

CPD PROGRAMME SPECIFICATION DOCUMENT

1. Qualification MSc	2. Programme Title Professional Development and named routes	3. UCAS Code	4. Programme Type Modular, Full and Part time
<p>5. Main Purposes and Distinctive Features of the Programme The purpose of the Programme is to enable students to build on their professional practice and knowledge by studying modules that provide up to date knowledge, understanding and \ or skills in relation to current issues appropriate to their professional context. Moreover, it will support practitioners as leaders and innovators in their professional context. The selection of modules is guided by the route defined by a specified field of practice. Alternatively, students can follow a more individually tailored route guided by professional concerns. The programme will challenge practitioners to take a critical approach to their studies and professional development and to make effective use of learning. In addition to subject specific knowledge students will enhance research skills to make use of the greater depth of knowledge developed during the programme.</p> <p>Special features The programme is designed to reflect priority issues for professionals from varied backgrounds in health, social and related public services. It offers the opportunity to take a single module and to subsequently combine further modules to obtain a Post Graduate Certificate, Diploma or full masters degree. The programme will focus on professional practice and therefore suits part time study, although professionals with recent experience can take the programme on a full time basis. Learning will be a shared experience with practitioners dealing with similar professional issues in their own contexts</p>			
<p>6. What a graduate should know and be able to do on completion of the programme</p>			
<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <ul style="list-style-type: none"> • a systematic understanding of knowledge and a critical awareness of current problems and/or new insights much of which are at, or informed by, the forefront of areas of professional practice and of service context. • a systematic understanding of the evidence base(s), formal and informal, underpinning their professional practice • knowledge of principles informing accountability for their scope of practice • knowledge of the needs of their service users and / or the community • knowledge of current problems, policy and practice in their specific area of professional practice and service context <p><u>Cognitive skills in the context of the subject(s)</u></p> <ul style="list-style-type: none"> • The capacity to synthesise practice and theory, to underpin demonstrably higher levels of discretion and judgement in decision making within practice, service delivery and leadership. • The ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to service users and other stakeholders. • high level of autonomy in the critical appropriation, transfer and transformation of knowledge derived from diverse sources of evidence 		<p><u>Subject-specific practical/professional skills</u></p> <ul style="list-style-type: none"> • To demonstrate competence, autonomy and professional accountability in the development and deployment of higher level skills. • enhance, with others, service delivery and outcomes for service users and / or the community. <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>Transferable skills including team skills and leadership; practice that values user and carer needs and experiences; problem solving; numeracy appropriate to context; oral and written communication skills, and Information and Communication Technology (ICT); and self-development.</p>	

7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
Analytical skills	Enhanced professional competence in a specific area of practice.	Managing their work learning environment	Ethical and accountable practice.
Critical evaluation	Leadership of service improvement	Taking personal responsibility and initiative for their own learning,	Commitment to quality and humanity in professional practice.
Complex problem solving	Research skills	Acting as a role model for professional colleagues, by embodying a client- and patient \ service user-centred approach	
Synthesis of feasible and innovative plans	Written and verbal presentation skills	Working as an effective team member by <ul style="list-style-type: none"> • positively contributing to group learning • Relating across organisational, professional and cultural boundaries. 	
	Use of ICT	Self-organisation and time management	

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units Over 3 semesters full-time. Three to five years part-time.

Masters Degree = 180 M credits; Post- Graduate Diploma 120 credits; Post-graduate Certificate 60 credits

MSc Professional Development Award: Route - Long term health conditions

	<u>Core Modules</u>	<u>Optional Modules</u>	<u>Credits</u>
	Research Dissertation OR Research Project		60

Post- Graduate Diploma

	Critical Evaluation of Evidence and Practice, OR Principles and Concepts in Research Design Professionalism in Context	Elective module	60
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Post-graduate Certificate

	Principles and Practice for Clinical Skills Development (40 credits) Integrated Care Delivery for Long Term Conditions		60
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MSc Professional Development Award: Route: Public Health Practice

PUBLIC HEALTH PRACTICE PROGRAMME NO LONGER RUNNING AUG 2011

	Research Dissertation OR Research Project		
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Post- Graduate Diploma

	Professionalism In context and Principles and concepts in research design	Elective module	60
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Post-graduate Certificate

	Introduction to demography & epidemiology AND Leading Health Promotion Practice or Collaborative Working for Health Improvement or Child Public Health or Negotiated Learning	Critical Evaluation of Evidence and Practice OR Researching needs, rights and responsibilities	60
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MSc Professional Development Award: Route: Safeguarding & promoting children's wellbeing

	Research Dissertation OR Research Project		60
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Post- Graduate Diploma

	Critical Evaluation of Evidence and Practice, OR Principles and Concepts in Research Design Professionalism in Context	Elective	60
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Post-graduate Certificate

	Safeguarding Children and Child Care Law in practice and	Elective:	60
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MSc Professional Development Award: Route: Leadership in Health and Social Care

	Research Project		60
Post- Graduate Diploma: Leadership in Health and Social Care			
	Critical Evaluation of Evidence and Practice, OR Principles and Concepts in Research Design Strategy, marketing and commissioning OR Consultancy in Action OR Managing and Commissioning for Performance	Elective	60
Post-graduate Certificate Leadership in Health and Social Care			
	Leading and Managing in Context Leading service evaluation and improvement	Leading and Managing People Or Elective	60

MSc Professional Development Award: Route: Health and Social Care

	Research Project		60
Post- Graduate Diploma			
	CREEP and \ Or Principles and Concepts in Research Design	Electives	60
Post-graduate Certificate			
	Professionalism in Context	Electives	60

9. Learning, Teaching and Assessment Strategy

Learning and Teaching Methods

In acknowledgement of the professional context of students, teaching methods predominantly consist of student centred approaches, therefore allowing students to both build on and share their knowledge and skills. These approaches will include: lectures; seminars; group discussions/work; role play; critical analysis of major issues; group/individual tutorials; reflective practice; problem based 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

10. Other Information (including compliance with relevant University policies)

Date programme first offered

Feb 08

Admissions Criteria

Standard Requirements

1. Current professional registration, for example as a health or social care practitioner e.g. nursing, occupational therapy; OR

Evidence of sufficient experience in their occupational role to gain a deeper knowledge in relevant professional practice.
2. A first degree relevant to their practice, normally a minimum of second class honours standard.
3. 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 a post graduate professional development programme
4. Compliance with Occupational Health Screening procedures and Criminal Records Bureau Screening to the satisfaction of the employing Organization (e.g. Primary Care Trust) if applicable to a module requiring engagement in professional practice.

<p>equivalent</p> <ul style="list-style-type: none"> • A research dissertation. <p>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.</p> <p><u>Assessment Classification System</u> Pass mark for individual written assignments/ presentation = 40%</p> <p><u>Classification Bands</u> 70% and above – Distinction 40-69% - Pass</p>	<p><i>Non Standard Entry</i> Otherwise further evidence of having achieved this standard may be accepted on the basis of:</p> <ul style="list-style-type: none"> • recent level HE6 study (60 credits), and \ or • submission of a portfolio of evidence in support of an APEL claim for level HE6 credit); or • a diploma in higher education linked to the candidate's professional qualification and satisfactory completion of a piece of set academic writing demonstrating level HE6 standard in relation to a presentation at selection interview. <p><u>Indicators of Quality and Standards</u></p> <ol style="list-style-type: none"> 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 post graduate awards.
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