Programme Specification

Programme Title and Name of Award	PGCert Practice Development

Academic Level	7	**Total Credits**	60

Professional Body Accreditation / Qualification	Not applicable

Date of Professional Body Accreditation	Not applicable	**Accreditation Period**	Not applicable

UCAS Code	Not applicable

HECoS Code	100473

Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website
	Detailed criteria for admission to this programme can be found on the relevant programme webpage: https://www.cumbria.ac.uk/study/courses/postgraduate/practice-development-pgc/
	The decision to offer a place on the programme is at the discretion of the programme leader
	There is full commitment to equal opportunities criteria. The University is committed to widening access by taking candidates from a variety of educational backgrounds, without compromising academic standards.
	The following additional requirements apply for entry to this programme:
	Applicants must have experience of working in a health, wellbeing, social care or appropriate setting.
	All applicants must complete a pre-entry study skills package such as Preparing for Postgraduate Study if they are new to this level of study or have had a break from study for a period of 4 years.

Teaching Institution	University of Cumbria

Owning Department	Nursing, Health and Professional Practice

Programme delivered in conjunction with	Not applicable
Principal Mode of Delivery	Blended Learning, Distance Learning
Pattern of Delivery	Part-Time
Delivery Site(s)	All UoC campuses, approved partner locations, or off-site at employer premises (subject to the policy for off-site delivery) HPHN7411 will only be delivered on the Lancaster and Carlisle campuses
Programme Length	Part-Time: Up to 2 years standard, 4 years maximum
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	Not applicable
Period of Approval	August 2019 – July 2025

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage.

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

Our long-established Practice Development Framework comprises tailor-made continuing professional development (CPD) for all healthcare professionals including nurses, occupational therapists, physiotherapists, radiographers, paramedics as well as unregistered staff working in the health, wellbeing and social care sector. Programmes within the framework have been designed to meet the needs of anyone interested in developing their professional and personal knowledge and expertise to develop excellence in practice within community, workplace and health and social care settings. Studying with us you will be offered the opportunity of tailoring your own programme of study, consisting of single modules, short courses or full programmes of study. Delivery is flexible involving online distance learning and/or on campus study. Potentially, credits from other programmes you have studied can be taken into account and there are flexible funding options available, with the option to pay on a module-by-module basis or via a student loan where appropriate.

Programmes within the Practice Development Framework provide accessible higher education opportunities at a level which is appropriate to you, the student. The programmes utilise a collaborative approach in the provision of inclusive person-centred continuing professional development education, which is responsive to market demand and which has been developed following extensive engagement with employers, current students and external commissioners. Whilst undertaking this programme of study, you will be introduced to and experience the process of transformative learning, founded upon personal critical reflection which will develop you as a knowledgeable, flexible, enquiring practitioner, capable of problem solving and leading innovative approaches.

Your programme *"will include content which is relevant to the world of work, emphasising problem-solving and the interaction of theory and practice. It will challenge you intellectually, promoting independence and confidence"* (University of Cumbria, Learning, Teaching and Assessment Strategy [LTA] 2017-22). Equally focussing upon one of the key themes from the same strategy we aim to *"provide an environment for the development of professionally relevant, research informed and innovative programmes".* This theme not only provides a foundation for your chosen area of study, but it also recognises the importance of using a clear educational curriculum model and framework to structure your programme, with you as the learner being central to this process.

Focussing on the knowledge and skills required for your employment, the curriculum accommodates the latest contemporary practice developments, key elements of reflective practice and transformative learning. Our University of Cumbria graduate attributes recognise the importance of you being *"self-reliant, adaptable and flexible"* in your thinking and practice. This will be reflected in developing and enhancing your skills of enquiry and encouraging you to be *"open to change"* embracing the principles which underpin transformative learning. Our collaborative approach to learning has underpinned Practice Development programmes for many years and moving forward together we can support you as you adopt and benefit from the transformative learning process, which indicates an ongoing change and reflects the importance of life-long learning.

Managed by an overall framework leader, with individual programme leaders for each target award, the Practice Development Framework is based on the principles of credit accumulation (and transfer), flexibility and choice. You may be able to transfer existing internal (University of Cumbria) credit into your award, providing you can demonstrate currency and applicability of the credit to the award. Each programme incorporates a pre-determined selection of relevant health, wellbeing and social care modules which have been validated for stand-alone delivery. You will have the opportunity to accumulate credit through the completion of those modules which are most appropriate to you and your practice. The number and type of modules will depend on your desired target award. For those students studying on a module-by-module basis, once the appropriate amount of credit has been acquired, you will be able to transfer the credit into a named award

(providing you meet the entry criteria for that award) and providing the requirements in relation to core and optional modules for the award have been achieved.

The Practice Development Framework incorporates a variety of bespoke negotiated and work based learning modules which have been explicitly designed to meet the needs of learners who are already working in a wide range of practice situations. Flanagan *et al* (2000) describe work-based learning as a means for integrating university level learning with learning from experience in the workplace, the bringing together of self-knowledge, expertise at work and formal knowledge. Work-based learning is a learning process rather than a teaching process, which encourages you to take responsibility for your own learning and develops attitudes and skills towards lifelong learning (Chapman and Howkins, 2003). These 'shell' modules allow you to undertake focussed study, relevant to you and your place of work which is directed by a pre-determined set of generic learning outcomes to ensure academic rigour and consistency is maintained. The nature of the content and assessed work will be determined cooperatively by you and / or your employer (where relevant) and a designated subject tutor.

Proposals to undertake either negotiated (NL) or work based learning (WBL) are submitted to the module leader for approval during the preceding semester. A designated subject tutor is appointed to supervise your study. Working with your tutor, you will agree a learning contract, specifying the exact focus and content of your NL / WBL module. This will detail your personal aims and specify the learning outcomes and agreed assessment activities which you will undertake in order to fully address the generic, pre-determined learning outcomes. Your tutor will assist you to identify key learning resources related to the area of study.

The assessment activity will be appropriate to the module content and may include an assessment of skills as well as knowledge, as appropriate to the subject of the NL/WBL. The learning contract will be submitted as part of the final coursework. For WBL, a practice-designated mentor will provide support and guidance within your workplace, the exact nature of this support will be agreed within the learning contract and approved by the tutor.

In the case of the **PGCert Practice Development**, there are no core or compulsory modules. You will select optional modules to a total of 60 credits from the list of optional (and adopted) modules which is appended to this programme specification. Optional modules must be relevant to your area of practice and target award, and agreed in your personal development plan with your personal tutor.

Following completion of the PGCert Practice Development programme, the framework can facilitate your continuing professional development via individual modules or via individual modules or you may wish to consider further study to either a PGDip or MSc Practice Development. The framework may also be used to prepare you for a PhD application or to undertake research.

Aims of the Programme

The overall aims of the Programme are to:

1. Provide a coherent post-graduate progression route, which recognises and values your prior experience and learning.

2. Provide a transformative learning experience for you to advance your academic and professional development through critical self-reflection and reflexivity.

3. Enable you to develop a mastery of complex and specialised knowledge and a critical awareness of issues at the forefront of your field of practice.

4. Develop conceptual knowledge and advanced understanding of how techniques of enquiry enable the critical and objective analysis, interpretation and application of research and evidence within your sphere of influence.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.

- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.

- Generate new ideas and support the achievement of desired outcomes

- Accept accountability for decision making including the use of supervision

- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate understanding of:

K1. The evidence, theories and policy drivers that underpin decision making and judgement in practice.

K2. The holistic nature of practice in the fields of health and wellbeing.

K3. The complexities of professional, ethical and legal perspectives relating to practice, incorporating sensitivity to diversity and cultural issues.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to:

S1. Formulate and complete a structured learning programme aligned to the Knowledge and Skills Framework (where applicable) and / or other appropriate competency standards that are appropriate to your professional role.

S2. Use initiative in decision making and generate transformative solutions through the synthesis of ideas and information as a result of critical reflexivity.

S3. Communicate effectively and emphatically with patients, colleagues and other practitioners in complex and unpredictable situations.

S4. Use IT innovatively for the acquisition and the effective presentation of information**.**

S5. Apply contemporary and innovative approaches towards leading and developing practice.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

- Public Health England (2017) consultation document [Facing the Facts, Shaping the Future](#) (a draft health and care workforce strategy for England to 2027)
- [Transforming Urgent and Emergency Care Services in England](#) (NHS England, 2015)
- [National Standards for Adult Critical Care Nurse Education](#) V2 (CC3N, 2016)
- [College of Paramedics, Post-Registration Career Framework](#) (2018)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Strategic Plan 2017-2020](#)
- UoC Department of Nursing, Health and Professional Practice Business Plan 2016-2021
- [UoC Academic Regulations and Academic Procedures and Processes](#)

Graduate Prospects

Completion of this programme of study will enhance employability and career prospects. This may manifest in a number of ways, for example, you may use this qualification to gain promotion within your professional role or to develop or extend your sphere of practice.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The University of Cumbria, Learning, Teaching and Assessment Strategy (LTA, 2017-22) underpins all aspects of the Practice Development Framework.

The framework is designed to be flexible, utilising the full range of UoC digital resources and supported communication through learning technology (including online and distributed places for

learning). Learning is based in both academic study and practice environments. You are actively facilitated to use, apply and integrate your developing knowledge within your practice and to develop an enquiring, evaluative approach to your study and practice, through a transformative learning experience.

Where specifically included, work based learning is facilitated by a practice designated mentor, supported by the University.

Learning and Teaching Methods will:

- Promote the development of inclusive practice and address a range of learner types

- *"Scheduled learning and teaching"* encompasses a variety of approaches to learning and teaching across the framework. Strategies include online and / or class-based workshop activities, facilitated discussion and debate, tutorials, guided study and reading, work based learning, reflection on practice

- Use learning technology to promote your learning and achievement, for example through the use of mobile technology, podcasts, webinars

- Provide active learning and social learning opportunities

- Provide appropriate engagement and facilitation models for distance, online and flexible learning students

- Provide opportunities for you to select modules appropriate to your professional context thus fostering employability prospects

- Foster aspiration and career readiness through work-based, experiential and inter-professional learning

- Be relevant to the needs of your workplace, emphasising problem-solving and the interaction of theory and practice

- Use research-informed teaching, drawing on health, social care and workplace knowledge and expertise

The framework is successfully delivered by a team of specialist, experienced lecturers, ensuring learning and teaching methods are contemporary and contextually relevant.

Summative and Formative Assessment Methods:

- Assessment load is minimised for your benefit whilst upholding robust academic standards

- Are designed to provide a creative and balanced strategy across the programme.

- Provide a range of authentic, engaging and challenging formative assessment activities which as well as being important for learning, promote the value of formative assessment and contribute to the successful completion of the summative assignment task(s). Examples include quizzes, group work, peer review, presentations, reflection, tutorials, online activities which are designed to generate feedback on performance in order to improve learning

- Enable the valid testing of the programme learning outcomes, through a variety of summative *"written assignments"* including for example; portfolio, case study, reports, reflective accounts, response to peer review, academic essays, appraisal of evidence,

- Are relevant to the needs of the workplace, allowing for authentic assessment and effective formative feedback to facilitate your success

- Encourage you to critically reflect on your knowledge and skills development, in order to develop your ability to make sound professional judgements

Student Support

Here at the University of Cumbria you will be supported by many individuals and teams. Some, like your tutors and library services, you will have regular contact with, others work in teams 'behind the scenes', however their valuable contribution to your experience and engagement with the learning process is a significant one and they too have been involved in the development of your modules and programmes, as evidenced by their suggestions (highlighted through the use of quotations below).

Through studying with us you will be able to *"recognise and understand how digital literacy works to enhance your learning"* (LTA, 2017-22)*.* Some of your formative and summative assessments will involve using digital resources to capture your personal learning and this will be linked to the use of 'artefacts' and transformative learning.

Digital technology allows us to access the most up to date information and research especially in relation to care and practice. Accepting that the location and finding of information can be extremely quick, it becomes important to develop your *"abilities to critique the quality and validity of this".* Our academic literacy team (along with your tutors) will encourage you to be discerning in your use of evidence and reference sources to support your academic writing. The literacy team will also encourage you to *"develop your practice voice"* when writing, and *"be able to articulate your learning in relation to practice and the associated decision making process in order to teach others".* This is an important aspect of developing your confidence when writing academically, accepting and recognising the depth of your critical thinking when problem solving in practice and then transferring this process to your academic literacy skills.

In doing this you will obviously have the support from our literacy team and tutors, with both encouraging you to access our Headstart virtual learning study skills package. Here you will be guided through the programme which specifically focuses upon developing your academic writing skills. This will show you how to begin, structure and conclude an assignment for example and reinforce the importance of using the adopted Harvard referencing technique to support your content. Feedback from these teams has led us to involve a teacher from the continuing professional programme in the initial academic study skills induction. With this collaborative approach you will be able to ground the exploration of literacy skills in your own practice*.*

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

You will be required to complete a framework-specific induction programme either online or face to face. Induction is used to introduce you to the Practice Development Framework and to the University's systems and resources, including Library Service, Blackboard, Timetabling, Webfolio, etc.

Personal Tutoring

You will also be allocated a Personal Tutor (PT). Regardless of your mode of study (distance learning, blended learning), your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials (face to face, Skype, telephone according your needs), Progress Reviews and other support as outlined in the Personal Tutoring Policy. Regular contact will

enable you to plan your personal development needs. Your PT will signpost you to appropriate members of the team, or specific sources of information as appropriate.

Personal Development Planning

Personal development planning is a key function of your PT, who in the case of the Practice Development Framework is charged with supporting you to identify and meet your individual personal and professional learning and development needs. The PT will assume an academic tailoring role which consists of moderating your journey through your programme of study, so that your choice of modules and focus of the assessments is appropriate to both your area of practice and your target award. Your PT will provide support and guidance for your academic development planning.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Staff and Student Services

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the website and/or via the Student Services guidance tile on the Student Hub.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Preparing for Postgraduate Study

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the

academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email careerahead@cumbria.ac.uk.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
		No core modules			

Notes
This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.
Module pass mark: 50% (Postgraduate).
There are no core modules on this programme. You will be required to select 60 credits of optional modules from the choice available below. Optional modules must be relevant to your area of practice and have been agreed in your personal learning plan with your Personal Tutor.
Optional modules may be subject to availability and viability. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.
To ensure that modules containing elements of negotiated and work based learning contribute to meeting the programme outcomes for your target award, you must discuss and agree the content of any such modules with your Personal Tutor and document this in your personal development plan.
A failed student will not be permitted to re-register on the same programme.

Optional modules at Level 7 on PGCert Practice Development (by subject cluster)					
List valid at September 2024 – To be reviewed annually to ensure continued currency					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Entry requirements**	**Programme Outcomes achieved**
ACADEMIC AND PROFESSIONAL DEVELOPMENT MODULES					
7	HCPD7002-7006	Negotiated Learning	20		Will be dependent on what the student negotiates to study and

					the nature of the assessment chosen
7	HCPD7013-7014	Work Based Learning	40		Will be dependent on what the student negotiates to study and the nature of the assessment chosen
7	HCPD7015-7016	Work Based Learning	20		Will be dependent on what the student negotiates to study and the nature of the assessment chosen
7	HCPD7011	Critically Reflective Practice in Nursing	20	To be eligible to study this module, you must be a registered and practising nurse	K1,K2,K3, S1,S2,S3
7	HCPD7012	Innovations in Nursing Practice	20	To be eligible to study this module, you must be a registered and practising nurse	K1,K2,K3, S1,S2,S3
7	HCPD7100	Contemporary Mentoring and Assessment in Diverse Clinical Environments	20		K1,K2,K3 S1,S3,S5
7	HCPD7111	Artificial Intelligence and Innovative Technologies in Digital Health	20		K1,K2,K3 S1,S3,S5
7	HCPD7112	Entrepreneurship and Health Technology	20		K1,K2,K3 S1,S3,S5
7	PGLT7001	Introduction to Teaching, Learning and Assessment	20		K1,K2, S3,S4

7	PGLT7002	Researching Academic Practice	20		K3, S3,S4
7	PGLT7003	Curriculum Design and Development	20		K3, S3,S4

ACUTE AND CRITICAL CARE MODULES					
7	HCPD7066	Acute and Critical Care: Foundations for Practice	20	To be eligible to study this module, you must be a registered healthcare professional with at least 6 months experience of working within an acute care environment. If you have studied the equivalent module at Level 6 (HCPD6066) then you cannot also study this Level 7 version	K1,K2,K3, S1,S2,S4
7	HCPD7067	Acute Care: Contemporary Issues Independent Study	20	To be eligible to study this module, you must be a registered healthcare professional with at least 6 months experience of working within an acute care environment. Prior to studying this module, you must normally have studied pre-requisite module HCPD7066 or equivalent or possess an equivalent level of work based experience as determined by the module leader.	Will be dependent on what the student negotiates to study and the nature of the assessment chosen

				If you have studied the equivalent module at Level 6 (HCPD6067) then you cannot also study this Level 7 version	
7	HCPD7068	Acute Care: Initial Management of the Acutely Ill Adult	20	To be eligible to study this module, you must be a registered healthcare professional with at least 6 months experience of working within an acute care environment	K1,K2, S1,S2,S4
7	HCPD7069	Patient Safety in Acute and Critical Care	20	To be eligible to study this module, you must be a registered health practitioner with regular access to an acute or critical care setting. If you have studied the equivalent module at Level 6 (HCPD6069) then you cannot also study this Level 7 version	K1,K2,K3, S2,S3,S4,S5
7	HCPD7095	Critical Care: Contemporary Issues	20	Prior to studying this module, you must have successfully studied the pre-requisite module HCPD7097 or an equivalent, with evidence of accredited prior learning, and completion of Step 2 competencies as per National Competency Framework for Registered Nurses in Adult Critical Care.	K1,K2,K3, S1,S2,S3

				To be eligible to study this module, you must be a registered healthcare professional with at least 6 months experience of working within a critical care environment supporting level 3 patients (as per Intensive Care Society Guidance).	
7	HCPD7097	Core Assessment and Management of the Critically Ill Adult	20	Prior to studying this module you must have evidence of successful completion of Step 1 competencies. To be eligible to study this module, you must be a registered healthcare professional with at least 6 months experience of working within a critical care environment, or equivalent level 2 facility (as per Intensive Care Society Guidance).	K1,K2,K3, S1,S2,S3
AUTISM MODULES					
7	HCPD7025	Understanding Autism	20	If you have studied the equivalent module at Level 4, Level 5 or Level 6 (HCPD4025, HCPD5025, HCPD6025) then you cannot also study this Level 7 version	K1,K2, S1,S2,S3
7	HCPD7026	Supporting Individuals on the Autism Spectrum	20	Prior to studying this module, you must normally have	K1,K2, S1,S2,S3

Level	Code	Module Title	Credits	Pre-requisites	Assessment
				studied pre-requisite module HCPD7025 or equivalent. If you have studied the equivalent module at Level 4, Level 5 or Level 6 (HCPD4026, HCPD5026, HCPD6026) then you cannot also study this Level 7 version	
7	HCPD7027	Working With Individuals on the Autism Spectrum	20	Prior to studying this module, you must normally have studied pre-requisite module HCPD7026 or equivalent. If you have studied the equivalent module at Level 4, Level 5 or Level 6 (HCPD4027, HCPD5027, HCPD6027) then you cannot also study this Level 7 version	Will be dependent on what the student negotiates to study and the nature of the assessment chosen
7	HCPD7076	Leading Advanced Person Centred Care and Support for Individuals with Learning Disability and or Autism	20		K1,K2,K3, S1,S2,S3
7	HCPD7077	Improving Service Delivery, Health and Wellbeing of People with Learning Disability and or Autism	20		K1,K2,K3, S1,S2,S3
7	HCPD7078	Work Place Learning in Advanced Practice when working with people with Learning Disability and or Autism	20		K1,K2,K3, S1,S2,S3
DISASTER RESPONSE MODULES					

Level	Code	Module Title	Credits	Notes	Learning Outcomes
7	HCPD7017	Planning Remote Environmental, Health, Community and Disaster Response	20		K1, K2, K3, S1, S2, S3
7	HCPD7035	Disaster Response	20	This module is aimed at individuals who will be expected to respond in all hazards disaster settings	K1,K2,K3, S2,S3,S4
7	HCPD7036	Safety and Security for Humanitarian, Disaster Response and Development Workers	20	This module is aimed at individuals who will be expected to operate in austere and/or hostile environments whilst engaged in humanitarian action	K1,K2,K3, S1,S2,S4
7	HCPD7037	Humanitarian Action	20	This module is aimed at individuals who will be expected to respond in humanitarian, disaster response and recovery settings	K1,K2,K3,K4, S2,S4
EMERGENCY CARE MODULES					
7	HCPD7050	Consultation and Physical Examination: Health Assessment Skills	20	To be eligible to study this module, you must be a qualified healthcare professional with access to a suitable learning environment. If you have studied the equivalent module at Level 5 or Level 6 (HCPD5050, HCPD6050) then you cannot also study this Level 7 version	K1,K2,K3,K4,K6,K9, S1,S2,S3,S4

7	HCPD7051	Care of Minor Illness and Minor Injuries	20	To be eligible to study this module, you must be a qualified healthcare professional. If you have studied the equivalent module at Level 5 or Level 6 (HCPD5051, HCPD6051) then you cannot also study this Level 7 version	K1,K2,K3,K4,K6,K9, S1,S2,S3,S4,S8,S9
7	HCPD7052	Management of Major Illness and Major Trauma	20	To be eligible to study this module, you must be a qualified healthcare professional. If you have studied the equivalent module at Level 6 (HCPD6052) then you cannot also study this Level 7 version	K1,K2,K3, S1,S2,S3
7	HCPD7053	Clinical Judgement and Decision Making	40	To be eligible to study this module, you must be a qualified healthcare professional. Prior to studying this module, you must normally have studied pre-requisite module HCPD7050 or an equivalent assessment and physical examination skills module. If you have studied the equivalent module at Level 6 (HCPD6053) then you cannot also study this Level 7 version	K1,K2,K3,K4,K6,K7,K9, S1,S2,S3,S5,S7,S8
LEADERSHIP AND MANAGEMENT MODULES					

7	HCPD7057	Managing Within a Strategic and Organisational Context	20		K1,K3, S1,S3,S4,S5
7	HCPD7060	Coaching and Mentoring	20		K1,K2,K3, S1,S2,S3,S4
7	HCPD7058	Leadership Through Transformational Learning	20		K1,K2,K3, S1,S2,S3,S5
PARAMEDIC PRACTICE MODULES					
7	HCPD7030	Clinical Complexity in Emergency Care	20	To be eligible to study this module, you must be working in an appropriate healthcare environment	K1,K2,K3, S1,S2,S3,S4
7	HCPD7031	Clinical Reasoning and Assessment Skills in Healthcare (CRASH)	20	To be eligible to study this module, you must be working in an appropriate healthcare environment	K1,K2,K3, S1,S2,S3,S4
7	HCPD7032	Emergency Care of Women and Children	20	To be eligible to study this module, you must be working in an appropriate healthcare environment	K1,K2,K3, S1,S2,S3,S4,S5
7	HCPD7033	Emergency Clinical Decision Making and Problem Solving	20	To be eligible to study this module, you must be working in an appropriate healthcare environment. Prior to studying this module, you must normally have studied pre-requisite module HCPD7050 or an equivalent	K1,K2,K3, S1,S2,S3,S4

				assessment and physical examination skills module	

PRIMARY CARE MODULES					
7	HCPD7045	Palliative Care	20	This module is aimed at all healthcare practitioners who are involved in the care of patients with palliative/end of life care needs. To be eligible to study this module, you must be a qualified assistant practitioner, nurse associate, registered nurse or allied health professional. If you have studied the equivalent module at Level 6 (HCPD6045) then you cannot also study this Level 7 version	K1,K2,K3, S1,S2
7	HCPD7046	Public Health in Practice	20	If you have studied the equivalent module at Level 6 (HCPD6046) then you cannot also study this Level 7 version	K1,K2,K3, S1,S2,S3
7	HCPD7047	Holistic Assessment and Case Management of the Complex Patient with Long Term Conditions	20	To be eligible to study this module, you must be a registered nurse or allied health professional. If you have studied the equivalent module at Level 7 (HCPD7047) then you cannot also study this Level 6 version	K1,K2,K3, S1,S2,S3

PROFESSIONAL PRACTICE MODULES					
7	HCPD7044	Professional Nurse Advocate	20	To achieve the practice-based elements of the module and competencies in practice, you must be allocated to a supervisor who should be a current professional nursing advocate and you must have the opportunity to observe and engage in a range of A-EQUIP related activities.	K1,K2,K3, S1,S2,S3
7	HCPD7048	Professional Paramedic Advocate	20	To be eligible to study this module, you must be a registered paramedic with live HCPC registration status.	K1,K2,K3, S1,S2,S3
7	HCPD7049	Professional Advocate for Allied Health Professionals	20	To be eligible to study this module, you must be a registered AHP with live professional registration status.	K1,K2,K3, S1,S2,S3
7	HCPD7070	Advanced Pathophysiology and Diseases in Practice	20	To be eligible to study this module, you must have an understanding of the basic principles of physiology	K1,K2, S4,
7	HCPD7072	Facilitating Health Behaviour Change	20	If you have studied the equivalent module at Level 7 (HCPD7072) then you cannot also study this Level 6 version	K1,K2,K3, S1,S2,S3

7	HCPD7073	Clinical Supervision	20	To be eligible to study this module, you must be working in an environment that adopts the use of a clinical supervision model. If you have studied the equivalent module at Level 6 (HCPD6073) then you cannot also study this Level 7 version	K1,K2,K3, S1,S3,S4,S5
7	HCPD7075	Multiagency Working in Safeguarding Vulnerable Adults	20	If you have studied the equivalent module at Level 6 (HCPD6075) then you cannot also study this Level 7 version	K1,K2,K3, S1,S2,S3
7	HCPD7084	Restrictive Interventions: Specialist Management	20	For students identified by Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust (CNTW)	K1,K4 S1
7	HCPD7092	Critical Perspectives on Infant Feeding	20		K1,K2,K3, S1,S2,S3
7	HCPD7093	Perinatal and Infant Mental Health	20		K1,K2,K3, S1,S2,S3
7	HCPD7108	Enhanced Learning Skills in Healthcare Environments	20		K1,K2,K3, S1,S2,S3
7	HCPD7109	Advanced Electrocardiograms in Clinical Practice	20	To undertake this module, you must be an experienced practitioner, to ensure learning outcomes can be achieved -	K1,K2,K3, S1,S2,S3

				previous level 6 ECG study is recommended	
7	HCPD7110	CNO 002 Discovering a Nursing Career in General Practice	20	Participants must have registration with the Nursing and Midwifery Council	K1, K2, K3, S4, S7, S9
7	HCPD9774	Qualificatory Practice Unit for the PGCert Practice Development: Unscheduled Care Programme	0		K1,K2,K3, S1,S2,S4
7	HLLP7010	Professional Values and Ethics	20		K1,K2,K3,K4 S1,S2,S3,S9
7	HPHN7411	Independent/Supplementary Prescribing for Nurses and Midwives (V300)	40	This module may be undertaken only by students who meet the criteria to be registered for the UAwd Independent/Supplementary Prescribing for Nurses and Midwives (V300). Applicants are required to submit a fully completed application form and provide further evidence as appropriate to demonstrate their eligibility	K1,K2,K3,K4,K5,K9 S2,S5,S6,S7
7	HPHN7415	Independent/ Supplementary Prescribing for Allied Health Professionals	40	This module may be undertaken only by students who meet the criteria to be registered for the UAwd Independent/Supplementary Prescribing for Allied Health Professionals. Applicants are required to	K1,K2,K3,K9 S1,S2,S3

				submit a fully completed application form and provide further evidence as appropriate to demonstrate their eligibility.	
7	HPHN7416	Independent Prescribing for Pharmacists	40	This module may be undertaken only by students who meet the criteria to be registered for the UAwd Independent Prescribing for Pharmacists (Practice Certificate in Independent Prescribing).

Applicants are required to submit a fully completed application form and provide further evidence as appropriate to demonstrate their eligibility. | K1,K2,K3,K4,K5 S2,S5,S6,S7 |
| **RESPIRATORY MODULES** | | | | | |
| 7 | HCPD7085 | Asthma Management | 20 | To be eligible to study this module, you must be a registered nurse or allied health professional.
If you have studied the equivalent module at Level 6 (HCPD6085) then you cannot also study this Level 7 version | K1,K2,K3, S1,S2,S3 |
| 7 | HCPD7086 | COPD: Diagnosis and Management | 20 | To be eligible to study this module, you must be a registered nurse or allied health professional. | K1,K2,K3, S1,S2,S3 |

				If you have studied the equivalent module at Level 6 (HCPD6086) then you cannot also study this Level 7 version	
7	HCPD7087	Respiratory Health Assessment	20	To be eligible to study this module, you must be a registered nurse or allied health professional. If you have studied the equivalent module at Level 6 (HCPD6087) then you cannot also study this Level 7 version	K1,K2,K3, S1,S2,S3

SPECIALIST CARE MODULES					
7	HCPD7040	Advancing Mental Health Across The Healthcare Spectrum (Advanced Level)	20	Prior to studying this module, you must normally have studied pre-requisite module HCPD6040 or equivalent	K1,K2,K3, S2,S4
7	HCPD7041	Examination of the Newborn	20	This module is aimed at midwives, neonatal nurses and health visitors. If you have studied the equivalent module at Level 6 (HCPD6041) then you cannot also study this Level 7 version	K1,K2,K3, S1,S2
7	HCPD7043	Professional Midwifery Advocate	20	This module is aimed at midwives, wishing to assume the role of the Professional Midwifery Advocate. To be eligible to study this module, you must be a	K1, K2, K3, K4, S1, S2, S7, S8

				registered midwife with live NMC registration status	
7	HCPD7092	Critical Perspectives on Infant Feeding	20	This module is available to students who are working with pregnant women and families. To be eligible to study this module students should be able to benefit from its study and commit to attempting the assessment items	K1, K2, K3, K4, K9, S2, S9, S10
7	HCPD7093	Perinatal and Infant Mental Health	20	To be eligible to study this module, students must demonstrate the ability to study at this level and commit to attempting the assessment	K1, K2, K3, K4, K9, S2, S9, S10
7	HCPD9742	Professional Midwifery Advocate (Bridging programme)	0	This qualificatory unit is aimed at midwives who have undertaken the Preparation of Supervisors of Midwives programme (NMC 2014) or equivalent training. To be eligible to study this qualificatory unit, you must be a registered midwife with live NMC registration status. Must have completed a 30 minute A-EQUIP e-learning module and undertaken all mandatory pre-reading	K1,K2,K3, S1,S2
7	HPHA7025	Health Assessment in Common Childhood Illness	20	This module is aimed at both adult and paediatric trained	K1,K2,K3,

				health care professionals. To be eligible to study this module, you must currently be seeing children as part of your practice	S1,S2,S3
7	HPHA7026	Advanced Assessment of the Acutely Ill Child	20	This module is aimed at both adult and paediatric trained health care professionals. To be eligible to study this module, you must currently be seeing children as part of your practice	K1, S2
7	HLLP7041	Interpersonal Violence and Abuse	20		K1,K2,K3,K4 S3,S4,S5,S6
7	HLLP7044	Psychology of Violent Behaviour	20		K1,K2,K4, S3,S6
7	HLLP7045	Organisational Psychology	20		K1,K2,K4, S2,S6,S7
7	HCPD9742	Professional Midwifery Advocate (Bridging programme)	0	This qualificatory unit is aimed at midwives who have undertaken the Preparation of Supervisors of Midwives programme (NMC 2014) or equivalent training. To be eligible to study this qualificatory unit, you must be a registered midwife with live NMC registration status. Must have completed a 30 minute A-EQUIP e-learning module and	K1,K2,K3, S1,S2

				undertaken all mandatory pre-reading	

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure: <u>Part-Time – Examples</u>

20 credit modules are timetabled to run over a 12-week period, starting in September (Autumn Semester), January (Spring Semester) and April (Extended Semester). A suitable range of optional modules will always be available. You will typically study one module at a time, and have the option to study 3 modules per year at this intensity, or to pace your study at a slower rate. The following is an example of a 1 year programme length.

<u>September intake</u>

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
	Optional module	Autumn Semester – Year 1		December – Year 1
	Optional module	Spring Semester – Year 1		April – Year 1
	Optional module	Extended Semester – Year 2		July – Year 1
Students exiting at this point with 60 credits would receive a PGCert Practice Development				

<u>January intake</u>

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
	Optional module	Spring Semester – Year 1		April - Year 1
	Optional module	Extended Semester – Year 1		July – Year 1

	Optional module	Autumn Semester – Year 1		December – Year 1
Students exiting at this point with 60 credits would receive a PGCert Practice Development				

April intake				
Module Code	**Module Title**	**Delivery Pattern**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
	Optional module	Extended Semester		July – Year 1
	Optional module	Spring Semester		April – Year 1
	Optional module	Autumn Semester		December – Year 1
Students exiting at this point with 60 credits would receive a PGCert Practice Development				

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	- Module Evaluation - Programme Validation and Periodic Review - Annual Monitoring - Peer Review of Teaching - External Examiner Reports - Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	- Staff Student Forum (for those programmes with specific cohort start and end dates). - Module Evaluation Forms - Programme Evaluation: National Student Survey, UK Engagement Survey - Module/Programme/Personal tutorials - Meetings with External Examiners - Meetings with stakeholders / commissioners of programmes

Date of Programme Specification Production:	October 2018
Date Programme Specification was last updated:	March 24
For further information about this programme, refer to the programme page on the University website	

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK	
Is the placement requirement more than 50% of the programme?	No
If yes, what % of the programme is the placement requirement?	Not applicable
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	Not applicable