The Institute

Post-Graduate Programmes

- MA Professional Practice
- PGCert Professional Education

Academic Year

2019 to 2020

This Programme is quality assured by Middlesex University therefore the student will receive a Middlesex University award on successful completion.

States of Guernsey

Contents:

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 who 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.
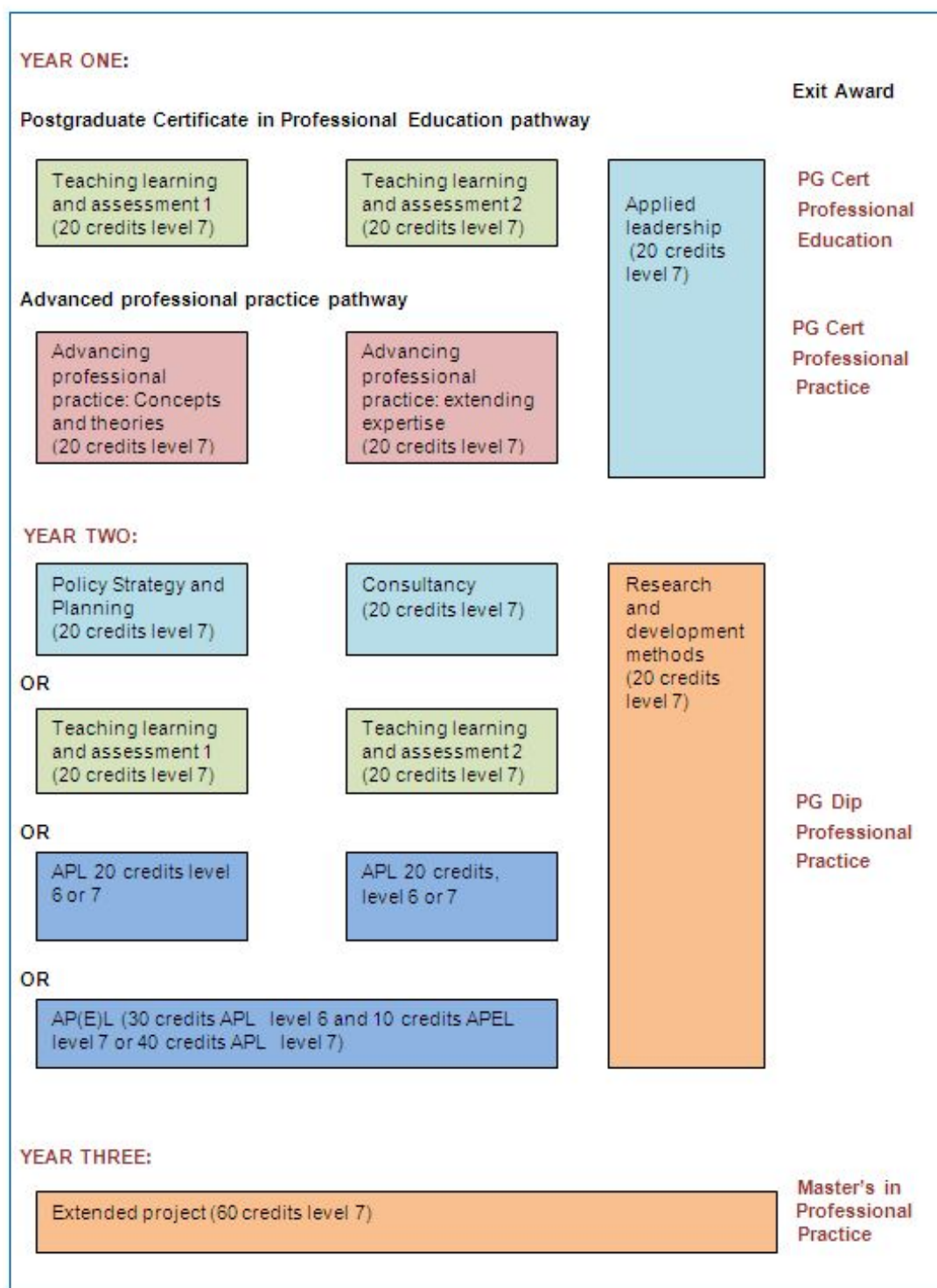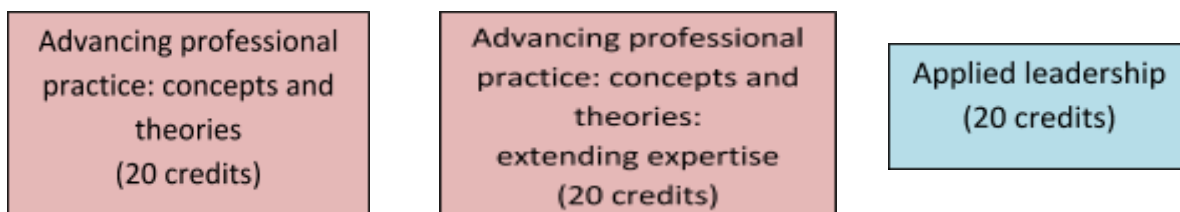

Figure 1. Overall structure of the programme

Post-graduate certificate in professional practice

Advancing professional practice: concepts and theories (20 credits)	Advancing professional practice: concepts and theories: extending expertise (20 credits)	Applied leadership (20 credits)

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.

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 upon their role and should be agreed with their line manager.
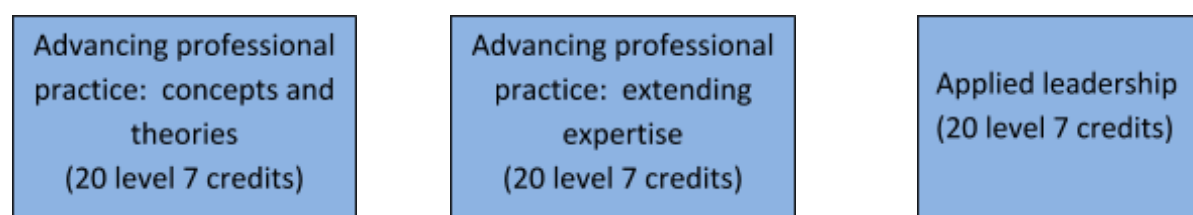
The policy, strategy and planning module has been designed to develop the student's skills in policy analysis and business planning. The consultancy module will enable the student to explore the role of the consultant within their field of practice. They will have the opportunity to conduct a consultancy 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.
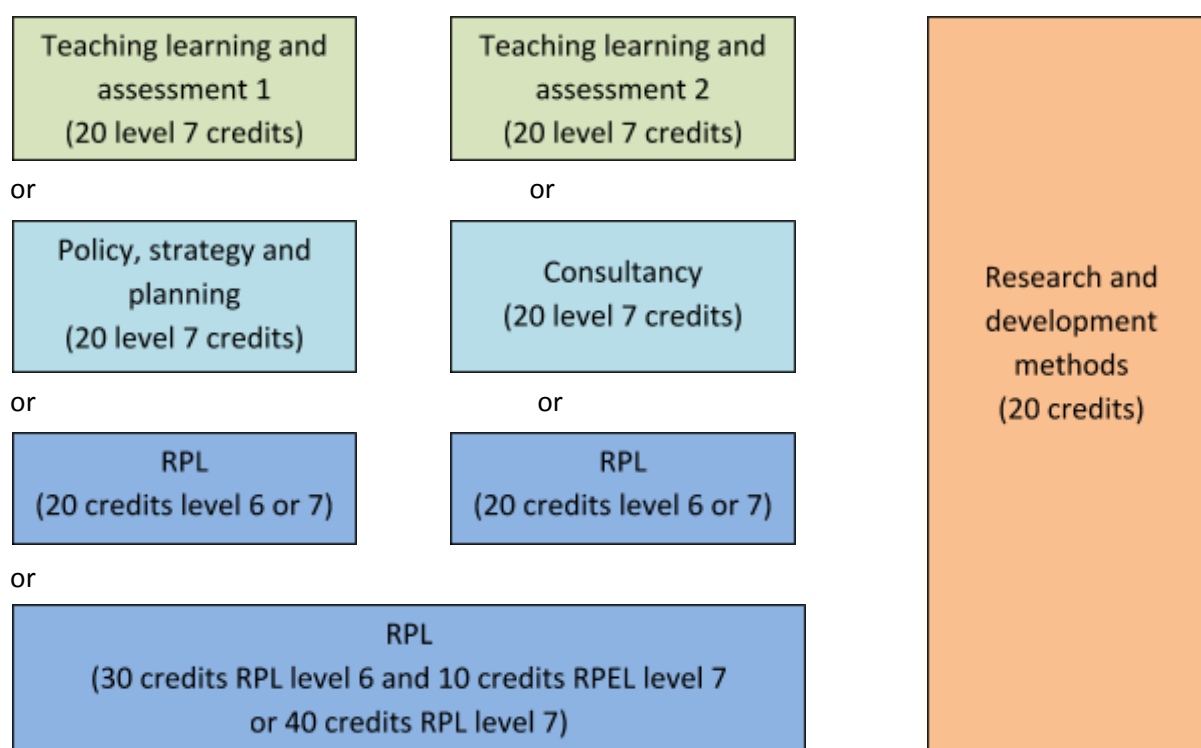
As the above diagram demonstrates, students may have previous certificated learning accredited towards their post-graduate award. This credit can be up to 40 level 7 credits and 30 level 6 credits. The latter can be further 'topped' up with 10 level 7 credits obtained through experiential learning. Further information on this process in 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

Advancing professional practice: concepts and theories (20 level 7 credits)	Advancing professional practice: extending expertise (20 level 7 credits)	Applied leadership (20 level 7 credits)

Year two:

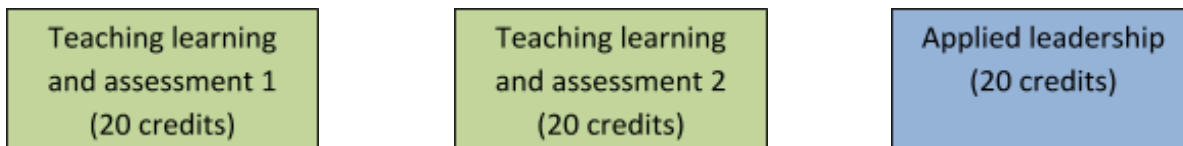| Teaching learning and assessment 1 (20 level 7 credits)	Teaching learning and assessment 2 (20 level 7 credits)	Research and development methods (20 credits)
or	or	
Policy, strategy and planning (20 level 7 credits)	Consultancy (20 level 7 credits)	
or	or	
RPL (20 credits level 6 or 7)	RPL (20 credits level 6 or 7)	
or		
RPL (30 credits RPL level 6 and 10 credits RPEL level 7 or 40 credits RPL level 7)		

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.

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 focuses 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 students 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 to 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 postgraduate 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 2019/20 academic year each 20 credit module will cost £ 1000 (£3000 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. **How much study time will it require?** Modules are designed to require approximately 200 hours per 20 credits. This includes attendance for taught sessions, individual study and assignment preparation. The amount of time does, however, vary on the student. We recommend that you are realistic about this requirement in relation to your work and holiday commitments. If you are supported by your manager to undertake this study you may be entitled to study leave in accordance with your organisation's study leave policy. It is unlikely, however, that this will encompass the entire 200 hours.

6. **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. Please note that acceptance of this academic credit is made at the discretion of the University where you intend to use this credit, and will be in accordance with the 'Recognition of Prior Learning' regulations of the other university.

7. **What happens if I do not complete the programme I registered for?** There is the option to be given an alternative exit award. 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. You will be provided with an Academic Transcript that will detail the credit you have been awarded.

8. **I am returning to study after a break – how can I develop my skills to work at this level?** Students commencing study in September will be invited to a pre-course induction on Tuesday 27th August 2019 (IHSCS Room 1). This will enable you to meet the 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 to you start revising your academic skills prior to commencing the course in September. **It is strongly recommended that you take this opportunity.** In addition you will be allocated a Personal and Professional Development Tutor who will be available to advise you during your studies. If you commence modules later in the academic year you will provided with access to relevant study skills preparation through your module programme.

9. **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

10. **I have a Specific Learning Difficulty – will I get support?** The Institute has a member of the Academic Team who will offer advice and assessment with regard to specific learning support. If required you can request an assessment, for example screening for Dyslexia. An individual academic support plan will also be completed reflecting the assessment of your needs. Further information on how you can access this support will be available in our Programme Handbook.

11. **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.

12. **What modules will be offered during 2019/20?** Details of the modules being offered in the 2019/20 academic year can be found in appendix one, and information on modules to be delivered in future academic years is available in appendix two.

13. **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.

14. **Is there a 'minimum attendance rule' for lectures?** The IHSCS adhere to an 80% attendance rule to allow successful completion of their modules. Exception to this rule can be applied for through a formal 'Extenuating Circumstances' process.

15. **Will I be required to take study leave?** It is recommended that you apply for, and have an agreement with your manager regarding study leave, prior to commencement on the course. Please be aware that study leave is varies according to the award level and includes the taught component of your course. (Information regarding your study leave is requested on the course application form).

16. **Who do I contact for further details?**

     The Programme Lead is Dawn Barclay, Direct line: 707688 or 725241 ext 4888 Email: dawn.barclay@gov.gg

     The Programme Senior Administrator is Samantha Smedley, Direct Line: 707445 or 725241 ext. 4345 Email: samantha.smedley@gov.gg

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

17. **When can I meet someone to get more information?** You are welcome to make an appointment to discuss your options with one of the programme team (see contact details above).   You are also welcome to attend one of our drop in sessions at the Institute on:

   Thursday 30th May 2019   13.00 – 15.00
   Tuesday 4th June 2019   11.30 – 13.30

18. **How do I apply for a place on the course?**
    For an application form or more information please contact Samantha Smedley, Senior Institute Administrator samantha.smedley@gov.gg Direct Line: 707445 or 725241 ext. 4345.

> **The closing date for admissions for the 2019/20 academic year is: Monday 3rd July 2019**

Late applications may be considered depending on availability.

19. **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 14th July 2019.**

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 1: concepts and theories (20 credits at Level 7)

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 judicial 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 classroom based learning, group work and 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)

Assessments for this module are under review and will be confirmed in the module handbook.

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
Tuesday 3rd September 2019	09.30 – 13.00
Tuesday 10th September 2019	09.30 - 13.00
Tuesday 18th September 2019	09.30 – 13.00
Wednesday 25th September 2019	09.30 – 13.00
Tuesday 8th October 2019	09.30 – 12.30
Monday 14th October 2019	09.30 – 16.00
Tuesday 22nd October 2019	09.00 – 13.00
Monday 25th November 2019	**Assignment submission date**

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.

Outcomes

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

1. Conduct comprehensive evidence-based assessments of complex situations related to the needs of service users and the provision of quality services.
2. Engage with key stakeholders to make complex evidence based decisions regarding the provision of health and social services within their sphere of influence.
3. 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.
4. Critically appreciate the legal and ethical components of decision making and the governance requirements associated with the responsibilities of an advanced role.
5. Critically reflect on the role of advanced communication skills and the part they play in leading and coordinating 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

Students 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 classroom based activities discussing 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 seminar sessions. It is anticipated that work on the portfolio will span the full academic year, and the module will therefore be launched in **September 2019** and continue until **June 2020**.

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 2nd March 2020 by 15.00.**

Module Timetable

This module will be launched on **Tuesday 3rd September 2019** to enable students to start to compile their portfolios. The main taught components for this module will take place during Term 2, week commencing **Monday 25th November 2019**.

Date	Time
Tuesday 10th September 2019	13.00 – 16.00
Wednesday 25th November 2019	13.00 - 16.00
Tuesday 10th December 2019	09.15 - 13.00
Tuesday 7th January 2020	09.15 – 13.00
Thursday 16th January 2020	09.15 – 13.00
Tuesday 4th February 2020	09.15 – 13.00
Tuesday 11th February 2020	09.30 – 16.00
Tuesday 24th February 2020	09.00 – 13.00
Monday 2nd March 2020	**15.00 - Assignment submission date**

Term 1: Teaching, Learning and Assessment 1 (20 Credits at level 7)

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:

1. Design, implement and evaluate a programme of learning for a learner in their area of practice
2. Critically analyse the learning, teaching and assessment strategies used to support learners in their area of practice
3. Critically evaluate the role and accountability of the educator in the assessment of learners
4. Demonstrate effective and proficient mentorship skills in your practice area

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. Students will require access to a learner and a practice supervisor to complete the module.

Content
The module will include the 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 classroom-based learning, electronic learning, and 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 formatively by the practice supervisor and the 1500 word critical reflection will be summatively assessed by the module team (this constitutes 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 25th November 2019 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
Tuesday 3rd September 2019	09.00 - 16.00
Tuesday 10th September 2019	09.00 - 16.00
Tuesday 24th September 2019	09.00 - 16.00
Tuesday 8th October 2019	09.00 - 16.00
Tuesday 15th October 2019	09.00 - 16.00
Tuesday 29th October 2019	09.00 - 16.00
Tuesday 5th November 2019	09.00 - 16.00
Monday 25th November 2019 15.00	**Assignment submission date**

Term 2: Teaching, Learning and Assessment 2 – Curriculum development and quality assurance (20 Credits at Level 7)

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:

1. Critically analyse the development of a programme of learning for a group of learners
2. Critical appraise the teaching practice of self and others within the context of post-compulsory education
3. 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. 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
- Moderation
- 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 practice assessors

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 classroom-based learning, electronic learning, and 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 2500 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 1500 word critical reflection on their performance (30% of module mark).

Submission date: **Monday 2nd March 2020 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 26th November 2019	09.00 – 16.00
Tuesday 3rd December 2019	09.00 – 16.00
Tuesday 17th December 2019	09.00 – 16.00
Tuesday 7th January 2020	09.00 – 16.00
Tuesday 14th January 2020	09.00 – 16.00
Tuesday 28th January 2020	09.00 – 16.00
Tuesday 11th February 2020	09.00 – 16.00
Monday 2nd March 2020 15.00	**Assignment submission date**

Term 1: Policy, strategy and planning (20 Credits at Level 7)

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:

1. Critically analyse how health and social care policy is developed, implemented and evaluated within the international, national and local context.
2. Critically evaluate the extent to which policy influences organisational strategy and service developments.
3. Identify a service development within own sphere of influence and provide a critical and persuasive argument for its implementation.
4. 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 25th November 2019 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 4th September 2019	09.00 - 17.00
Thursday 12th September 2019	09.00 - 17.00
Thursday 26th September 2019	09.00 – 17.00 **Assessed Presentation**
Thursday 3rd October 2019	09.00 - 17.00
Thursday 24th October 2019	09.00 - 17.00
Monday 25th November 2019 at 15.00	**Assignment submission date**

Term 3: Applied Leadership (20 Credits at Level 7)

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:

1. Critically evaluate their existing leadership skills and use this knowledge to manage their own professional development.
2. Synthesise a strategy document using appropriate management tools which outlines a vision for the future development of services.
3. Critically reflect on the processes involved in developing the strategy, identifying areas where learning has taken place as well as any future development needs.
4. 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 anticipate 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 show below (although this is subject to amendment). This includes a one week Easter break.

Date	Time
Thursday 5th March 2020	09.30 – 16.00
Thursday 12th March 2020	09.30 – 16.00
Thursday 9th April 2020	09.30 – 16.00
Thursday 30th April 2020	09.30 – 16.00
Thursday 14th May 2020	09.30 – 16.00
Monday 1st June 2020 at 15.00	**Assignment submission date**

Term 3: Research and Development Methods (20 Credits at Level 7)

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 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 show below (although this is subject to amendment). This includes a one week Easter break.

Date	Time
Friday 6th March 2020	09.30 – 17.00
Wednesday 25th March 2020	09.30 – 17.00
Wednesday 8th April 2020	09.30 – 17.00
Wednesday 22nd April 2020	09.30 – 17.00
Wednesday 13th May 2020	09.30 – 17.00
Monday 1st June 2020 at 15.00	**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 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. The provisional module timetable is show below (although this is subject to amendment).

Date	Time
Monday 2nd September 2019	09.30 - 12.30
Wednesday 13th November 2019	09.30 – 12.30
Wednesday 4th December 2019	13,00 - 17.00
Wednesday 15th January 2020	09.30 – 12.30
Tuesday 17th March 2020	09.30 – 12.30
Wednesday 24th June 2020	09.30 - 12.30
Monday 7th September 2020 at 15.00	**Assignment submission date**

Post-Graduate Programme
2019 to 2020 Academic Year

Information Drop in Sessions:

Thursday 30th May 2019   13.00 – 15.00 (IHSCS Room 7)

Tuesday 4th June 2019   11.30 – 13.30 (IHSCS Room 6)

Closing Date for Applications: Monday 3rd July 2019

Programme Induction: Tuesday 27th August 2019

Term 1	**Advancing Professional Practice: concepts and theories** (Commences: 3rd September with Submission: 25th November 2019)	**Teaching, Learning and Assessment 1** (Commences: 5th November with Submission: 25th November 2019)	**Policy, strategy and planning** (Commences: 19th September with Submission: 25th November 2019)	**Extended Project** (Commences: 6th September 2019)
Term 2	**Advancing Professional Practice: extending expertise** (Commences: 10th September with Submission: 2nd March 2020	Teaching, Learning and Assessment 2 **– Curriculum development and quality assurance** **(**Commences: 5th November with Submission: 2nd March 2020)		**Extended Project Cont.**
Term 3	**Applied Leadership** (Commences: 5th March with Submission: 1st June 2020)		**Research and Development Methods** (Commences: 6th March with Submission: 1st June 2020)	**Extended Project** (Submission 7th September 2020)