

POST-GRADUATE PROGRAMMES



- MA Professional Practice
- PGDip Professional Practice
- PGCert Professional Practice
- PGCert Professional Education

Academic Year

2017 to 2018

This Programme is quality assured by Middlesex University and you will receive a Middlesex award on successful completion.

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Introduction

In partnership with Middlesex University, The Institute offers a portfolio of validated post-graduate programmes. These have been designed with the needs of the local health and social services as a central focus and are appropriate for a wide range of professional groups who wish to advance their practice within this field. Students from other professional groups are also able to participate in the Leadership pathways within this programme. In addition a pathway leading to a Post-graduate Certificate in Professional Education (PGCPE) is included which will appeal to a wider audience of graduates.

The Post-graduate Programmes

This Masters level programme will offer post-graduate development opportunities to health and social care professionals have been educated to degree level at the point of registration, or have subsequently obtained a degree in their chosen profession. This will enable practitioners to meet the standards set for advanced roles within practice, education and management which clearly indicate that staff require the skills and knowledge associated with Masters Level (Health Education England, 2016; NHS Scotland, 2017; RCN, 2012; BASW, 2015). It will provide Guernsey with flexible, capable practitioners who can lead change and respond to the complex forces impacting on the dynamic face of health and social care.

Programme Aim and Objectives

The overall aim of the post-graduate programmes is:

‘To equip individuals with the knowledge and skills needed to plan and deliver services within the dynamic context of the 21st century’

The programme objectives are that students will be able to:

- Develop their professional expertise and political awareness through critical reflection.
- Influence and contribute to the strategic direction of the service in a critical and informed way.
- Synthesise and evaluate new theoretical and practice-based knowledge which contributes to professional and service development.
- Provide leadership within their field of expertise, through the dissemination of new knowledge, positive role modelling and the management of change.

Programme Structure

Although there are 4 post-graduate programmes available, they are all integrated within the same framework which ultimately leads to the award of Masters in Professional Practice. This framework is built on the Welsh Framework for Advanced Practice (NLIAH, 2013) and the Professional Capabilities Framework (British Association of Social Workers, 2015). These frameworks recognise that practitioners can develop their fields of expertise within educational, managerial and practice contexts and that their role may be situated more prominently in one of these contexts over the other two.

The options for studying within this programme, and potential exit awards are summarised in Figure 1.

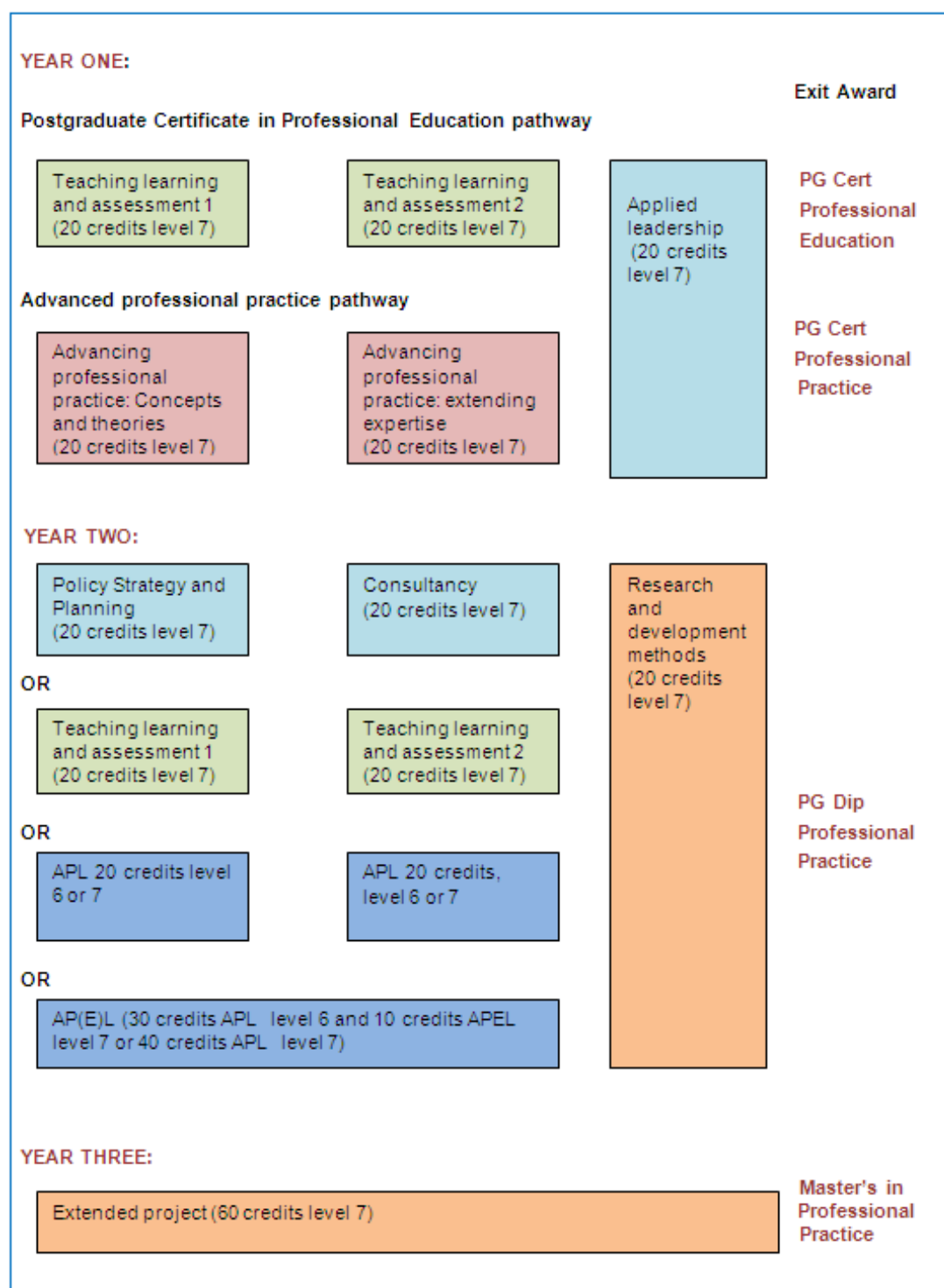
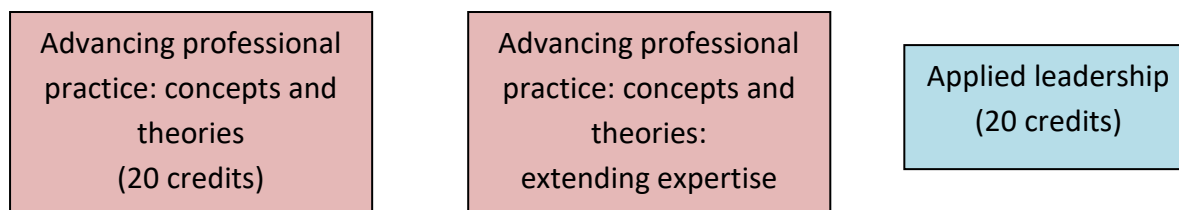


Figure 1. Overall structure of the programme



1. Post-graduate certificate in professional practice



This pathway is suitable for any health and social care professional or students from related professional groups who holds a role which demands a higher level of expertise which may challenge existing role boundaries. Individuals working either as managers or practitioners within the field of health and social care, will be given the opportunity to consider the theoretical concepts underpinning advanced professional practice during the first module. They will then be expected to apply this theoretical knowledge within a competency framework tailored to their role. This framework will be designed in consultation with the student, their line manager and members of the lecturing staff, using national standards as a point of reference as appropriate. Achievement of the competencies will begin during the second module and continue throughout year one, during which time the students will be supported by an appropriately qualified assessor. The students will be expected to compile a portfolio of evidence.

The applied leadership module, is a generic module which can be accessed as part of the pathway or as a continual professional development module. This module aims to support the student in the development of strategic thinking and leadership within their professional field.

2. Post-graduate diploma in professional practice

Although the advancing professional practice modules have been included in the first year, it is possible for students to undertake the teaching learning and assessment modules in year one instead. The modules that the student chooses to select will be dependent on their role and should be agreed with their line manager.

The policy, strategy and planning module has been designed to develop the student's skills in policy analysis and business planning. The consultancy module will enable the student to explore the role of the consultant within their field of practice. They will have the opportunity to conduct a consultancy project in a defined area.

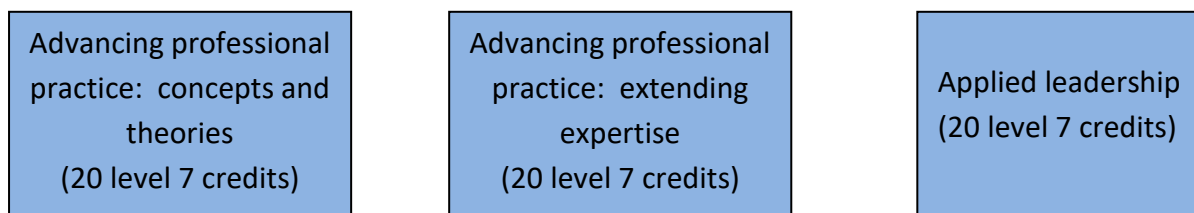
The teaching learning and assessment modules will be made available to students who are operating at an advanced level clinically but wish to develop their teaching and assessing skills, if this plays a significant role in their practice.

As the above diagram demonstrates, students may have previous certificated learning accredited towards their post-graduate award. This credit can be up to 40 level 7 credits and 30 level 6 credits. The latter can be further 'topped' up with 10 level 7 credits obtained through experiential learning. Further information on this process is contained in the RPL guidelines available on request.

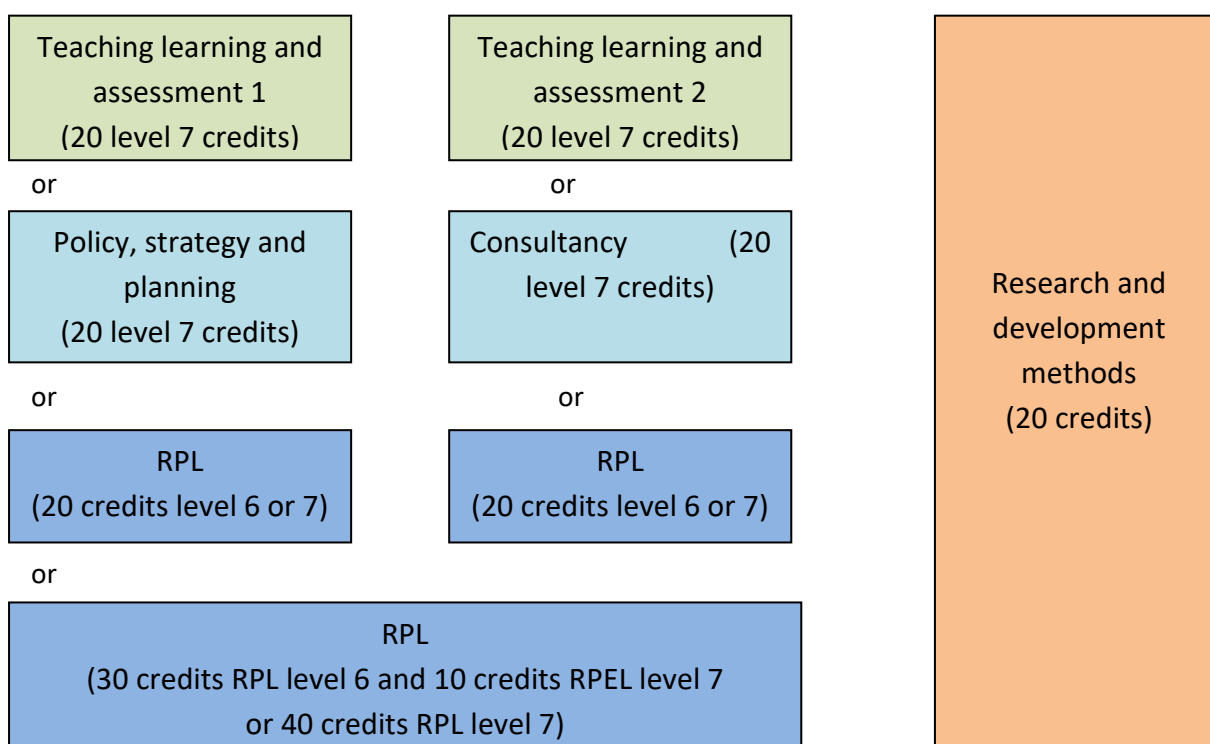
Finally, all students completing the Post-graduate pathway or masters award, are required to undertake the introduction to research and development methods module. This module will enable the student to

write a proposal for an extended project. Students completing the masters pathway will go on to undertake their research proposal in year three.

Year one



Year two:



3. Masters in professional practice.

The full Masters award is structured in the same way as the post-graduate diploma but has an additional third year during which the student has the opportunity to undertake an extended project. This will either be a small scale research study, a service improvement project or an audit. Students will be expected to use research methodologies to conduct an original piece of work which is supervised by an appropriate member of lecturing staff.

4. Post-graduate certificate in education

Teaching learning
and assessment 1
(20 credits)

Teaching learning
and assessment 2
(20 credits)

Applied leadership
(20 credits)

This pathway is suitable for practitioners who have an educational role within the organisation. The first module focuses primarily on the relationship between the teacher and learner either in the classroom or in the practice setting. This module, can be undertaken as a CPD module for people wishing to become a practice-based assessor, a mentor, a stage one practice educator, a preceptor, or a coach. Students undertaking the module will be expected to undergo a practice-based assessment which will be linked to their role. The second module focusses more on the development of teaching programmes and curriculum design and is suitable for individuals with a practice development function or those who wish to be prepared to assess students undertaking advanced practice and specialist courses. Finally students undertaking the applied leadership role will be given the opportunity to explore strategic leadership within the context of education. Completion of all 3 modules will result in the student being awarded the PGCPE.

Admission Criteria

Most students wishing to apply will be expected to hold a minimum of a lower second class (2.2) honours degree in health and /or social care, and hold a professional registration in one of these fields.

Consideration will be given to applicants who have extensive experience and can demonstrate that they have the equivalent 'graduate level' skills by virtue of this experience. These individuals will be expected to have completed a level 6 research related module. Details of how to access the programme through an alternative route can be found in the RPL guidelines which are available upon request from the Programme Administrator.

In addition to these academic requirements, students are required to have support from their line manager, as the assessment processes require students to integrate their learning and assessment tasks with the development of practice.

Student Recruitment

The programme has been approved for the acceptance of up to 12 students onto one of the two pathways in each year. In addition it may be able to access single modules as CPD depending on availability.

There is a potential maximum of 36 students by the end of 3 years. A selection interview/process may therefore be conducted by the Institute.

Admission to the programme may be granted to Health and Social Care Practitioners or members of other professional groups who:

- Hold specialist/ advanced practitioner, teaching or management roles.
- Have been identified as potential holders of such roles.
- Wish to engage in Professional Development in preparation for specialist/advanced practitioner, teaching or management roles.
- Wish to undertake specific modules of the programme in enhance their Professional Development in a specific area of practice.

Students recruited within the States of Guernsey will have an identified role and personal development plan articulated within their Personal Development Review. This will have been included in the relevant department's Training Needs Analysis. Students may also be recruited from outside the States of Guernsey with the support of their managers.

Recognition of Prior Learning (RPL)

To enable students to gain expertise in a specialist areas of care, it is possible for academic credit gained through study on other programmes to be accredited towards the Diploma or Masters awards in Professional Practice.

Students have the option to RPL up to 40 credits (either 20 credits at Level 6 and 20 credits at Level 7, or 40 credits at level 7). Alternatively, if courses attended have a value of 30 Credits at Level 6, then 10 credits may be sought for accreditation of experiential learning at Level 7). Further information is available in the RPL guidelines (available upon request from Samantha Smedley, Senior Administrator at samantha.smedley@gov.gg).

Frequently Asked Questions

1. Can I access individual modules?

Yes, if you have demonstrated that you can study at level 6 to a second class standard or above you can access modules as an associate student. However there may be certain restrictions for some modules, please see the programme specification for further details.

2. I have a post-graduate award already can I top up to a masters qualification?

This may be possible. Please see the RPL guidelines for advice. Your qualification should be related to health and social care, leadership and management or education.

3. How much does an individual module cost?

For the 2017/18 academic year each 20 credit module will cost £ 950 (£2,850 per academic year).

States of Guernsey students may apply for assistance with the course fees, and for study leave from the organisation. For Health and Social Care (HSC) staff any such assistance will be in accordance with the HSC 'Staff Learning and Development and Access to Study Leave' Policy Number G601. The student's

contribution towards this study leave and costs will be identified as specified within Section 6 of this policy, and will have been recognised in the department's Training Needs Analysis.

4. I have a Vocational level 7 award does this count?

Again, this may be possible, please refer to the RPL guidelines. Staff accessing the CMI level 7 qualification in strategy and leadership in particular may be eligible to apply.

5. Will my award be recognised in the UK?

The programmes are not only reflective of standards set by UK bodies but they have been validated by Middlesex University. Even if you do not complete your programme with us you may be able to use the credit towards an award from another university. The programme is quality assured by Middlesex University and you will receive a Middlesex award on successful completion.

6. What happens if I do not complete the programme I registered for?

There is the option to be given fall back awards. So for example if you complete the first year of the pathway and gain 60 credits at level 7 you will be awarded a post-graduate certificate in professional practice. If you complete the second year of the programme and decide not to pursue the final year, you will be awarded the post-graduate diploma in professional practice.

7. I am returning to study after a break – how can I develop my skills to work at this level?

Students will be invited to a pre-course induction. This will enable you to meet the Guernsey academic team and your fellow students, and to be provided with an introduction to the study skills required to work at Masters level. You will also be given information on how to access the Institute's Learning Pod which will provide you with links to a range of resources which will enable you to start revising your academic skills prior to commencing the course in September. It is strongly recommended that you take this opportunity.

8. What support will I receive during my studies?

You will be provided with individual support from a Personal and Professional Development Teacher. In addition you will have access to a range of study skill sessions and workshops

9. I have a Specific Learning Difficulty – will I get support?

If you have been diagnosed with a Specific Learning Difficulty (SpLD), such as dyslexia you will be offered additional learning support. Further information on how you can access this support will be available in our Programme Handbook.

10. I do not work within Health and Social Care. Can I undertake this course?

Although this course was primarily designed for staff working within the health and social care professions, if the modules have relevance to your working role and you can apply your learning to your practice, then you are welcome to either join the programme or undertake a module as CPD.

11. Who do I contact for further details?

The programme Lead is Judy Moore.

Direct line 707447 or 725241 ext 4647 Email: Judy.Moore@gov.gg

The Post-registration Lead is Mark Hughes

Direct line: 707324 or 725241 ext 4329 Email: Mark.hughes@gov.gg

Registered students may access information on the Institute's Learning Pod: <http://theinstitute.gov.gg/>

12. How do I apply for a place on the course?

For an application form or more information please contact Samantha Smedley, Senior Institute Administrator at samantha.smedley@gov.gg.

Direct Line: 707445 or 725241 ext. 4345.

The closing date for admissions for the 2017/18 academic year is: Monday 5th June 2017

Late applications may be considered depending on availability.

13. When do I hear if I have been given a place on the course?

You will be invited to an informal meeting with the programme lead to discuss your plan of study. A selection process may be conducted if the number of applicants exceeds places available. This will be based on the applicant's current role and support by their manager.

All applicants should be informed if they have been successful in being granted a place on the course by **Friday 30th June 2017.**

14. Can I commence the programme during the Academic Year?

Although students wishing to join the Masters programme will normally enter in Term 1, it is possible to study stand-alone CPD modules in Term 2 and 3, and then apply for admission to the programme in the following year.

References

Health Education England (2016). *Wessex Advanced Practice Framework*. Available online at <https://hee.nhs.uk/sites/default/files/documents/TVWessexAdvancedPracticeFramework.pdf>

National Leadership and Innovation Agency for Healthcare (NLIAH) (2013) *Framework for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales*. Available online at <http://www.weds.wales.nhs.uk/sitesplus/documents/1076/NLIAH%20Advanced%20Practice%20Framework.pdf>.

NHS Scotland (2017). *Advance Nursing Practice Toolkit*. Available online at <http://www.advancedpractice.scot.nhs.uk/definitions/defining-advanced-practice.aspx>

Quality Assurance Agency (2014) *UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards*. Available online at <https://hee.nhs.uk/sites/default/files/documents/TVWessexAdvancedPracticeFramework.pdf>

Royal College of Nursing (RCN) (2012). *Advanced Nurse Practitioners. An RCN guide to advanced nursing practice, advanced nurse practitioners and programme accreditation*. Available online at https://www2.rcn.org.uk/__data/assets/pdf_file/0003/146478/003207.pdf

The British Association of Social Workers (2015) *Professional capabilities framework*. Available at <https://www.basw.co.uk/pcf/>.

Term 1: Advancing Professional Practice; concepts and theories**Module Aim**

To provide the student with an opportunity to explore the key theories and concepts underpinning advanced practice roles within the fields of health and social care.

Module Outcomes

At the end of the module the successful student will be able to:

1. Define the term advanced practice and critically evaluate the concept, scope and value of advanced practice within the health and social care context.
2. Critically explore the part the advanced practitioner plays in promoting inter-collaborative practice within the health and social care context.
3. Critically evaluate the evidence base supporting advanced practice, identifying areas for potential enquiry.
4. Critically explore the legal, ethical and professional dimensions associated with advanced practice.
5. Critically evaluate the governance requirements to support advanced practice and relate these to local frameworks.

Description

This module has been developed for students wishing to extend their practice to an advanced level within the field of health and social care. Whilst this module is generic in nature, students are encouraged to apply the concepts and theories to their own specific role within health and social care. They will have the opportunity to explore the scope and value of advanced practice roles at an international, national and local level as well as consider the legal, ethical and professional dimensions of their practice. In addition the student will consider the governance arrangements needed to support practice to ensure care provision is safe and of high quality, with judicious use of resources. The module may be studied as a CPD module or as part of the Master's in Professional Practice pathway. This module is suitable for individuals working within managerial, clinical and social care roles which require a high level of autonomous working.

Individuals wishing to undertake the Advancing Professional Practice: extending expertise module will be expected to start developing their practice-based portfolio of competencies during this module. Please see the module descriptor for further details.

Module Content

This module will include:

- Definitions of the term advanced practice
- Scope of advanced practice roles
- Inter-collaborative practice
- Theory and concepts underpinning advanced practice
- Critically evaluating and reviewing the evidence base
- The legal, ethical and professional dimensions of advanced practice
- Governance structures, ensuring safe and quality practice, promoting service improvements
- Identifying learning needs, planning and delivering teaching sessions, assessing competence

Teaching and Learning

This module adopts a blended approach to learning to enable the student to explore their specific area of expertise and to consider how the evidence base supports the way they develop their role in the future.

Overall this module should entail 200 hours of study which will include 6 hours of classroom based learning, 18 hours of group work and 12 hours of seminars in addition to independent study.

Assessment

Students will undertake:

- A 3,000 word review of the evidence underpinning a specific aspect of their practice (80% of total module mark).
- A presentation which will be delivered at a group seminar (20% of your module mark)

Module Timetable

Students should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. The provisional module timetable is shown below (although this is subject to amendment).

Date	Time
Tuesday 5 th September 2017	09.30 – 12.30
Thursday 14 th September 2017	13.30 – 16.30
Wednesday 20 th September 2017	09.30 – 13.30
Tuesday 26 th September 2017	09.30 – 12.30
Wednesday 11 th October 2017	09.30 – 12.30
Tuesday 17 th October 2017	09.30 – 16.00
Tuesday 31 st October 2017	09.00 – 12.00
Monday 27th November 2017 3.00 pm	Assignment submission date

Term 2: Advancing Professional Practice: extending expertise

Module Aim

To provide the student with an opportunity to extend their practice-based expertise from their current level of proficiency towards expert practice-based on the achievement of predetermined competencies related to their role.

Module Outcomes

At the end of the module the successful student will be able to:

- Conduct comprehensive evidence-based assessments of complex situations related to the needs of service users and the provision of quality services.
- Engage with key stakeholders to make complex evidence based decisions regarding the provision of health and social services within their sphere of influence.
- Demonstrate a holistic and value based approach to health and social care provision, recognising the centrality of the service user experience in the delivery of services.
- Critically appreciate the legal and ethical components of decision making and the governance requirements associated with the responsibilities of an advanced role.
- Critically reflect on the role of advanced communication skills and the part they play in leading and co-ordinating care within the context of health and social care.

Description

This module has been designed for students wishing to develop their practice-based skills and expertise to advanced level within the field of health and social care. Whilst this module is generic in nature, students will be expected to relate the core competencies to their own specific role. These skills will be demonstrated in a portfolio which the student will begin to develop as part of the module requirements. It is recognised that the students will need to meet their learning needs in different ways depending on the specific skills they will need to develop to extend their expertise. All students undertaking this module should have completed Advancing professional Practice: theories and concepts and be completing the post-graduate certificate pathway as a minimum qualification. The portfolio will be used as a tool to record their achievement of practice-based competencies as they progress through the pathway.

Module Content

This module will be tailored to the specific role that the student holds with the field of health and social care. Learning outcomes will be met in different ways depending on whether the student has a clinical/social care role or a more managerial function. However all students will explore the following:

- Conducting a comprehensive assessment
- Decision making
- Accountability
- Ethical issues
- Care/service planning

- Advanced communication skills
- Holistic and value based practice
- Disseminating the evidence base

Teaching and Learning

Student will demonstrate, through the development of their portfolio how they have applied theory to their practice. Overall this module should entail 200 hours of study which will include 6 hours of classroom based activity to discuss the competencies they will need to achieve during the course of their studies. They will undertake an individual programme of activities to enable them to acquire these skills, which may include:

- Attending training days
- Working alongside and being assessed by individuals with the specific skill sets needed for their role
- Working in other placements including off-island experiences
- Reflecting on their practice with their mentor

Students will be expected to undertake a total of 72 hours of work-based learning during the course of the module. They will be allocated at least one practice-based mentor who will help them co-ordinate their learning activities, provide supervisory support and ensure that they are assessed by relevant, occupationally competent professionals. It is recognised that it may not be possible for the student to complete all the activities that they have identified, however they need to demonstrate through critical reflection that they are progressing towards their goal. They will also have the opportunity to discuss their progress during the 12 hours of seminar activity. It is anticipated that work on the portfolio will span the full academic year, and the module will therefore be launched in September 2017 and continue until June 2018.

Assessment

Students will develop a portfolio which will demonstrate their achievement of proficiency in core skills mapped against a relevant professional standard. Students will also submit 4000 words of critical reflection on their achievement of their competencies to date. Submission date for both tasks is: **Monday 5th March 2018 by 15.00.**

Module Timetable

This module will be launched on Tuesday 5th September 2017 to enable students to start to compile their portfolios. The main taught components for this module will take place during Term 2, commencing Tuesday 28th November 2017.

Term 1: Teaching, Learning and Assessment 1

Module Aim

To provide the student with the opportunity to develop their expertise in teaching and assessing learners in the practice setting.

Module Outcomes

At the end of the module the successful student will be able to:

- Design, implement and evaluate a programme of learning for a learner in their area of practice
- Critically analyse the learning, teaching and assessment strategies used to support learners in their area of practice
- Critically evaluate the role and accountability of the educator in the assessment of learners
- Demonstrate effective and proficient mentorship skills in accordance with the requirements of the educator's professional regulatory body

Description

This module has been designed for students wishing to support learners and to develop their knowledge and skills in teaching and assessment to an advanced level. This module can be taken as a stand-alone module or as the first part of a pathway to a recognised teaching qualification. A portfolio will be used as a tool to record the student's achievement as they progress through the module(s). Students will require access to a learner to complete the module.

Content

The module will include following:

- Learning styles
- Learning theories
- Principles of assessment
- Role modelling in the interprofessional environment
- Facilitating learning
- Lesson planning
- Evaluation
- Leadership for education
- Establishing working relationships
- Giving feedback
- Accountability
- Equality

Teaching and Learning

The teaching, learning and assessment methods are focussed around the development of practice-based competence. A portfolio will direct the practice-based learning and enable the student to develop their competence in supporting learning in practice. In addition, the student will have the opportunity to develop their skills in designing and implementing programmes of learning and evaluating their impact on the learning experience.

Overall this module should entail 200 hours of study which will include 24 hours of classroom-based learning including lectures and tutorials, 24 hours of electronic learning, and 50 hours of work-based learning.

The student will require a supervisor in practice and will need access to a learner to complete the module, and this work-based learning will link theory to practice.

Assessment

Students will be expected to identify the learning needs of a learner within their practice area and use this to develop a learning contract that will be formatively assessed.

They will develop a portfolio (including 1,500 words of critical reflection) which shows development of mentorship skills including teaching, facilitating learning and assessment of competence in a learner; this will be assessed by the mentor (30% of module mark).

Students will write a critical evaluation of a learning programme they have developed for an identified learner in their area of practice (2,500 words, 70% of module mark)

Submission date: **Monday 27th November 2017 by 15.00**

Module Timetable

Students should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. The provisional module timetable is show below (although this is subject to amendment).

Date	Time
Monday 4 th September	09.30- 16.00
Thursday 14 th September 2017	09.30 – 12.30
Monday 25 th September 2017	09.30 – 12.30
Thursday 12 th October 2017	9.30- 16.00
Thursday 19 th October 2017	09.30 – 12.30
Monday 30 th October 2017	9.30-12.30
Wednesday 8 th November 2017	09.30 – 16.00
Monday 27th November 2017 3.00 pm	Assignment submission date

Term 2: Teaching, Learning and Assessment 2 – Curriculum development and quality assurance

Module Aim

To provide the student with the opportunity to develop their expertise in curriculum development and recognise the importance of quality assurance in post-compulsory education.

Module Outcomes

At the end of the module the successful student will be able to:

- Critically analyse the development of a programme of learning for a group of learners
- Critically appraise the teaching practice of self and others within the context of post-compulsory education
- Critically evaluate the quality assurance mechanisms used within post-compulsory education

Description

This module has been designed for students wishing to develop their knowledge and skills in curriculum design and the quality assurance mechanisms required in higher education. Students wishing to complete this module should have completed Teaching, Learning and Assessment 1 or an equivalent beforehand. This module forms part of a pathway leading to a recognised teaching qualification. A portfolio will be used as a tool to record the student's achievement as they progress through the module(s). Students will require access to a group of learners to complete the module.

Content

The module will include the following;

- Teaching groups
- Curriculum development
- Schemes of work
- Quality assurance mechanisms in HE
- Educational audit
- Peer review teaching
- Moderations
- Role of the external examiner
- Validation and endorsement
- Examination boards
- Role of regulatory bodies and political agenda
- Role of the personal teacher and link lecturer in supporting learners and mentors

Teaching and Learning

The teaching, learning and assessment methods are focussed around the development of practice-based competence. This module will focus more on the teaching skills of the student and their ability to

facilitate learning in different settings. The student will also be exposed to the wider issues and processes related to educational provision, especially those associated with quality and monitoring.

The student will be allocated a suitably qualified assessor to support their practice-based learning and assess their developing competence. This could be a practice teacher, a practice educator, or link lecturer.

Overall this module should entail 200 hours of study which will include 24 hours of classroom-based learning including lectures and tutorials, 24 hours of electronic learning, and 50 hours of work-based learning.

Assessment

Students will be expected to be involved in the development a programme of learning for a group of learners and identify the teaching and learning methods that will be used within the programme. This will be assessed formatively by either the practice teacher, a practice educator, or link lecturer. The programme of learning will appear as an appendix as part of the summative assessment.

Students will be expected to write a 3000 word essay focussing on the quality assurance mechanisms involved in the development and monitoring of the programme of learning that they have been involved in (70% of module mark).

Students will also be videoed teaching a group of learners. They will use this video as a basis of a 1000 word critical reflection on their performance (30% of module mark).

Submission date: **Monday 5th March 2018 by 15.00.**

Module Timetable

Students should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. The provisional module timetable is show below (although this is subject to amendment). A 2-week break is included over the Christmas and New Year period.

Date	Time
Tuesday 28 th November 2017	09.30 – 13.00
Monday 4 th December 2017	09.30 – 12.30
Tuesday 19 th December 2017	09.30 – 12.30
Monday 8 th January 2018	09.30 – 15.30
Tuesday 16 th January 2018	9.30 - 2.30
Wednesday 31 st January 2018	09.30 – 12.30
Tuesday 12 th February 2018	09.30 – 16.00
Monday 5th March 2018 3.00 pm	Assignment submission date

Term 1: Policy, strategy and planning

Module Aims

- To provide the student with the opportunity to critically analyse health and social care policy within the international, national and local context.
- To enable the student to consider how health and social care policy shapes strategy and future service developments.

Module Outcomes

At the end of the module the successful student will be able to:

- Critically analyse how health and social care policy is developed, implemented and evaluated within the international, national and local context.
- Critically evaluate the extent to which policy influences organisational strategy and service developments.
- Identify a service development within own sphere of influence and provide a critical and persuasive argument for its implementation.
- Critically reflect on the business planning process, identifying areas of development and future learning needs.

Description

This module has been designed to enable the student to gain insight into how health and social care policy is developed, implemented and evaluated within the international, national and local context. Students will develop the ability to critically analyse health and social care policy and consider how this is used to shape national and local strategy. Students will use this working knowledge to write a business plan to redevelop an aspect of their practice using approved organisational templates. Students will usually be expected to use this business plan to implement a service development within their sphere of responsibility. This could form the basis for their extended project in year three of the master's pathway.

Content

The student will have the opportunity to explore the following;

- Definition of policy
- Types of public policies
- The policy process
- Policy theory
- Policy development, implementation and evaluation
- Analysing health and social care policies at a local, national and international level
- Business planning process.

Teaching and Learning

The teaching, learning and assessment methods in this module have been designed to enable the student to consider the wider issues of policy making and how this impacts more specifically on their sphere of influence. The integration between theory and practice is facilitated through the assessment methods, which enable the student to demonstrate their ability to communicate persuasively both orally and in writing as well as reflect on their own learning.

Assessment

Students will be expected to choose a health and social care policy which impacts on their sphere of practice and plan a Service Development related to this policy.

The tasks for the module are currently under review but it is anticipated that they will comprise:

- A presentation which will be delivered at a group seminar (20% of your module mark)
- A 3,000 word business proposal and critical reflections (80% of your module mark)

Submission date for the written work is: **Monday 27th November 2017 by 15.00.**

Module Timetable

Students should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. The provisional module timetable is show below (although this is subject to amendment).

Date	Time
Wednesday 6 th September 2017	09.30 – 16.30
Friday 15 th September 2017	09.30 – 16.30
Thursday 28 th September 2017	09.30 – 16.30 Assessed Presentation
Friday 6 th October 2017	09.30 – 16.30
Wednesday 25 th October 2017	09.30 – 16.30
Monday 27th November 2017 at 3.00 pm	Assignment submission date

Term 2: Consultancy

Module Aims

To provide the student with the opportunity to develop consultancy skills through work-based and experiential learning.

Module Outcomes

At the end of the module the successful student will be able to:

1. Critically appraise the concept of consultancy and how it relates to different roles within the health and social care context.
2. Critically evaluate the nature of consultancy roles, styles and models which may be used in the health and social care setting.
3. Develop the skills to undertake a small scale consultancy project for an identified client and critically evaluate the processes used to complete it.
4. Critically reflect on their skills as a consultant, identifying areas of development and future learning.

Description

This module will enable the student to develop their role as a consultant within their field of practice. Students will be introduced to a number of different roles, styles and models of consultation they may adopt within their own role in the workplace. Through a work-based learning approach, the student will have the opportunity to develop their consultancy skills by undertaking a small scale project for an identified client. This module may be studied as a stand-alone as part of CPD or as part of the Post-Graduate pathway in professional practice.

Content

Students will have the opportunity to explore the following:

- Concept of consultancy within the context of health and social care
- Consultancy roles, styles and models that can be applied to the health and social care context
- The process of completing a consultancy project for a client
- Identifying and developing consultancy skills
- Compiling a consultancy report

Teaching and Learning

The teaching, learning and assessment methods are integrated to enable the learner to develop their consultancy skills through experience. Theoretical concepts underpinning the consultant role are explored in the light of the role or developing role of the student. The assessment captures this learning, both in terms of how the student constructs a report for the client as well as their own reflective appraisal of the learning during the process.

The module will be delivered using a blended approach to learning, and will include 6 hours of lectures to provide an overview of the theory underpinning consultancy and the processes used to complete a successful project. In addition there will be 6 hours of workshop activity to help the students to plan how they will complete a consultancy project, and they will be expected to complete a total of 30 hours

of work-based activity to prepare their project. They will be supported with 6 hours of tutorials to share their experiences with their peer group, and will also need to undertake approximately 150 hours of private study.

Assessment

Students will complete a consultancy project which may take place within a managerial, educational or practice context but will be related to the field of health and social care.

The student will compile a 4000 word project report for their client.

Module Timetable

This module will not be presented during the 2017/2018 academic year.

Term 3: Applied Leadership

Module Aim

To enable the student to develop the knowledge and skills needed to provide strategic direction and leadership within their sphere of influence.

Module Outcomes

At the end of the module the successful student will be able to:

- Critically evaluate their existing leadership skills and use this knowledge to manage their own professional development.
- Synthesise a strategy document using appropriate management tools which outlines a vision for the future development of services.
- Critically reflect on the processes involved in developing the strategy, identifying areas where learning has taken place as well as any future development needs.
- Develop an action plan for implementing, monitoring and evaluating the strategy, using a critical commentary to justify the proposed actions.

Description

This module has been designed to enable individuals to further develop and apply their leadership skills within the context of health and social care delivery. The module content will build on the principles of leadership and management by enabling the student to consider how their sphere of influence contributes to the wider organisational agenda and the delivery of high quality services. Students will be expected to critically reflect on their ability to lead others, think strategically and to promote excellence in service delivery. It may be studied as a 'stand-alone' module or as part of the post-graduate pathway delivered by the Institute. Typically students will be experienced professionals working within an educational, clinical, social or managerial context related to health and social care.

Content

The module will include the following;

- Strategic leadership
- Leading organisational change
- Supporting organisational culture
- Setting performance indicators
- Developing strategy
- Communicating strategy
- Resource management
- Self-management
- Emotional intelligence
- Career planning
- Accountability
- Culture of organisations

Teaching and Learning

Overall this module should entail 200 hours of study which will include 12 hours of classroom based learning and 6 hours of seminars. 30 hours of work-based learning and 15 hours of supervised practice/coaching will assist the students to develop themselves as leaders within their field of practice. In addition it is anticipated students will undertake 137 hours of independent study.

Students will consider the concepts associated with managing self and the development of emotional intelligence and the key skills needed for strategic leadership. They will use this to assess their own skills, using recognised tools to complete the process. The students will be allocated a practice-based senior manager to coach them during the module. Together they will construct a personal development plan to help the student meet their learning needs by the end of the module. Students accessing this module as part of the post-graduate pathway will incorporate this process into the achievement of the related competencies they are expected to achieve for advanced practice status or the requirements of the PGCPE.

They will also develop a strategy which outlines a vision for future services within their field of influence which fits with the local context and is aligned with other developments taking place across government departments.

Assessment

The Assessment for this module is currently under review. It is anticipated that students will be expected to provide a Strategy and Action Plan for implementation and write a 4,000 word critical reflection and justification of the process of developing their strategy, justifying approaches used, identifying lessons learnt and making recommendations for their future development as a leader (100% of module mark).

Module Timetable

Students should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. The provisional module timetable is shown below (although this is subject to amendment). This includes a one week Easter break.

Date	Time
Friday 9 th March 2018	09.30 – 16.00
Tuesday 13 th March 2018	09.30 – 16.00
Tuesday 10 th April 2018	09.30 – 12.00
Tuesday 1 st May 2018	09.30 – 16.30
Wednesday 16 th May 2018	14.00 – 16.00
Monday 4th June 2018 3.00 pm	Assignment submission date

Term 3: Research and development methods

Module Aims

- To provide the student with the opportunity to build on their existing knowledge of research methodologies and methods to develop a proposal for a small scale study or a service improvement project.
- To develop an insight into the principles of project management and how they apply to the management of the extended project proposed for year 3.

Module Outcomes

At the end of the module the successful student will be able to:

1. Critically evaluate the evidence base related to the focus of their enquiry.
2. Critically appraise research methodologies and methods that could be used to inform their project proposal.
3. Formulate a proposal which has a sound rationale, clear aim, SMART objectives, a sound methodology and a project plan.
4. Defend the proposal through a process of peer review.

Description

This module has been designed for students preparing for the extended project module of the Masters in professional practice pathway. The focus will be on developing a proposal to either complete a small scale research study, an audit or a service improvement project. Students will be expected to apply their knowledge of research methodologies and methods to design a project which uses a systematic approach to inform the development of a specific aspect of professional practice.

Content

The module will cover the following;

- Service improvement models
- Research design
- Research methodology and methods
- Developing a focussed aim and SMART objectives
- Creating a sense of fit between the aim and methodology employed
- Project management tools and approaches
- Getting the most from peer review
- Ethics and research governance

Teaching and Learning

The teaching, learning and assessment methods will enable the student to produce a proposal for their extended project or a proposed project. Through a blended learning approach the student will be facilitated through peer support and review to develop a proposal that demonstrates creative flair and originality.

There will be four 3-hour interactive sessions which will enable students to refine their ideas with respect to their final proposal and the management of their extended project in year 3 or alternatively to a proposal for a later enquiry project. Students will prepare a final summative presentation to report on their research proposal who will peer-review this proposal. Taught sessions will be supported with electronic learning materials which will take approximately 30 hours to complete. The intention is for the student to work through the relevant section of the materials prior to each lecture to ensure they are prepared for the discussions that will take place during the lesson.

Assessment

Students will be expected to:

- Produce a 4,000 word research or service improvement project proposal (75% of your module mark).
- Deliver a 15-minute oral presentation of your project proposal (25% of your module mark)

Module Timetable

Students should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. The provisional module timetable is shown below (although this is subject to amendment). This includes a one week Easter break.

Date	Time
Thursday 8 th March 2018	09.30 – 12.30
Tuesday 20 th March 2018	09.30 – 12.30
Tuesday 10 th April 2018	09.30 – 12.30
Tuesday 24 th April 2018	09.30 – 12.30
Tuesday 15 th May 2018	09.30 – 17.00
Monday 4th June 2018 3.00 pm	Assignment submission date

Module Aims

- To enable the student to implement a project proposal which generates new insights into, and supports the development of a specific aspect of practice.
- To enable the student to develop project management skills which can be applied to a number of different contexts associated with research and practice development.

Module Outcomes

At the end of the module the successful student will be able to:

1. Synthesise data and other forms of evidence to produce a project report.
2. Critically evaluate the extended project both in terms of design, process and outputs.
3. Critically evaluate the implications of their findings for professional practice.

Description

This is the final module of the Masters in Professional Practice pathway. Students wishing to undertake this module will have undertaken the research and development methods module which will support them in the development of a proposal for their extended project.

The extended project can take the form of any one of the following formats:

1. A small scale pilot study
2. A service improvement project
3. An audit.

The student will receive at least one supervisor to support them through the module. They will be expected to select appropriate research methodologies and methods to conduct the extended project. More than one supervisor may be required depending on the topic and methodologies being employed by the student.

Content

The module will cover the following;

- Maintaining reflective field notes,
- Using your supervisor,
- Handling, analysing and presenting data,
- Writing an extended project report,
- Methods of dissemination

Teaching and Learning

The teaching, learning and assessment methods are designed to enable the student to develop as independent, autonomous learners by undertaking a project which has been planned and designed by the student. Although the student will be assigned a supervisor, the relationship will involve a facilitative approach which enables the student to lead the learning process.

The 9 hours of lectures will take place during the 1st, 5th and 7th months of the module. The 12 hours of seminars will be split over two days, one to be held in the 3rd month and the second on the 9th month. This will give the students the opportunity to share their progress with their peers in the first seminar and to provide early feedback to stakeholders in the second seminar. Students will also receive 12 hours of 1 to 1 supervision from a suitably qualified member of staff. This individual will be their main point of contact for advice during the module. A good proportion of the learning time will be spent implementing the project plan; the figure of 300 hours has been allocated towards this but this may differ slightly depending on the nature of the project. The remainder of the learning time will be allocated to the non-work-based element of the project including the writing up of the report.

Assessment

Students will be expected to:

- Produce a 15,000 word report

Module Timetable

Students should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term.

Key term dates are:

Friday 8th September 2017: Module Launch

Monday 10th September 2018: Submission of assessed written work

Post-Graduate Programme 2017 to 2018 Academic Year

Information Drop in Sessions: Friday 19th May 2017 12.00 – 13.30
 Thursday 25th May 2017 12.00 – 13.30
 Monday 5th June 2017 12.00 – 13.30

Closing Date for Applications: Monday 5th June 2017

Programme Induction: Tuesday 18th July 2017

Term 1 Commences: September 2017 Submits: 5th December 2017	Advancing Professional Practice: concepts and theories	Teaching, Learning and Assessment 1	Policy, strategy and planning	Extended Project
Term 2 Commences: December 2017 Submits: 6th March 2018	Advancing Professional Practice: extending expertise	Teaching, Learning and Assessment 2 – Curriculum development and quality assurance		Extended Project Cont.
Term 3 Commences: March 2018 Submits: 5th June 2018	Applied Leadership		Research and Development Methods	Extended Project Cont.