

Programme Specification

Programme Title and Name of Award	PGCert Healthcare and Medical Leadership: Practice Development		
Academic Level	7	Total Credits	60
Professional Body Accreditation / Qualification	Not applicable		
Date of Professional Body Accreditation	Not applicable	Accreditation Period	Not applicable
UCAS Code	Not applicable		
HECoS Code	100088		
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL , please refer to the University website.		
Teaching Institution	University of Cumbria		
Owning Institute	Institute of Health		
Programme delivered in conjunction with			
Principal Mode of Delivery	Blended /Distance learning		
Pattern of Delivery	Part-Time		
	Total weeks of study:	36 weeks	
	Delivery pattern:	3 x 12 week semesters	
	Standard semester dates:	Yes	
Delivery Site(s)	Lancaster Campus, Carlisle Campus, London Campus and Defence Medical HQ and NHS Trusts.		
Programme Length	Part-Time: Up to 2 years standard, 4 years maximum		
Exit Awards	Not applicable		

Period of Approval

January 2023 for 6 years subject to subject level periodic review

This programme has been approved/validated by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites as above. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle.

Cumbria Graduate Attributes

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

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

Programme Features

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

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

knowledgeable, flexible, enquiring practitioner, capable of problem solving and leading innovative approaches.

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

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

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

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

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

learning outcomes. Your tutor will assist you to identify key learning resources related to the area of study.

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

In the case of this **PGCert Healthcare and Medical Leadership: Practice Development**, you will be required to undertake the following modules:

- Coaching and Mentoring (20 credits)
- Leadership through Transformative Learning (20 credits)
- Work-based Learning (20 credits)

This programme of study is created to align with workforce development and supports professional progression. The 3 modules of this programme are contemporary, and have been tailored to ensure that they meet the needs of the Healthcare and Medical Service stakeholders, and will continue to do so in the future.

Reflection and reflexive practice are core skills that students will develop over the duration of this PGCert using a reflective workbook to record their personal and professional progress and provide iterative evidence for each module and beyond the taught elements of the programme.

The PGCert Healthcare and Medical Leadership: Practice Development is one of a suite of programmes within the Practice Development framework. This programme has been specifically developed to meet the continuing professional development needs of individuals who are leading, managing, supervising at a strategic level (or aspiring to do so) within a variety of settings. The programme is designed to enable you to apply your learning to your own professional context.

The development of the PGCert Healthcare and Medical Leadership: Practice Development has been informed by engagement with key stakeholders who require a suite of modules to support management and leadership development for staff at all levels within their organisations. This engagement has ensured that content and delivery methods are appropriate for the needs of a diverse workforce.

The importance of the development and enhancement of management knowledge, skills and behaviours for current and aspiring leaders & managers is crucial and the programme has been developed with this in mind; TLA's are designed to enable you to demonstrate application of these skills to practice.

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

Programme Learning Outcomes

By the end of this Programme learners will be able to:

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

2. Provide a transformative learning experience for you to advance your academic and professional development through critical self-reflection and reflexivity.
3. Enable you to develop a mastery of complex and specialised knowledge and a critical awareness of issues at the forefront of your field of practice.
4. Develop conceptual knowledge and advanced understanding of how techniques of inquiry enable the critical and objective analysis, interpretation and application of research and evidence within your healthcare and medical leadership sphere of influence.

Level Descriptors

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

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

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes.
- Accept accountability for decision making including the use of supervision.
- Analyse complex concepts and professional situations by means of synthesis of personal and workplace reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

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

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

- K1.** The evidence, theories and policy drivers that underpin decision making and judgement in practice.
- K2.** A holistic approach to leadership and coaching.
- K3.** The complexities of professional, ethical and legal perspectives relating to practice, incorporating sensitivity to diversity and cultural issues.

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

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

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

- S1.** Use initiative in decision making and generate transformative solutions through the synthesis of ideas and information as a result of critical reflexivity.
- S2.** Effective and empathetic communication with colleagues and your wider team in complex and unpredictable situations.
- S3.** Use information technology innovatively for the acquisition and the effective presentation of information.

External and Internal Reference Points

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

- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- Hayes, C., & Corrie, I. (2020). Learner-Centred Pedagogy Framing Authentic Identity and Positionality in Higher Education. In *Optimizing Higher Education Learning Through Activities and Assessments* (pp. 77-95). IGI Global.
- Corrie, I., & Lawson, R. (2017). Transformative executive coaching: Considerations for an expanding field of research. *Journal of Transformative Learning (JoTL)*, 4(1), 50-59.
- Corrie, I., Lawson, R., & Rowland, T. (2020). Transformative action coaching in healthcare leadership. *Journal of Transformative Learning*, 6(2), 39-51.
- Corrie, I. (2019). Transformative Coaching—Face-to-Face, Blended, and Online in an Industrial Context. *Journal of Transformative Learning*, (Special).
- Hayes, C., Corrie, I., & Graham, Y. (2020). Paramedic emotional labour during COVID-19. *Journal of Paramedic Practice*, 12(8), 319-323.

Graduate Prospects

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

This programme will enable you to develop competence and confidence in your role, increasing your career prospects. Transformative learning, reflection and reflexive practice are a golden thread that runs through all Practice Development programmes, developing learners' critical reflection and self-awareness. Previous students studying these modules have progressed into higher level roles within leadership and coaching within a variety of healthcare settings.

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

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

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

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

The framework is designed to be flexible, utilising the full range of UoC digital resources and supported communication through learning technology (including online and distributed places for learning). Learning is based in both academic study and practice environments. You are actively facilitated to use, apply and integrate your developing knowledge within your practice and to develop an enquiring, evaluative approach to your study and practice, through a transformative learning experience.

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

Learning and Teaching will:

- Promote the development of inclusive practice and address a range of learner types
- "*Scheduled learning and teaching*" encompasses a variety of approaches to learning and teaching across the framework. Strategies include online and / or class-based workshop activities, facilitated discussion and debate, tutorials, guided study and reading, work based learning, reflection on practice
- Use learning technology to promote your learning and achievement, for example through the use of mobile technology, podcasts, webinars
- Provide active learning and social learning opportunities
- Provide appropriate engagement and facilitation models for distance, online and flexible learning students
- Provide opportunities for you to select modules appropriate to your professional context thus fostering employability prospects
- Foster aspiration and career readiness through work-based, experiential and inter-professional learning
- Be relevant to the needs of your workplace, emphasising problem-solving and the interaction of theory and practice
- Use research-informed teaching, drawing on health, social care and workplace knowledge and expertise

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

Summative and Formative Assessment

- Assessment load is minimised for your benefit whilst upholding robust academic standards
- Are designed to provide a creative and balanced strategy across the programme
- Provide a range of authentic, engaging and challenging formative assessment activities which as well as being important for learning, promote the value of formative assessment and contribute

to the successful completion of the summative assignment task(s). Examples include quizzes, group work, peer review, presentations, reflection, tutorials, online activities which are designed to generate feedback on performance in order to improve learning

- Enable the valid testing of the programme learning outcomes, through a variety of summative "*written assignments*" including for example; portfolio, case study, reports, reflective accounts, response to peer review, academic essays, appraisal of evidence
- Are relevant to the needs of the workplace, allowing for authentic assessment and effective formative feedback to facilitate your success
- Encourage you to critically reflect on your knowledge and skills development, in order to develop your ability to make sound professional judgements

Student Support

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

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

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

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

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

Induction

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

Personal Tutoring

You will also be allocated a Personal Tutor. Regardless of your mode of study, your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials (face to face, Teams, telephone, according to your needs), Progress Reviews and other support as outlined in the Personal Tutoring Policy. Your PT will signpost you to appropriate members of the team, or specific sources of information as appropriate.

Personal Development Planning

Personal development planning is a key function of your PT, who in the case of the Practice Development Framework is charged with supporting you to identify and meet your individual personal and professional learning and development needs.

Library Services and Academic Skills

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

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- [Workshops](#)
- Email: skills@cumbria.ac.uk
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Preparing for Postgraduate Study](#)

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

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

IT and Technical Support

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

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

Student Support Services

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

[Chaplaincy](#): Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

[Disability and Specific Learning Needs](#): The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

[Health and wellbeing](#): Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well being service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.

- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

UoC Active: Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

International Student Support: Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: intss@cumbria.ac.uk

Money Advice: The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support.

Programme Specification



Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	HCPD7060	Coaching and Mentoring	20	Compulsory	K1, K2, K3 S1, S2, S3
7	HCPD7058	Leadership Through Transformational Learning	20	Compulsory	K1, K2, K3 S1, S2, S3
7	HCPD7015	Work Based Learning	20	Compulsory	Will be dependent on what the student negotiates to study and the nature of the assessment chosen

Notes

This programme operates in accordance with the University’s Academic Regulations and Academic Procedures and Processes.
 Module pass mark: 50% (Postgraduate)
 Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme.

*** Key to Module Statuses**

Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).
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Programme Specification



Programme Delivery Structure: Part-Time September start				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Indicative week number of Assessment Deadline
		Sept – Dec Jan – May June - Aug		
HCPD7060	Coaching and Mentoring	Jan – April	Written assessment	32
HCPD7058	Leadership Through Transformational Learning	Sept – Dec	Written assessment	16
HCPD7015	Work Based Learning	April - July	Portfolio	45
Students exiting at this point with 60 credits would receive a PGCert Healthcare and Medical Leadership: Practice Development				

Programme Delivery Structure: Part-Time January start				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Indicative week number of Assessment Deadline
		Sept – Dec Jan – May June - Aug		
HCPD7060	Coaching and Mentoring	April – July	Written assessment	45
HCPD7058	Leadership Through Transformational Learning	Jan – April	Written assessment	32

Programme Specification



HCPD7015	Work Based Learning	Sept - Dec	Portfolio	15
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Students exiting at this point with 60 credits would receive a PGCert Healthcare and Medical Leadership: Practice Development

Programme Delivery Structure: Part-Time April start

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Indicative week number of Assessment Deadline
		Sept – Dec Jan – May June - Aug		
HCPD7060	Coaching and Mentoring	Sept – Dec	Written assessment	15
HCPD7058	Leadership Through Transformational Learning	April – July	Written assessment	45
HCPD7015	Work Based Learning	Jan - April	Portfolio	32

Students exiting at this point with 60 credits would receive a PGCert Healthcare and Medical Leadership: Practice Development

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Module Evaluation Forms
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Staff Student Forum
- Meetings with stakeholders / commissioners of programmes

Date of Programme Specification Production:

20.10.2022

Date Programme Specification was last updated:

Jan 2023

For further information about this programme, refer to the programme page on the University website

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK

Is the placement requirement more than 50% of the programme?

Not applicable

If yes, what % of the programme is the placement requirement?	Not applicable
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	Not applicable