

## PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

### SECTION A: DETAILS OF THE COURSE AND AWARD

<b>Programme Title</b>	<b>MSc Professional Practice (Healthcare) Post Graduate Diploma Professional Practice (Healthcare) Post Graduate Certificate Professional Practice (Healthcare) MSc Professional Practice (Nursing) Post Graduate Diploma Professional Practice (Nursing) Post Graduate Certificate Professional Practice (Nursing)</b>
<b>Awarding Body</b>	<b>Buckinghamshire New University</b>
<b>Teaching Institution</b>	<b>Buckinghamshire New University</b>
<b>Faculty</b>	<b>Society &amp; Health</b>
<b>School</b>	<b>Advanced &amp; Continuing Practice</b>
<b>Name of Final Award</b>	<b>Master of Science, MSc Post Graduate Diploma Post Graduate Certificate</b>
<b>NQF/FHEQ Level of Qualification</b>	<b>Level 7: Master's degree</b>
<b>QAA Benchmark Statement(s)</b>	<b>Health Care Programmes (2001)</b>
<b>UCAS Code</b>	<b>N/A</b>
<b>Course Code(s)</b>	<b>MP1PPH1, MP1PPH2, MP2PPH2, MP3PPH2 MP1PPN1, MP1PPN2, MP2PPN2, MP3PPN2</b>
<b>Mode and Length of Study</b>	<b>MSc 2 years Full-time or 3 years Part-Time</b>
<b>Number of Intakes</b>	<b>2 intakes, (September and February)</b>
<b>Regime of Delivery</b>	<b>Attendance</b>
<b>Language of Study</b>	<b>English</b>
<b>Details of Accreditation</b>	<b>N/A</b>
<b>Publication Date</b>	<b>January 2016 Revised: June 2016, Sept 2016, Sept 2017, Jan 2018, Feb 2018, Oct 2018, July 2019</b>

#### **Potential Student Profile / Criteria for Admission:**

*What the award is about and who the programme is aimed at:*

This programme has been developed in accordance with the Framework for Higher Education Qualifications (FHEQ) and meets the requirements for level 7.

The potential students will be from a variety of professional backgrounds within health and social care, and are seeking continued professional development to level 7. All students will normally be

employed throughout the duration of the course. A number of students will have previous appropriate qualifications from Bucks New University.

All students applying to the programme will have normally achieved a first degree, or at least 60 credits at level 6 from a UK University, an affiliated college or an overseas qualification of an equivalent standard, or the APEL route, through the University's Credit Accumulation and Transfer Scheme (CATS). Students with professional qualifications gained overseas which allow registration with the relevant UK regulatory bodies, will have the academic level of their qualifications assessed by the National Academic Recognition Information Centre.

In line with many master programmes, students will be able to APEL into the MSc Professional Practice a maximum of 30 credits gained at level 6, as long as the credits were awarded by Bucks New University for a module with a clinical competency document attached as part of the assessment strategy. The rationale for this is that the assessment of clinical competencies in the clinical area is not level dependent.

A number of modules require the student to have a mentor in the area of employment to support the student in their development. This support may include teaching, the facilitation of learning opportunities and the assessment of clinical competencies. In this case the mentor is required to be a registered practitioner with a minimum of 2 years relevant clinical practice and a professional qualification at level 6 or above. Additionally the mentor would need to hold a relevant mentorship or teaching qualification, and agree to undertake the role of mentor.

*Why students should choose this award:*

This is a flexible programme of study which will suit experienced practitioners as well as those who registered more recently, and is an alternative to the other MSc offered in the department, the MSc Advanced Practice, which has a prescriptive programme of study and is not suitable for all healthcare professionals. In some modules, level 6 and level 7 students will be taught together allowing for greater student interaction as well as ensuring the viability of the module. On modules where levels 6 and 7 are taught together, there will also be sessions which are specifically aimed at level 7 students. Where these student numbers are low, the level 7 specific sessions will be combined to bring together students from a number of modules for a more productive learning experience.

As the funding of one module at a time now tends to be the sector norm, it is envisaged that many students will continue to undertake modules on a stand-alone basis and then transfer them into the MSc Professional Practice for the dissertation module. This also applies to students who have gained their level 7 credits at other institutions, on condition that a minimum of 30 credits of research at level 7 has been awarded. Otherwise, students must undertake Bucks New University's level 7 research modules to a value of 30 credits before progressing to the dissertation module. Relevant credit transfer into the PG Diploma from other institutions will be permitted to a value of 60 level 7 credits. Credit transfer will be undertaken via the University's CATS system via an established Group Directive which would allow the automatic transfer of all appropriate credits achieved at Bucks New University into the MSc programme. Credits older than 6 years from the time of initial award to the time of the dissertation award will be subject to approval by the CATS committee.

*Opportunities available for students after completion of the award:*

The enhanced skills of analysis that students will gain through this programme of study may lead to promotional opportunities either in the clinical area, or in the fields of education, management or research. Students will have access to progression to doctoral studies in their specific subject context, and the generic, transferable skills acquired throughout the programme may also open up employment opportunities outside these areas.

*Expected knowledge and skills that the entrant will have on entry to the programme:*

- Students should normally be employed in an area of clinical practice and would normally hold current registration on the appropriate professional register, e.g. NMC.
- Students will normally have completed a first degree or have at least 60 credits at level 6 to access the MSc.

The university regulations permit AP(E)L to be used within a programme of this nature. Students will be facilitated by the course leader and AP(E)L assessor to AP(E)L prior experiential or academic learning where applicable and appropriate. If a student leaves the programme they leave with the credits completed and awarded to them. Should they wish to return they can use the CATS process to AP(E)L these credits into the programme.

## **SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS**

### **Programme Aims**

The main educational aims of the programme are to:

- Provide a flexible framework for post-graduate study to promote the progression of professional knowledge, skills and expertise across a variety of disciplines, leading to mastery of the chosen area
- Enhance the development of professional judgement, accountability and autonomy within the scope of the role, including an ethos of life-long learning and creative enquiry, to confront, challenge and shape the future of one's professional practice

### **Programme Learning Outcomes:**

#### **MSc Professional Practice**

##### *A. Knowledge and Understanding*

On successful completion of the programme a graduate will be able to:

1. Systematically analyse key aspects of the field of study including acquisition of in-depth knowledge relevant to the discipline and professional practice
2. Demonstrate a conceptual understanding of the application of research evidence to support the expansion of personal and professional development, and to address challenges in professional practice
3. Synthesise conclusions from a research project to demonstrate an independent perspective and originality in the application of this knowledge to develop recommendations for future research or practice innovation.

##### *B. Intellectual/Cognitive Skills*

On successful completion of the programme a graduate will be able to:

1. Accurately utilise established techniques of analysis and critical enquiry within one's own discipline, in line with contemporary policies and guidance.
2. Critically examine and debate professional, ethical and legal issues within the context of one's own professional practice

##### *C. Practical Skills*

On successful completion of the programme a graduate will be able to:

1. Demonstrate a systematic knowledge and mastery of the qualities and skills necessary to enhance one's own professional practice and the practice of others, for the benefit of the profession and its stakeholders

##### *D. Key/Transferable Skills*

On successful completion of the programme a graduate will be able to:

1. Exercise self-direction, and decision making in complex and unpredictable contexts, demonstrating insight into one's own learning and developmental needs

### **Post Graduate Diploma in Professional Practice**

#### *A. Knowledge and Understanding*

On successful completion of the programme a graduate will be able to:

1. Systematically analyse key aspects of the field of study including acquisition of in-depth knowledge relevant to the discipline and professional practice
2. Demonstrate a conceptual understanding of the application of research evidence to support the expansion of personal and professional development, and to address challenges in professional practice

**B. Intellectual/Cognitive Skills**

On successful completion of the programme a graduate will be able to:

1. Accurately utilise established techniques of analysis and critical enquiry within one's own discipline, in line with contemporary policies and guidance.
2. Critically examine and debate professional, ethical and legal issues within the context of one's own professional practice

**C. Practical Skills**

On successful completion of the programme a graduate will be able to:

1. Demonstrate a systematic knowledge and mastery of the qualities and skills necessary to enhance one's own professional practice and the practice of others, for the benefit of the profession and its stakeholders

**D. Key/Transferable Skills**

On successful completion of the programme a graduate will be able to:

1. Exercise self-direction, and decision making in complex and unpredictable contexts, demonstrating insight into one's own learning and developmental needs

## **Post Graduate Certificate in Professional Practice**

**A. Knowledge and Understanding**

On successful completion of the programme a graduate will be able to:

1. Systematically analyse key aspects of the field of study including acquisition of in-depth knowledge relevant to the discipline and professional practice

**B. Intellectual/Cognitive Skills**

On successful completion of the programme a graduate will be able to:

1. Accurately utilise established techniques of analysis and critical enquiry within one's own discipline, in line with contemporary policies and guidance.
2. Critically examine and debate professional, ethical and legal issues within the context of one's own professional practice

**C. Practical Skills**

On successful completion of the programme a graduate will be able to:

1. Demonstrate a systematic knowledge and mastery of the qualities and skills necessary to enhance one's own professional practice and the practice of others, for the benefit of the profession and its stakeholders

**D. Key/Transferable Skills**

On successful completion of the programme a graduate will be able to:

1. Exercise self-direction, and decision making in complex and unpredictable contexts, demonstrating insight into one's own learning and developmental needs

**Table 1: Programme Skills Matrix – Assessment**

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
PP736	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PP769	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PP751	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PP768	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PF754	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PP713	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PF749	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS746	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CL737	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
OC704	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PP753	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PP734	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS747	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PP728	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PF747	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PP727	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PP722	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PP726	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PP731	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PP725	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TL712	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PP714	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PP744	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PP743	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
CN705	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TL711	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PP756	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CL758	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PP737	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CL739	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PF724	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PF725	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CL738	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CL757	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PP772	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PP760	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CP732	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PP 701	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NP701	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NP703	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TL706	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

Teaching and learning strategies employed within the programme reflect the nature of the learning experience at Level 7. Strategies adopted will encourage further student independence and learning from and through experience, using reflection, and the development of the skills required to practise underpinned with theoretical knowledge commensurate with academic level 7.

A variety of methods will be employed including keynote lectures, group and individual tutorials and debates. Paramount to the teaching and learning strategy will be the value placed on the student's

own experience of practice and theoretical underpinnings of practice. It is envisaged, however, that the programme team and external experts will provide the main input to the taught sessions.

Students will have access to University information technology resources, including Internet, word processing and printing facilities. Materials that are used to support module delivery will be made available through the virtual learning environment. This might include PowerPoint slides, handouts, worksheets, assessment documents, website links, and articles electronically scanned into PDF files. These can be accessed on or off campus.

**Lectures:** keynote lectures may be employed to launch fundamental theoretical aspects of the programme and will be led by the lecturers and/or experts from practice. The lectures will provide the foundation for student led work within seminar and/or workshops.

**Seminars:** seminars will offer a forum by which students can explore key areas and will combine the presentation of information and ideas, exploration of relevant issues, and the application of theoretical principles. There will be opportunities for students to discuss the application of these in their field of practice.

**Simulated learning:** the simulation suite at Buckinghamshire New University is used on some of the clinical modules to simulate practice scenarios and to facilitate physical assessment skills. Students can apply theory to practice, enhance their practical skills and increase their confidence in a more realistic, but non-threatening environment. These sessions will be facilitated by lecturers and/or external experts.

**Directed reading:** throughout the programme the students will be required to engage in critical discussion, which will require them to undertake directed reading outside of the formal teaching session. Students will be provided with relevant reading lists by the lecturers and will be encouraged to undertake independent reading to ensure they engage with a breadth of literature and evidence so they are cognisant with contemporary debates within their field.

**Case studies:** during face-to-face sessions, an array of case studies from all disciplines will be used as a vehicle for enquiry-based learning. Students will explore and critically discuss the components of those cases, to learn from successful and un-successful interventions as well as to be able to iterate the nature of good and bad experiences. The case studies will enable the students to illuminate the nature of work, the demands inherent within the practice arena to enable the development of critical knowledge and problem solving skills.

**Group work:** group work is a key teaching and learning modality. It enables students to engage in participatory learning and encourages a team working approach to problem solving. Level 7 academic workshops will be offered to all students studying at master's level, in addition to individual tutorials.

**Learning contracts:** learning contracts allow students to negotiate an area of study personal to them to help them focus on their learning and development needs. Learning contracts facilitate a sense of ownership of the learning process and, by specifying learning objectives in advance, both learner and facilitator have an agreed understanding of the expected outcomes. This method has been shown to foster independence and develop problem-solving skills as well as being flexible in meeting different learning needs, styles and paces of learning. Learning contracts are currently a feature of some level 7 modules, for example, and are a particularly suitable learning strategy for those wishing to undertake project work in their clinical areas. Student presentations of their learning contracts are a basis for classroom discussion and further contract development.

**Reflection:** reflection in and on practice is central to the student developing emotional intelligence around their skills development that will enable their continued professional development. Reflecting on their past experience and the experiences of others is a key component of the programme. Reflection encourages the students to explore the application of new knowledge to a given situation, and the development of problem solving skills both of which are characteristic of being a responsive practitioner.

Each module has an assessment strategy designed to meet the learning outcomes of the particular module. Some modules include a formative element in the assessment strategy. Summative assessments include the following methods:

- **Oral presentation:** either individually or in groups. The students are supported to develop their presentation skills. Presentations are either assessed by the tutor or are peer assessed using a clear marking scheme.
- **Essay:** a variety of written assessments are used ranging from reflection on practice to reports and the development of portfolios.
- **Literature review:** A review of literature is used as the summative assessment for several modules. This allows the students to explore in greater depth a subject of their choice.
- **Clinical competency document:** the opportunity for the students to complete clinical competencies relevant to their field of study is a corner stone of the MSc Professional Practice. The students work in their own clinical area and are supported to complete the competencies by qualified mentors who are supported by the university staff to ensure understanding of the documentation and assessment process. The competencies are pass / fail and are not graded. Clinical competencies are not considered to be dependent on academic level.
- **Viva voce:** some clinical modules include a viva as part of the summative assessment. This allows the student to demonstrate their ability to translate the learnt theory into a practical situation. The vivas are assessed by field experts.
- **Objective Structured Clinical Examination:** The OSCE is used in several modules to allow the students to demonstrate the learnt theory in a safe practical space. The OSCEs are assessed by field experts and practice partners.

## Work-Based / Placement Learning

Some clinical modules carry clinical competency documents as part of the assessment strategy and require student support in the workplace through clinical mentors. Module leaders are available for support of the mentors and mentorship updates are undertaken by link lecturers for staff in the clinical areas. Mentors are required to be registered healthcare practitioners who have a minimum of 2 years' experience in their role, and with a mentorship in practice course or equivalent. They must also have the time and commitment to carry out the role. Buckinghamshire New University carries out education audits for pre-qualifying students prior to placement. Clinical competencies are core to the learning and assessment criteria of these modules and students are not admitted to the modules unless they can guarantee appropriate clinical experience for the duration of the module. Buckinghamshire New University does not provide clinical placement areas for students to complete their competencies.



## SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

Course Title		Post Graduate Certificate in Professional Practice (Healthcare)							
Course Code		MP3PPH2							
Mode of Study		Full-Time (1 Year)							
Credit Value		UK	60	ECTS			30		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (/Core / /Optional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
PF754	Leadership, Management and Professional Issues	7	1/2	O	30		100%		1 or 2
PP769	Advanced Medical Assessment	7	1/2	O	30	50%	50%	P/F	1 or 2
CL737	Anaesthetic Management in the Perioperative Environment	7	1/2	O	30		100%	P/F	1 or 2
PP713	Aeromedical Repatriation and Retrieval	7	1/2	O	30		100%		1 or 2
OC704	Cancer Care	7	1/2	O	30		100%		1 or 2
PP753	Cardiac Care	7	1/2	O	30		100%	P/F	1 or 2
PP728	Diabetes Management	7	1/2	O	30		100%	P/F	1 or 2
PP734	Delivering and Sustaining Improvement in Healthcare Settings	7	1/2	O	30		100%		1 or 2
PP768	Dementia Management and Care	7	1/2	O	30		100%		1 or 2
PP727	Emergency and Unscheduled Care	7	1/2	O	30		100%	P/F	1 or 2
PP726	End of Life Care and Symptom Management	7	1/2	O	30		100%		1 or 2
PP722	Enhancing Practice through Work Related Learning	7	1/2	O	30		100%		1 or 2

PP751	Essentials of Spinal Care	7	1/2	O	30		100%			1 or 2
PP731	Introduction to Clinical Innovation in Healthcare Practice	7	1/2	O	30		100%			1 or 2
PP725	Intensive Care	7	1/2	O	30	50%	50%	P/F		1 or 2
TL712	Mentoring in the Practice Setting	7	1/2	O	15		100%			1 or 2
PP714	Minor Injury Management	7	1/2	O	30		100%	P/F		1 or 2
PP744	Minor Illness Management	7	1/2	O	30		100%	P/F		1 or 2
PP755	Neonatal High Dependency and Intensive Care	7	1/2	O	30	40%	60%	P/F		1 or 2
PP743	Neonatal Special Care	7	1/2	O	30		100%	P/F		1 or 2
CL758	Physical Assessment of the Adult	7	1/2	O	30	30%			70%	1 or 2
PP756	Principles and Practice of Infection Prevention and Control	7	1/2	O	30	40%	60%			1 or 2
TL711	Principles of Practice Education	7	1/2	O	15		100%			1 or 2
CL739	Recovery Management in the Perioperative Environment	7	1/2	O	30		100%	P/F		1 or 2
PP737	Respiratory Care	7	1/2	O	30	40%	60%	P/F		1 or 2
PP736	Stroke Management and Care	7	1/2	O	30		100%			1 or 2
CL738	Surgical Management in the Perioperative Environment	7	1/2	O	30		100%	P/F		1 or 2
PF725	The Renal Care Practitioner	7	1/2	O	30		100%	P/F		1 or 2
PF724	The Theoretical Concepts in Renal Care	7	1/2	O	30	25%	75%			1 or 2
CL757	Wound Care Management	7	1/2	O	30		60%		40%	1 or 2
PP772	Enhancing Skills for Preceptors	7	1/2	O	15		100%			1 or 2
CP732	Advanced Therapeutic, Mental & Physical Health Skills for Mental Health Practitioners	7	1/2	O	30		100%			1 or 2
PP701	Leadership and interpersonal communications	7	1/2	O	30		80%		20%	1 or 2
NP701	Clinical decision Making for Non Medical prescribing	7	1/2	O	30				100%	SB
NP703	Applied Pharmacology for Non Medical prescribing	7	1/2	O	30	50%	50%	PF		SB
TL706	Student Supervision and Assessment in Healthcare	7	1/2	O	30		100%	PF		1 or 2

<b>Course Title</b>	Post Graduate Certificate in Professional Practice (Nursing)								
<b>Course Code</b>	MP3PPN2								
<b>Mode of Study</b>	Full-Time (1 Year)								
<b>Conditions</b>	Applicants must hold current NMC registration								
<b>Credit Value</b>	UK	60	<b>ECTS</b>			30			
<b>Module Code</b>	<b>Module Title</b>	<b>QCF/FHEQ Level</b>	<b>Course Stage / Year</b>	<b>Status in Award (/Close / /Optional)</b>	<b>Credit Value</b>	<b>Assessment Regime</b>			<b>Semester Taught</b>
						<b>Written Exam %</b>	<b>Coursework %</b>	<b>Practical %</b>	
PF754	Leadership, Management and Professional Issues	7	1/2	O	30		100%		1 or 2
PP769	Advanced Medical Assessment	7	1/2	O	30	50%	50%	P/F	1 or 2
CL737	Anaesthetic Management in the Perioperative Environment	7	1/2	O	30		100%	P/F	1 or 2
PP713	Aeromedical Repatriation and Retrieval	7	1/2	O	30		100%		1 or 2
OC704	Cancer Care	7	1/2	O	30		100%		1 or 2
PP753	Cardiac Care	7	1/2	O	30		100%	P/F	1 or 2
PP728	Diabetes Management	7	1/2	O	30		100%	P/F	1 or 2
PP734	Delivering and Sustaining Improvement in Healthcare Settings	7	1/2	O	30		100%		1 or 2
PP768	Dementia Management and Care	7	1/2	O	30		100%		1 or 2
PP727	Emergency and Unscheduled Care	7	1/2	O	30		100%	P/F	1 or 2
PP726	End of Life Care and Symptom Management	7	1/2	O	30		100%		1 or 2
PP722	Enhancing Practice through Work Related Learning	7	1/2	O	30		100%		1 or 2
PP751	Essentials of Spinal Care	7	1/2	O	30		100%		1 or 2
PP731	Introduction to Clinical Innovation in Healthcare Practice	7	1/2	O	30		100%		1 or 2

PP725	Intensive Care	7	1/2	O	30	50%	50%	P/F	1 or 2
TL712	Mentoring in the Practice Setting	7	1/2	O	15		100%		1 or 2
PP714	Minor Injury Management	7	1/2	O	30		100%	P/F	1 or 2
PP744	Minor Illness Management	7	1/2	O	30		100%	P/F	1 or 2
PP755	Neonatal High Dependency and Intensive Care	7	1/2	O	30	40%	60%	P/F	1 or 2
PP743	Neonatal Special Care	7	1/2	O	30		100%	P/F	1 or 2
CL758	Physical Assessment of the Adult	7	1/2	O	30	30%		70%	1 or 2
PP756	Principles and Practice of Infection Prevention and Control	7	1/2	O	30	40%	60%		1 or 2
TL711	Principles of Practice Education	7	1/2	O	15		100%		1 or 2
CL739	Recovery Management in the Perioperative Environment	7	1/2	O	30		100%	P/F	1 or 2
PP737	Respiratory Care	7	1/2	O	30	40%	60%	P/F	1 or 2
PP736	Stroke Management and Care	7	1/2	O	30		100%		1 or 2
CL738	Surgical Management in the Perioperative Environment	7	1/2	O	30		100%	P/F	1 or 2
PF725	The Renal Care Practitioner	7	1/2	O	30		100%	P/F	1 or 2
PF724	The Theoretical Concepts in Renal Care	7	1/2	O	30	25%	75%		1 or 2
CL757	Wound Care Management	7	1/2	O	30		60%	40%	1 or 2
PP772	Enhancing Skills for Preceptors	7	1/2	O	15		100%		1 or 2
PP760	Haemato-oncology	7	1/2	O	30		100%		1 or 2
CP732	Advanced Therapeutic, Mental & Physical Health Skills for Mental Health Practitioners	7	1/2	O	30		100%		1or2
PP701	Leadership and interpersonal communications	7	1/2	O	30		80%	20%	1 or 2
TL706	Student Supervision and Assessment in Healthcare	7	1/2	O	30		100%	PF	1 or 2

<b>Course Title</b>	Post Graduate Diploma In Professional Practice (Healthcare)								
<b>Course Code</b>	MP2PPH2								
<b>Mode of Study</b>	Full-time (2 Years)								
<b>Credit Value</b>	<b>UK</b>	120	<b>ECTS</b>			60			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ( <i>Core / Optional</i> )	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
PF749	Applied Research for Healthcare Practice <b>OR</b>	7	2	C	30		100%		1 or 2
PS746	Applied Research Skills <b>AND</b>	7	2	C	15		100%		1
PS747	Data Analysis and Interpretation	7	2	C	15	20%	30%	50%	2
	<b>Plus 90 credits from the optional module list</b>								

<b>Course Title</b>	Post Graduate Diploma In Professional Practice (Nursing)								
<b>Course Code</b>	MP2PPN2								
<b>Mode of Study</b>	Full-time (2 Years)								
<b>Conditions</b>	Applicants must hold current NMC registration								
<b>Credit Value</b>	<b>UK</b>	120	<b>ECTS</b>			60			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ( <i>Core / Optional</i> )	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
PF749	Applied Research for Healthcare Practice <b>OR</b>	7	2	C	30		100%		1 or 2
PS746	Applied Research Skills <b>AND</b>	7	2	C	15		100%		1
PS747	Data Analysis and Interpretation	7	2	C	15	20%	30%	50%	2
	<b>Plus 90 credits from the optional module list</b>								

<b>Course Title</b>	MSc Professional Practice (Healthcare)
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<b>Course Code</b>	MP1PPH1 (Full-Time), MP1PPH2 (Part-time)								
<b>Mode of Study</b>	Full-Time (2 Years), Part-time (3 Years)								
<b>Credit Value</b>	<b>UK</b>	180	<b>ECTS</b>			90			
<b>Module Code</b>	<b>Module Title</b>	<b>QCF/FHEQ Level</b>	<b>Course Stage / Year</b>	<b>Status in Award ([C]ore / [O]ptional)</b>	<b>Credit Value</b>	<b>Assessment Regime</b>			<b>Semester Taught</b>
						<b>Written Exam %</b>	<b>Coursework %</b>	<b>Practical %</b>	
PF747	Dissertation	7	3	C	60		100%		1 & 2
PF749	Applied Research for Healthcare Practice <b>OR</b>	7	2	C	30		100%		1 or 2
PS746	Applied Research Skills <b>AND</b>	7	2	C	15		100%		1
PS747	Data Analysis and Interpretation	7	2	C	15	20%	30%	50%	2
	<b>Plus 90 credits from the optional module list</b>								

<b>Course Title</b>	MSc Professional Practice (Nursing)								
<b>Course Code</b>	MP1PPN1 (Full-Time), MP1PPN2 (Part-time)								
<b>Mode of Study</b>	Full-Time (2 Years), Part-time (3 Years)								
<b>Conditions</b>	Applicants must hold current NMC registration and complete the dissertation on a nursing related topic.								
<b>Credit Value</b>	<b>UK</b>	180	<b>ECTS</b>			90			
<b>Module Code</b>	<b>Module Title</b>	<b>QCF/FHEQ Level</b>	<b>Course Stage / Year</b>	<b>Status in Award ([C]ore / [O]ptional)</b>	<b>Credit Value</b>	<b>Assessment Regime</b>			<b>Semester Taught</b>
						<b>Written Exam %</b>	<b>Coursework %</b>	<b>Practical %</b>	
PF747	Dissertation	7	3	C	60		100%		1 & 2
PF749	Applied Research for Healthcare Practice <b>OR</b>	7	2	C	30		100%		1 or 2
PS746	Applied Research Skills <b>AND</b>	7	2	C	15		100%		1
PS747	Data Analysis and Interpretation	7	2	C	15	20%	30%	50%	2
	<b>Plus 90 credits from the optional module list</b>								

**Table 3: Mapping of Programme Outcomes to Modules**

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
<b>A. Knowledge and Understanding</b>					
A1				All optional modules	
A2				PF749, PS746, PS747	
A3				PF747	
<b>B. Intellectual / Cognitive Skills</b>					
B1				All optional modules	
B2				All optional modules	
<b>C. Practical Skills</b>					
C1				All optional modules	
<b>D. Key / Transferable Skills</b>					
D1				All optional modules	

## SECTION D: CONTACT HOURS

*Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.*

**Table 4: Breakdown of Contact Hours**

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	Depends on module choice	Depends on module choice	0	<b>600</b>
Year Two	Depends on module choice	Depends on module choice	0	<b>600</b>
Year Three	26	574	0	<b>600</b>
<b>Total</b>			<b>0</b>	<b>1800</b>

## SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions:

The calculation of this award will be as follows:\*

1. Completion of stages one, two and three, resulting in 180 credits, leads to an award of MSc Professional Practice. The course will be offered with a final award of MSc. However university regulations permit awards to be made at the following step off points:
  - Completion of stages one and two, resulting in 120 credits, leads to an award of Post Graduate Diploma in Professional Practice.
  - Completion of stage one modules to a total of 60 credits leads to an award of Post Graduate Certificate in Professional Practice
2. Students who AP(E)L credits into the programme, must undertake the programme's research module(s) to a total of 30 credits prior to commencing the dissertation, unless they can provide evidence of having undertaken and successfully completed similar research modules to a total of 30 credits at level 7 at another institution. This would need to be confirmed via CATS.
3. There will be no APEL for the Post Graduate Certificate Award.
4. Students may AP(C)L 30 credits at level 6 into the MSc award only, on condition that the credits were undertaken at Bucks New University and carry a clinical competency practice document as part of the assessment strategy. The programme leader must be satisfied that the student can also demonstrate currency of their knowledge in that specific clinical area.
5. Students must complete their chosen award within six years from the date the first credits were awarded, regardless of the awarding institution. This includes the credits from stand-alone modules that are later used as part of the award. Access to an award outside of this time frame will require normal application to the Credit Accumulation and Transfer Committee (CATS). It would normally be expected that students are able to demonstrate currency of knowledge in the specified area. This also applies to relevant credits not undertaken at Bucks New University.
6. Students who have pursued affiliate (stand-alone) modules and wish to enrol for the PG Cert / PG Diploma in Professional Practice must do so before the last 30 credits are undertaken.
7. The research modules and the dissertation module cannot form part of the PG Certificate in Professional Practice. The dissertation module cannot form part of the PG Diploma in Professional Practice.
8. Students wishing to undertake The Renal Care Practitioner (PF725) module must have completed The Theoretical Concepts in Renal Care (PF724) module first.
9. External students wishing to undertake The Renal Care Practitioner module and who do not work in a renal setting can seek honorary contracts to work in the renal unit at Imperial College Healthcare NHS, provided they are seconded by their employer for the duration of the module. This would need to be pursued by the student and their employer with Imperial College Healthcare NHS Trust.



10. Students wishing to undertake PP755 Neonatal High Dependency and Intensive Care must have previously undertaken PP743 Neonatal Special Care, or an equivalent course and the programme leader must be satisfied that students have the appropriate clinical experience.
11. Students enrolling for any of the “nursing” bracketed awards must hold current registration with the Nursing and Midwifery Council (NMC).
12. Students wishing to undertake PP701 must already have successfully completed 60 credits at Level 7

**No modules may be condoned.**

This programme will be covered by the following University regulations:

Academic Assessment Regulations

The following modules have some or all assessments with non-standard pass marks. Please refer to the module descriptor for further details:

CL758

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## APPENDIX 1: MAPPING TO THE UK QUALITY CODE OF HIGHER EDUCATION – CHAPTER B3

### Chapter B3: Learning and Teaching (December 2011): Section 2 – Work-based and placement learning

Indicator	Indicator Explanation	Course Response
1	Where work-based or placement learning is part of a programme of study, awarding institutions ensure that its learning outcomes are: 13. clearly identified 14. contribute to the overall and coherent aims of their programme 15. assessed appropriately.	The intended learning outcomes are clearly stated and refer to the placement and clinical competencies that are carried out in the practice setting.
2	Awarding institutions are responsible for the academic standards of their awards and the quality of provision leading to them, and have in place policies and procedures to ensure that their responsibilities, and those of their partners involved in work-based and placement learning, are clearly identified and met.	Education audits are carried out in the clinical placement areas by link lecturing staff. Tripartite meetings with students and mentors take place to ensure shared understanding of what is required in the work setting. Competency documents have verification sheets which the mentors sign to ensure completion of all competencies.
3	Awarding institutions ensure that all partners providing work-based and placement learning opportunities are fully aware of their related and specific responsibilities, and that the learning opportunities provided by them are appropriate.	The clinical courses carry a mentorship guidance book to support the mentors in their role. We have strong links with practice settings and often engage with their staff formally and informally to ensure shared understanding of the quality processes involved in the delivery of this programme.
4	Awarding institutions inform students of their specific responsibilities and entitlements relating to their work-based and placement learning.	Students are provided with written documentation and verbal support which clearly states their responsibilities and entitlements during their work based learning phase. This is in the form of the student handbook, module plan, Blackboard (TM) shell and tutorials.
5	Awarding institutions provide students with appropriate and timely information, support and guidance prior to, throughout and following their work-based and placement learning.	See above. In addition, the students engage with academics via the Virtual Learning Environment on an ongoing basis, allowing continued support at a distance.

Indicator	Indicator Explanation	Course Response
6	Awarding institutions ensure that work-based and placement learning partners are provided with appropriate and timely information prior to, throughout and following the students' work-based and placement learning.	Module information is available via the microsite and all practice partners are directed to this by the professional services employees who support this programme. Academic staff have formed good relationships with practice partners and communicate with them regularly. Some module leaders are also link lecturers for these specific practice areas, which enables them to visit once a week.
7	Awarding institutions ensure that: <ul style="list-style-type: none"> <li>• their staff involved in work-based and placement learning are appropriately qualified, resourced and competent to fulfil their role(s)</li> <li>• where applicable, other educational providers, work-based and placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and placement learning.</li> </ul>	The university monitors mentors from the verification sheets to ensure they are active and on the live register for that area. Academic staff are supported to engage with students in a variety of ways, for example, face to face and through the virtual learning environment. This is timetabled and valued within their working time. Many staff are clinical experts within the field of delivery of specific modules, having an understanding of the working environment the students find themselves in and therefore can effectively engage with both students and employers.
8	Awarding institutions have policies and procedures for securing, monitoring, administering and reviewing work-based and placement learning that are used effectively and reviewed regularly.	At an institutional level we have placement agreements with key Trusts and healthcare providers. At a local level we regularly review the effectiveness of work based learning competencies in meeting the needs of both student and employer. The competencies carried out in practice are reviewed regularly. Monitoring the suitability of work areas is ongoing and informal in nature.