | CORE | 20 | 50% | 50% | | 30 | 1.1 | 100476 |

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| 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 |
| 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 |
| 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 |
| Practice of Critical Care Nursing | Option | 20 | 100% | | | 30 | 1.1 | 100282 |
| Principles of Critical Care Nursing | Option | 20 | 100% | | | 30 | 1.1 | 100282 |
| Professional Practice ASYE (Assessed and Supported Year in Employment) | Option | 40 | 100% | | | 10 | 1.1 | 100503 |
| Professional Practice - Children and Families | Option | 40 | 100% | | | 15 | 1.1 | 100503 |
| Professional Practice - Working with Adults | Option | 40 | 100% | | | 15 | 1.1 | 100503 |
| Professional Practice - Mental Health | Option | 40 | 100% | | | 15 | 1.1 | 100503 |
| Professional Supervision in Health & Social Care | Option | 20 | 100% | | | 24 | 1.1 | 100476 |
| Professional Use of the Deprivation of Liberty Safeguards (DoLS) | Option | 20 | 100% | | | 30 | 1.1 | 100476 (balanced) 100501 (balanced) |
| Risk Assessment and Decision Making in Practice | Option | 20 | 100% | | | 24 | 1.1 | 100501 |
| Safeguarding adults at risk of abuse and neglect | Option | 20 | 100% | | | 24 | 1.1 | 100503 |
| Supervising a Learner in Practice | Option | 20 | Pass/ Fail | 100% | | 18 | 1.1 | 100476 |
| Supporting Breast Feeding Mothers and Babies | Option | 20 | 40% | 60% | | 6 | 1.1 | 100288 |
| Supporting the Recovery Journey of People who have unusual experiences -psychosis | Option | 20 | 100% | | | 36 | 1.1 | 100791 |
| The Care Act 2014 and Professional Practice | Option | 20 | 100% | | | 24 | 1.1 | 100501 |
| Understanding Child Development – Placing | Option | 20 | 100% | | | 30 | 1.1 | 100654 |

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| The Child At The Centre of Social Work Practice | | | | | | | | |
| Exit qualification | | | | | | | | |
| Part-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and ... | | | | | | | | |
| <ul style="list-style-type: none">• 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 | | | | | | | | |

Programme Award and Title:

MA Advanced Practice
 PG Dip Advanced Practice
 PG Cert Professional Practice

Level 7

Taught units may also be taken from any existing HSS postgraduate programme.

| 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 | | | |
| 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 Knowledge and analysis in assessment - A Systems Approach | Option | 20 | 100% | | | 30 | 1.1 | 100746 |
| Developing Minor Injury Care | Option | 20 | 100% | Pass/ Fail | | 40 | 1.1 | 100284 |
| Developing Professional Practice (ASYE) | Option | 20 | 100% | | | 10 | 1.1 | 100455 |
| Developing Professional Specialist Practice | Option | 20 | 100% | | | 15 | 1.1 | 100455 |
| Enabling Work-based learning | Option | 20 | Pass/ Fail | 100% | | 12 | 1.1 | 100455 |
| Evidencing Advanced Clinical Practice through Portfolio Development | Option | 40 | Pass/ Fail | 100% | | 18 | 1.1 | 100476 |
| Evidencing Professional Learning 1, 2, 3 | Option | 20 | 100% | | | 18 | 1.1 | 100455 |
| Evidencing Professional Practice 1,2,3 | Option | 20 | 100% | | | 18 | 1.1 | 100476 |
| Examination of the Newborn | Option | 20 | 100% | Pass/ Fail | | 36 | 1.1 | 100288 |
| Foundations in General Practice Nursing | Option | 40 | 50% | 50% | | 120 | 1.1 | 100285 |
| 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% (portf olio) | Pass/ Fail (OSC E) | | 30 | 1.1 | 100129 |
| Law, Policy and | Option | 20 | 100% | | | 30 | 1.1 | 100485 |

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|---|-------------|----|---------------|------|--|----|-----|--------|
| Professional Practice | | | | | | | | |
| 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 |
| Practice of Critical Care Nursing | Option | 20 | 100% | | | 30 | 1.1 | 100282 |
| Principles of Critical Care Nursing | Option | 20 | 100% | | | 30 | 1.1 | 100282 |
| 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% | | | 24 | 1.1 | 100473 |
| Safeguarding adults at risk of abuse and neglect | Option | 20 | 100% | | | 24 | 1.1 | 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 | 1.1 | 100473 |
| Supporting Breast-Feeding Mothers and Babies | Option | 20 | 30% | 70% | | 6 | 1.1 | 100288 |
| 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 |
| Understanding Child Development - Placing the Child at the Centre of Social Work Practice | Option | 20 | 100% | | | 30 | 1.1 | 100654 |
| Exit qualification: PG Cert Professional Practice requires any 60 credits at Level 7 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% | | | 24 | 1.1 | 100746 |
| Improving Personal and Organisational Performance (IPOP) | Option | 20 | 100% | | | 24 | 1.1 | 100088 |
| Leading Integrated Services | Option | 20 | 100% | | | 24 | 1.1 | 100088 |
| Evidencing Professional Learning (1,2,3) | Option | 20 | 100% | | | 18 | 1.1 | 100746 |
| Self-Leadership | Option | 20 | 100% | | | 24 | 1.1 | 100088 |
| Strategic Leadership | Option | 20 | 100% | | | 24 | 1.1 | 100088 |
| Practice Observation | Option | 20 | 100% | | | 6 | 1.1 | 100746 |
| Professional Reasoning and Judgement in Health and Social Care | Option | 20 | 100% | | | 24 | 1.1 | 100746 |
| Leading for Change | CORE | 20 | 100% | | | 24 | 1.1 | 100088 |
| Preparing for your Service Improvement Project (PSIP) | CORE for MA | 20 | 100% | | | 24 | 1.1 | 100746 |
| 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 work place, 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.

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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).

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**

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| <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 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 | | Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <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 C5 Apply in practice knowledge and understanding of a specific field of care | | Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • coursework and/or assessment in practice (C1 – C5). |
| 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 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 | | Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • lectures (D1 – D4); • seminars (D1 – D4); • use of the VLE (D1 – D4); • directed reading (D1 – D4). |
| | | 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). |

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LEVEL 7 PG Cert Professional Practice INTENDED OUTCOMES

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| <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> |
| <p>C1 Derive solutions from research-based evidence to</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> |

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| <p>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> | <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

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| <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>C1 Derive solutions from research-based evidence to</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> |

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| <p>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>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>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (D1 – D3). |

LEVEL 7 MA ADVANCED PRACTICE INTENDED OUTCOMES

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|---|--|
| <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>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); |

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| <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> | <ul style="list-style-type: none"> • 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>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> | <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); • 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</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); |

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| <p>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> | <ul style="list-style-type: none"> • 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); • Service Improvement Project (D1 – D5). |

LEVEL 7 PG Cert Leading and Developing Services INTENDED OUTCOMES

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|---|---|
| <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>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A3); |

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| <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> | <ul style="list-style-type: none"> • 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> |
| <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</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> |

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| <p>C5 understanding of their scope within advanced practice</p> <p>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> | <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>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>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>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework and/or practice assessment (D1 – D5). |

LEVEL 7 PG Dip Leading and Developing Services INTENDED OUTCOMES

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| <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). |

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| <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> |
| <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</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> |

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| <p>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> | <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

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| <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>Learning and teaching strategies and methods (referring to numbered</p> |

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| <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>B6 Select, design and carry out research/project activity that has congruence and intellectual integrity</p> | <p>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); • 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>The following learning and teaching and assessment strategies and methods</p> |

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| <p>This programme/level/stage provides opportunities for students to:</p> | <p>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://intranet.sp.bournemouth.ac.uk/Documents/arpp61.aspx>

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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

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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 | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| <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> | | | | | | | | | |

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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 | √ | √ | √ | √ | | √ | √ | √ | √ | √ | | √ | √ | | √ | √ | | √ | √ | √ | √ | √ | √ |
| <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 Apply and disseminate a specific field of knowledge to practice C4 Show originality in their application of knowledge C5 Define their role drawing analytically from evidence of professional knowledge and experience, demonstrating advanced knowledge and understanding of their scope within advanced practice C6 Demonstrate competence to enhance practice by implementation of change C7 Critically review their practice taking into account current professional and organisational standards</p> | | | | | | | | | | | | | | | | |

Framework Specification - Section 2

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| <p>B – Intellectual Skills This programme provides opportunities for students to:</p> <ul style="list-style-type: none">B1 Critically reflect on and in practice in relation to knowledge and understanding from underpinning CPD units undertakenB2 Gather and review evidence from a wide range of sources extending their own body of knowledgeB3 Critically analyse and evaluate the political and economic influences upon the development of advanced practice roles in health careB4 Analyse how law, ethics and professional accountability and autonomy relate to advancing practiceB5 Reach reasoned conclusions and/or evidence-based sustained judgementsB6 Select, design and carry out research/project activity that has congruence and intellectual integrity | <p>D – Transferable Skills This programme provides opportunities for students to:</p> <ul style="list-style-type: none">D1 Structure and communicate ideas logically and effectivelyD2 Exercise evidence-based judgementD3 Demonstrate self-direction and independent learning for continuous professional developmentD4 Disseminate their ideas in written format, orally and visuallyD5 Critically appraise their personal strategies in relation to critical thinking, decision making and problem solving skills | |
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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 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 C6 Demonstrate competence to enhance practice by implementation of change 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