KEY FRAMEWORK INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the framework** Faculty of Health and Social Science
Final award(s), title(s) and credit **HSS CPD Framework** MA Professional Practice (180 level 7 – 90 ECTS) 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) PGCert Critical Care (60 level 7 – 30 ECTS) PGCert Primary Care (60 level 7 – 30 ECTS) Grad Cert Critical Care (60 level 6 – 30 ECTS)	
Intermediate award(s), title(s) and credits PG Dip Professional Practice (120 level 7 – 60 ECTS) PG Cert Professional Practice (60 level 7 – 30 ECTS) PG Dip Advanced Practice (120 level 7 – 60 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)	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.** **Programmes where the exit award is at or above level 7:** 100088, 100250, 100282, 100285, 100287, 100288, 100476, 100501, 101325 **CAH codes:** 01-01-03, 02-02-01, 02-04-03, 02-04-04,02-04-07, 02-04-09, 15-04-01, 15-04-03, 17-01-04 **Does this programme require ATAS:** NO
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 (May 2023) Higher Education Credit Framework for England: Advice on Academic Credit Arrangements. The Quality Assurance Agency for Higher Education 2021 QAA February 2024. The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies.	
Professional, Statutory and Regulatory Body (PSRB) links Nursing and Midwifery Council (NMC) and Health and Care Professions Council (HCPC) and Social Work England (SWE) – units approved by NMC, HCPC and SWE.	

Places of delivery Teaching is delivered either on campus, either at Lansdowne or Portsmouth, and occasionally in NHS Trusts. Social Work and Leadership focussed units are delivered mainly online due to demand. However, the offer to facilitate face-to-face delivery, on or off campus, is given to practice partners, should the need arise. Units adopt a blended approach, with face-to-face teaching, additional online resources via the VLE, and online tutorials. Some seminars where appropriate can be delivered online.	
Mode(s) of delivery CPD Part time	**Language of delivery** English
Typical duration Pre-Feb 2018 students – max 10 years Post Feb 2018;- MA Professional Practice - max 5 years MA Leading and Developing Services – max 5 years BSc (Hons) Professional Practice - max 5 years	
Date of first intake September 2025	**Expected start dates** Units will be delivered as and when required
Maximum student numbers 30 – 80 students' dependant on unit and mode of delivery	**Placements** N/A all students are in employment
Partner(s) N/A	**Partnership model** N/A
Date of this Programme Specification June 2025	
Version number V3.0-0925	
Approval, review or modification reference numbers E242506 – June 2025	
Author Dee Adcock and Michele Board	

FRAMEWORK STRUCTURE

Programme Award and Title: BSc (Hons) Professional Practice Grad Cert Professional Practice Grad Dip Professional Practice Grad Cert Critical Care							
Level 6							
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)
			Exam 1	**Cwk 1**	**Cwk 2**			
Care of Clients with Long Term Conditions	Option	20		100%		30	1.2	100285
Care of Clients with Minor Illness	Option	20		100%		30	1.2	100285
Deteriorating Adult Patient – Recognition and Management	Option	20		100%		30	1.1	100282
Developing Competence in the Care of the Critically Ill Patient	Option	40	20% Pass/ Fail	80%		35	1.1	100282
Enhanced Assessment Skills for Clinical Practice	Option	20	2 x OSCE Pass/ Fail	100%		30	1.2	100285
Evidencing Professional Learning 1,2 & 3	Option	20		100%		24	1.3	100476
Foundations in General Practice Nursing	Option	40		50%	50%	120	1.2	100285
Improving Personal and Organisational Performance (IPOP)	Option	40		100%		18	3.0	100476
Independent and Supplementary Prescribing	Option	40	Exam 1 Pass/ Fail	Exam 2 Pass/ Fail	100%	48	1.3	100250
Locating and Evaluating Evidence for Professional Practice	Option	20		50%	50%	30	1.2	100476
Mental Health in Non-Mental Health Settings	Option	20		100%		30	2.1	100287
Paediatric Presentations in Urgent and Primary Care	Option	20		100%		30	1.2	101325

Unit	Type	Credits						Code
Patient Care in Anaesthesia	Option	20	100%			40	1.3	101336
Patient Care in Surgery	Option	20	100%			30	1.2	101336
Physical Health in Mental Health Setting	Option	20		100%		30	2.0	100287
Practical Observation	Option	20		100%		6	1.2	100476
Preparation for Social Work Practice in the United Kingdom for non-UK Social Workers	Option	40		40%	60%	18	1.1	100503
Professional Supervision in Health and Social Care and Allied Professions	Option	20		100%		18	1.3	100503
Professional Use of the Deprivation of Liberty Safeguards (DoLS)	Option	20		100%		30	1.2	100476 (Balanced) 100501 (Balanced)
RAW – Resilience, Advocacy and Wellbeing	Option	20		100%		18	2.0	101325
Risk and Decision Making in Professional Practice	Option	20		100%		18	1.0	100501
Supervising and Assessing a learner in Social Work Practice	Option	20		Pass/Fail	100%	18	1.0	100476
Supporting Practice Learning in Social Work	Option	20		Pass/Fail	100%	18	1.0	100501
Surgical First Assistant	Option	20	100%			30	1.1	100294
Systematic Assessment of the Critically ill Patient	Option	20		100%		35	1.1	100282
Systematic Examination of the Newborn	Option	20		100%	Pass/Fail	36	2.0	100288
The Act in Practice (MCA)	Option	20		100%		30	1.2	100476

Progression requirements: N/A
Exit qualification:

Part -time Undergraduate 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) and Developing Competence in the care of the critically ill patient (L6)

Framework Specification

Programme Award and Title: MA Professional Practice PG Dip Professional Practice PG Cert Professional Practice MA Advanced Practice PG Dip Advanced Practice PG Cert Critical Care PG Cert Primary Care

Level 7
Taught Units may also be taken from any existing HSS Post Graduate 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)
			Exam 1	Cwk 1	Cwk 2			
Advanced Legal Literacy in Social Work Practice	Option	20		50%	50%	18	1.0	100501
Care of Clients with Long Term Conditions	Option	20		100%		30	1.2	100285
Care of Clients with Minor Illness	Option	20		100%		30	1.1	100285
Deteriorating Adult Patient – Recognition and Management	Option	20		100%		30	1.1	100282
Developing Competence in the Care of the Critically Ill Patient	Option	40	20% Pass/ Fail	80%		35	1.2	100282
Developing Mentoring and Leadership Skills through Service Improvement for Qualified Practice Educators/Assessors	Option	20			100%	18	1.1	100088
Developing Professional Practice in Social Work (DPP)	Option	20		50%	50%	3	2.0	100501
Developing Specialist and Professional Practice (DSPP)	Option	20		100%		18	2.0	100501
Enhanced Assessment Skills for Clinical Practice	Option	20	Pass/ Fail	Pass/ Fail	100%	30	1.2	100285
Evidencing Professional Learning 1,2 3	Option	20		100%		24	1.3	100476
Foundations in General Practice Nursing	Option	40		50%	50%	120	1.2	100285
History Taking and Physical Examination	Option	20	Pass/ Fail			60	1.1	100476

Framework Specification

Improving Personal and Organisational Performance (IPOP)	Option	20		100%		18	1.3	100476
Independent and Supplementary Prescribing	Option	40	Exam 1 Pass/ Fail	Exam 2 Pass/ Fail	100%	48	1.3	100250
Leading for Change	Option	20		100%		18	1.3	100088
Leading and Managing Teams	Option	20		100%		18	1.1	100088
Mental Health in Non-Mental Health Settings	Option	20		100%		30	2.1	100287
Paediatric Presentations in Urgent and Primary Care	Option	20		100%		30	1.2	101325
Physical Health in Mental Health Settings	Option	20		100%		30	1.0	100476
Preparing for your Service Improvement Project (PSIP)	Core for MA	20		100%		24	1.2	100476
Professional Supervision in Health and Social Care and Allied Professions	Option	20		100%		30	1.3	100476
Professional Use of the Deprivation of Liberty Safeguards (DoLS)	Option	20		100%		30	1.2	100476 (Balanced) 100501 (Balanced)
Public Involvement in Research and Practice	Option	20		100%		30	2.0	100476
RAW - Resilience, Advocacy and Wellbeing	Option	20		100%		18	1.0	100476
Risk and Decision Making in Professional Practice	Option	20		100%		18	2.0	100501
Service Improvement Project (SIP)	Core for MA	40		100%		18	1.1	100476
Supervising and Assessing a Learner in Social Work Practice	Option	20		Pass/ Fail	100%	18	1.0	100501
Supplementary Prescribing	Option	40	Exam 1 Pass/ Fail	Exam 2 Pass/ Fail	100%	48	1.3	100250
Supporting Practice Learning in Social Work	Option	20		Pass/ Fail	100%	18	1.0	100501

Systematic Assessment of the Critically Ill Patient	Option	20		100%		35	1.1	100282
Systematic Examination of the Newborn	Option	20		100%	Pass/ Fail	36	2.0	100288
The Mental Capacity Act 2005 in Practice	Option	20		100%		30	2.0	100476

Progression requirements:

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 Professional Practice requires any 120 credits at Level 7

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

Framework Specification

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

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)
			Exam 1	Cwk 1	Cwk 2			
Developing Mentoring and Leadership Skills through Service Improvement	Option	20		100%		18	1.1	100088
Evidencing Professional Learning 1,2,3	Option	20		100%		24	1.3	100476
Intimate Partner Violence and Abuse Coercive Control (IPVA CC)	Option	20		100%		18	2.0	100476
Improving Personal and Organisational Performance (IPOP)	Option	20		100%		18	1.3	100476
Leading for Change	Core	20		100%		18	1.3	100088
Leading and Managing Teams	Core	20		100%		18	1.1	100088
Practice Observation	Option	20		100%		6	1.3	100476
Preparing for your Service Improvement Project (PSIP)	Core for MA	20		100%		24	1.2	100476
Professional Reasoning and Judgement in Health and Social Care	Option	20		100%		18	1.3	100501
Professional Supervision in Health and Social Care and Allied Professions	Option	20		100%		30	1.3	100476
Public Involvement in Research	Option	20		100%		30	2.0	100476
RAW - Resilience, Advocacy and Wellbeing	Option	20		100%		18	1.0	100476
Service Improvement Project (SIP)	Core for MA	40		100%		18	1.1	100476
Self-Leadership Building Personal Resilience and Relationships at Work	Option	20		100%		18	3.0	100088
Strategic Leadership	Option	20		100%		18	1.3	100088

Progression requirements:

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 CPD Framework;
- specify the programme award titles;
- identify awarding programmes and each levels learning outcomes; and
- articulate the regulations governing the awards defined within the document.

AIMS OF THE FRAMEWORK

The HSS CPD Framework aims to provide opportunities to enable qualified health and social care professionals and allied professions 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 and allied professions 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; and
- 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, whereby research, education and impact on practice are integral parts of units taught. 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 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 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).

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

STAFF DELIVERING THE PROGRAMME

Students will usually be 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, demonstrators/technicians and research students. CV's appended.

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 Dip Professional Practice
Grad Cert Professional Practice
Grad Cert Critical Care

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 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	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1 – A4); • seminars (A1 – A4); • directed reading (A1 – A4); • use of the VLE (A1 – A4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework and/or practice assessments (A1 – A4).
B: Intellectual 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 outcomes:
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	Learning and teaching strategies and methods: • lectures (B1 – B5); • seminars (B1 – B5); • directed reading (B1 – B5); • use of the VLE (B1 – B5).
	Assessment strategies and methods: • coursework, presentations and/or practice assessment (B1 – B5).

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	Learning and teaching strategies and methods: • directed reading (C1); • coursework and formative assessment in practice (C1 – C5).
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	Assessment strategies and methods: • 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	Learning and teaching strategies and methods: • 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: • coursework and/or assessment in practice essays (D1 – D4).

Note:
Due to the pick and mix approach of the CPD Framework, the intended learning outcome breakdown of each stage of the programme can be seen in the Programme Skills Matrix – BSc (Hons) Professional Practice

LEVEL 7 INTENDED LEARNING OUTCOMES

MA Professional Practice
PG Dip Professional Practice
PG Cert Professional Practice
PG Cert Critical Care
PG Cert Primary Care

A: 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 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	Learning and teaching strategies and methods: • 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) Assessment strategies and methods: • coursework and/or practice assessment (A1 – A5); • Service Improvement Project (A2, A4, A5)
B: Intellectual 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:
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	Learning and teaching strategies and methods: • lectures (B1 – B6); • seminars (B1 – B6); • directed reading (B1 – B6); • independent research (for Service Improvement project) (B2, B5, B6) Assessment strategies and methods: • coursework / assessment in practice (B1 – B6); • Service Improvement project (B2, B5, B6)

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 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	Learning and teaching strategies and methods: - lectures (C1 – C7); - coursework and assessment in practice (C1 – 7); - directed reading (C1 – C7); - independent research (for Service Improvement project) (C1 – C7)
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	Assessment strategies and methods: - coursework and/or practice assessment (C1 – C7); - Service Improvement Project (C1, C3 – C7)

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 Structure and communicate ideas logically and effectively **D2** Exercise evidence-based judgement **D3** Demonstrate self-direction and independent learning for continuous professional development	Learning and teaching strategies and methods: - seminars (D1 – D5); - use of the VLE (D1 – D5)
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	Assessment strategies and methods: - coursework and/or practice assessment (D1 – D5); - Service Improvement Project (D1 – D5)

Note:
Due to the pick and mix approach of the CPD Framework, the intended learning outcome breakdown of each stage of the programme can be seen in the Programme Skills Matrix - MA Professional Practice

LEVEL 7 INTENDED LEARNING OUTCOMES
MA Leading and Developing Services
PG Dip Leading and Developing Services
PG Cert Leading and Developing Services

A: 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 **A4** The nature of knowledge and research approaches **A5** Exploration of a specific Service/Practice development/improvement issue	Learning and teaching strategies and methods: • 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) Assessment strategies and methods: • coursework and/or practice assessment (A1 – A5); • Service Improvement Project (A2, A4, A5)
B: Intellectual 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:
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	Learning and teaching strategies and methods: • lectures (B1 – B6); • seminars (B1 – B6); • directed reading (B1 – B6); • independent research (for Service Improvement project) (B2, B5, B6) Assessment strategies and methods: • coursework / assessment in practice (B1 – B6); • Service Improvement project (B2, B5, B6)

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 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
	Learning and teaching strategies and methods:
	
	  • lectures (C1 – C7);
	  • seminars (C1 – C7);
	  • directed reading (C1 – C7);
	  • independent research for Service Improvement Project (C1 – C7)
	
	Assessment strategies and methods:
	
	  • coursework and/or practice assessment (C1 – C7);
	  • Service Improvement Project (C1, C3 – C7)

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   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
	Learning and teaching strategies and methods:
	
	  • seminars (D1 – D5);
	  • use of the VLE (D1 – D5).
	
	Assessment strategies and methods:
	
	  • coursework and/or practice assessment (D1 – D5);
	  • Service Improvement Project (D1 – D5).

<u>Note:</u>

Due to the pick and mix approach of the CPD Framework, the intended learning outcome breakdown of each stage of the programme can be seen in the Programme Skills Matrix – MA Leading & Developing Services

Programme Skills Matrix BSc (Hons) Professional Practice

Programme Intended Learning Outcomes		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
	Units																		
BSc (Hons) Professional Practice	Locating and Evaluating Evidence for Professional Practice (core unit)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grad Dip Professional Practice	60 credits from the CPD Framework	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grad Cert Professional Practice	40 credits from the CPD Framework	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grad Cert Critical Care	60 credits from the following units: • Systematic Assessment of the Critically Ill Patient • Developing Competence in the Care of the Critically Ill Patient	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Programme Skills Matrix - MA Professional Practice (previously MA Advanced Practice)

Programme Intended Learning Outcomes / Units	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5
MA Professional Practice — Service Improvement Project (SIP)	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MA Professional Practice — Preparing for your Service Improvement Project (PSIP)				✓	✓				✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
PG Dip Professional Practice — 120 units from CPD Framework	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
PG Cert Professional Practice — 60 credits from CPD Framework	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
PG Cert Critical Care — 60 credits from the following units: • Systematic Assessment of the Critically Ill Patient • Developing Competence in the Care of the Critically Ill Patient	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PG Cert Primary Care — 60 credits from the following units: • Foundations in General Practice Nursing (core unit) Plus • Paediatric Presentation Urgent and Primary Care OR • Care of Clients with Minor Illness OR • Care of Clients with Long Term Conditions	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

Programme Skills Matrix - MA Leading and Developing Services

Programme Intended Learning Outcomes / Units		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5
MA Leading and Developing Services	Service Improvement Project (SIP)	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Preparing for your Service Improvement Project (PSIP)				✓	✓				✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
PG Dip Leading and Developing Services	120 credits from CPD Framework (including core leadership unit)	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
PG Cert Leading and Developing Services	60 credits from CPD Framework (including core leadership unit)	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓

ADMISSION REGULATIONS

The entry requirements can be viewed on the university website: [Courses | Bournemouth University](#)

Recognition of Prior learning

Abbreviations
Recognition of Prior Learning *(RPL)*
Recognition of prior certificated learning (*RPCL*)
Recognition of prior experiential learning (*RPEL*)

Recognition of Prior learning as outlined in BU academic regulations policy 3p recognition of prior learning policy and procedure. [3p-recognition-of-prior-learning-policy-and-procedure. 2023 pdf](#)

7.2.2   The maximum volumes of credit for all RPL transactions involving undergraduate programmes

     i.   credit based on RPCL should not exceed two thirds of the credits for the award for which the student is registered.
    ii.   credit based on RPEL should not exceed one third of the credits for the award for which a student is registered.
   iii.   A combination of credit based on RPCL and RPEL must not exceed the stated limits for each individual category above and must total no more than the maximum limit stated for RPCL.

7.2.4   The maximum volumes of credit for all RPL transactions involving postgraduate taught programmes are as follows

     i   credit based on RPCL should not exceed two thirds of the credits for the award for which the student is registered. Credit will be given only for taught units.
    ii   credit based on RPEL should not exceed one third of the credits for the award for which a student is registered. Credit will be given only for taught units.
   iii   A combination of credit based on RPCL and RPEL must not exceed the stated limits for each individual category above and must total no more than the maximum limit stated for RPCL. Credit will be given only for taught units

7.2.6   Continuing Professional Development (CPD)

    The University allows exemptions only against named awards. Therefore, RPL cannot be awarded towards CPD credit frameworks/individual CPD units but may be considered when CPD students transfer to a named award.

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

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

6a-standard-assessment-regulations-undergraduate (2023 -24).pdf
6a-standard-assessment-regulations-postgraduate (2023 -24).pdf
6a-standard-assessment-regulations-gradcert-graddip (2023 -24).pdf

Pass mark
Where units are assessed by a combination of formally defined separate elements of assessment a pass will only be awarded where the student achieves a mark of at least 50% at level 7 and 40% for level 6 units, or a pass for each element of the assessment. For example, to pass Foundations in General Practice Nursing, both coursework 1 and 2 must be passed.

Compensation
Compensation does not apply to any units.

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

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