

**CPD PROGRAMME SPECIFICATION DOCUMENT  
(BSc Professional Studies)**

| 1. Qualification<br><b>BSc Honours</b>   | 2. Programme Title<br><b>Professional studies</b> | 3. UCAS Code  | 4. Programme Type<br><b>Part-time modular<br/>(Continuing Professional Development)</b> |
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| <p><b>5. Main Purposes and Distinctive Features of the Programme</b></p> <p>The BSc Professional Studies is a part time or full time academic modular programme designed to enable health and social care professionals as part time students, to select and plan, on the basis of structured guidance from academic staff, an individual programme of study which meets their needs and enables them to achieve the aim of becoming a more reflective, knowledgeable and skilled practitioner. The programme aims to enable students to acquire and demonstrate:</p> <ol style="list-style-type: none"> <li>1 Enhanced critical awareness of current issues within health and social care practice.</li> <li>2 In-depth knowledge of a range of health studies/care topics and an understanding of the principles and theories which underpin them.</li> <li>3 High levels of proficiency, as opportunities afford, in the key skills commensurate with their individual personal and professional developmental planning needs; including team skills, problem solving, numeracy, oral and written communication skills, and Information and Communication technology</li> <li>4 An ability to write essays and professional reports to graduate standard.</li> <li>5 The ability to take responsibility for the extension of their own learning and to exercise independent judgement in the investigation, analysis and evaluation of health and social care fields that they perceive as relevant to their own practice.</li> <li>6 Apply knowledge and reflect on experience in the independent critical analysis and evaluation of health care practice.</li> </ol> <p><b>6. What a graduate should know and be able to do on completion of the programme</b></p> |   |   |   |
| <p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>ethical principles, values and moral concepts inherent in health and social care practice</p> <p>legislation and professional and statutory codes of conduct relevant to their practice, and understanding of health and social care delivery configurations</p> <p>research and evidence-based concepts and explanations from law, psychology, social policy and sociology</p> <p>physical and psychological human growth and development.</p> <p>the structure, function and dysfunction of the human body</p> <p>public health principles</p> <p>health education in their practice.</p> <p><u>Cognitive skills in the context of the subject(s)</u></p> <p>Thinking and information processing skills:<br/>Scanning and holding;<br/>Inferring;</p>  |   | <p><u>Subject-specific practical/professional skills</u></p> <p>the identification and assessment of health and social care needs in the context of individual interaction with their environment</p> <p>the development of focussed intervention to meet these needs</p> <p>implementation of these plans</p> <p>critical evaluation of the impact of professional and service interventions on patients and clients.</p> <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p><u>Communication skills</u><br/><u>Numeracy;</u><br/><u>Using information and communication technology</u><br/><u>Learning how to learn</u><br/><u>Engage in and direct personal development planning</u></p> |   |

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| Remembering;<br>Generating and classifying;<br>Ordering and relating;<br>Problem solving<br>Reflectiveness |   |   |         |
| 7. Qualities, Skills & Capabilities Profile  |   |   |         |
| A Cognitive  | B Practical   | C Personal & Social   | D Other |
| Recognising the parameters of their professional role.   | Evaluating quality of care as an ongoing and cumulative process | Group work in learning groups                               |         |
| Use research to inform planning, performing and evaluation of practice                                     | Relating theory to the planning of practice                     | Giving presentations on small scale personal investigations |         |
|  | Reviewing practice, skills, knowledge and expertise.            |   |         |

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units  
 This programme is designed to allow qualified health care professionals to continue studies into their professional practice to degree level. As a continuing professional development scheme such students gain credits for previous study undertaken to gain professional qualifications. The course taken by students can typically vary from one taking 120 CATS points (cps) for further study for those with the RGN to one of 240 credit points for those with the Diploma in Professional Studies. Students can take up to 5 years to complete their studies (part time) for the honours award, minimum 1 year and maximum 2 years ( full time) It is structured to allow students to take the award of Diploma (240 cps) or a BSc Honours (360 cps) in professional Studies with modules sized at 20 cps.

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| Part II  |   |   |   |
| <b>BSc (Hons) Professional Studies (Health and Social care ) Route</b> |   |   |   |
|  | <u>Core Modules</u>   | <u>Options</u> (normally 20 credits each)   | <u>Project</u> (20 credits)   |
| HE6 Honours Modules  | Professional practice Development through Enquiry and analysis 1 (compulsory) | Legal Ethical and Professional Issues<br>Primary Health Care<br>Multidisciplinary End of Life Care<br>Health care of the Older Person<br>Mental Health Perspectives<br>Preparation for Mentorship<br>Family Centred Health and Social Care<br>Safeguarding children<br>Leading and managing Teams<br>Integrated Care Delivery for Long Term<br>Conditions Case management<br>Collaborative Working for Health Improvement<br>Leading Health Promotion<br>Non Medical prescribing<br>Research Methods<br>The Biological Basis of Disease and Therapeutics<br><br>Principles and Practice for Clinical Skills Development<br>Clinical Examination Skills<br>Acute Illness Management<br>The Human Body Anatomy and Physiology for Health care<br>Advanced, progressive disease – management and supportive strategies<br>Assessing and Managing Symptoms in | Professional practice Development through Enquiry and analysis 2 (compulsory)<br><br>The Open Module is optional.<br><br>Negotiated Learning module is optional |

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|  |   | Palliative Care<br>Communication Skills for Professional Practice<br>Dimensions of Loss<br>Foundations of palliative care<br>Teaching and learning in Palliative Care<br>Utilising a Palliative care approach in the Care Home Setting  |   |  |
| HE5 Honours Modules  |   | Professional Practice Development through Enquiry and analysis 1<br>Legal Ethical and Professional Issues<br>Primary Health Care<br>Sexual Health<br>Multidisciplinary End of Life Care<br>Preparation for Mentorship<br>Foundations of Palliative Care<br>Utilising a Palliative care approach in the Care Home Setting  | The Open Module is optional.  |  |
| HE4 Modules  | <b>BSc (Hons)</b><br><br><b>HE6 Honours Modules</b> | <u>Professional Studies</u><br><br><u>Core Modules</u><br>Professional practice Development through Enquiry and analysis 1 (compulsory)   | Developing Knowledge in Palliative and End of Life Care for Health and Social Care Support Workers<br><b>(Supportive and Palliative Care) Route</b><br><br><u>Options (normally 20 credits each)</u><br>Advanced, progressive disease – management and supportive strategies<br>Assessing and Managing Symptoms in Palliative Care<br>Communication Skills for Professional Practice<br>Dimensions of Loss<br>Foundations of palliative care<br>Teaching and learning in Palliative Care<br>Utilising a Palliative care approach in the Care Home Setting | <b>Project (20 credits)</b><br><br>Professional practice Development through Enquiry and analysis 2 (compulsory) |
| HE5 Honours Modules  |   | Professional Practice Development through Enquiry and analysis 1<br>Foundations of Palliative Care<br>Utilising a Palliative care approach in the Care Home Setting   |   |  |
| HE4 Modules  |   | Developing Knowledge in Palliative and End of Life Care for Health and Social Care Support Workers  |   |  |
| 9. Learning, Teaching and Assessment Strategy<br><br><u>Learning and Teaching Methods</u><br><br><u>Learning and Teaching Methods</u><br>In acknowledgement of the fact that students are adult, learners with professional qualifications, teaching & learning methods will predominantly consist of student centred approaches. Such approaches aim to allow students to build upon and share relevant experiences, knowledge and skills. Specific approaches adopted through the Programme also aim to compliment module content and thus include a balance of; |   | 10. Other Information ( <i>including compliance with relevant University policies</i> )<br><br><u>Date programme first offered</u><br>September 2008<br><br><u>Admissions Criteria</u><br><b>Standard Requirements</b><br>Current registration with a professional body, for example the Nursing and Midwifery Council, Health Professions Council or the Royal Pharmaceutical Society of Great Britain<br><br>OR, where applicable<br><br>evidence of sufficient experience in their occupational role to gain a deeper in relevant professional studies |   |  |

Reflective practice, group work, problem based learning, role play and critical analysis and discussion of major issues. Lectures and seminars aim to compliment the above methods. The range of strategies employed aims to maximise student learning potential. In addition, group and individual tutorial support will be given whilst encouraging students to develop their own resources for independent learning.

#### Assessment Methods

Assessment methods vary according to the learning outcomes of each module.

However, the assessments will include:

- Course work essays and reports
- Formal verbal presentations
- PDP development with reference to appropriate competence frameworks or equivalent
- A research dissertation.
- Examinations

Assessments are practice focussed and (where appropriate) client \ service user \ patient centred. Students are required to contextualise their learning with reference to their own current or recent experience.

#### Assessment Classification System

Pass mark for individual written assignments/ presentation = 40%

#### Classification Bands

70% and above – Distinction  
40-69% - Pass

An essential part of the interview is to explore with the applicant where they may start on the programme. As a modular degree based on continuing professional development it is essential that an applicant's prior experience and learning is considered when deciding on any advanced standing to which they may be entitled. This may be based on qualifications already gained (APL) or it may be based on making a claim for significant work experience (APEL). This process of granting an applicant appropriate advanced standing will be overseen by the Health Pathway Admissions and AP(E)L Panel

A nomination or reference from a current or most recent employer \ manager or equivalent providing evidence of the capacity of the student to benefit from an under graduate professional development programme.

#### Indicators of Quality and Standards

1. Formal validation where a panel composed of independent internal and external representatives approved the curriculum submitted against its set of standard criteria as applied to all such degree scheme proposals.
2. An external examining system whereby all student work and teaching is monitored by a team of external examiners.
3. Regular formal and informal dialogue with external stakeholders including health service managers, NHS Northwest (Contract monitoring in relation to CPD funding and Annual Monitoring in relation to Skills for Health Interim Standards)
4. Peer observation of teaching.
5. Student evaluations linked to action plan where there is a need to change practice.
6. Annual formulation and monitoring of quality enhancement plan from previous year.
7. NMC Annual Monitoring and review of programmes that include modules co-credited to the Professional Development awards.