



## Course Specification

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

## Basic Course Information

<b>Final award and title</b>	MSc Professional Practice	<b>Course Code</b>	MSFCPP
<b>FHEQ level and credit of final award</b>	Level 7 MSc Professional Practice (180 credits)		
<b>Intermediate awards titles</b>	PG Dip Professional Practice PG Cert Professional Practice		
<b>FHEQ level and credit of intermediate award</b>	Level 7 PG Dip Professional Practice (120 credits) PG Cert Professional Practice (60 credits)		
<b>Awarding Institution</b>	AECC University College		
<b>Teaching Institution</b>	AECC University College		
<b>Professional, Statutory and , Regulatory Body (PSRB) accreditation/recognition</b>	N/A		
<b>Duration of PSRB accreditation/ recognition where applicable)</b>	N/A		
<b>Mode of study</b>	Part –time		
<b>Distance Learning course</b>	Some optional units offered online		
<b>Standard length of course</b>	5 years		
<b>Language of delivery</b>	English		
<b>Place of delivery</b>	AECC University College - London, Bournemouth		
<b>UCAS code (where applicable)</b>	N/A		
<b>HECOS Code(s)</b>	100246		
<b>Date Course initially approved</b>	2022		
<b>Version number</b>	1.8		
<b>Date this version approved</b>	12 June 2024		

<b>Academic year from which this applies</b>	2024/25
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## Course Overview

### 1. Admissions regulations and entry requirements

The regulations for this Course are the University College's Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

The detailed entry requirements for each unit may be found from the relevant page on the University College website.

#### Recognition of Prior Learning (RPL)

AECC University College has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#)

### 2. Additional entry requirements

Additional entry requirements may vary per individual unit.

### 3. Aims of the course

The aims of the course are developed to be aligned with professional practice and adopt an approach that develops knowledge and understanding within students' scope of practice, encouraging students to integrate theory into practice within their field. Overall, students' professional skills are developed throughout the course, with a focus on developing their ability to think critically, apply principles of evidence-based practice, and demonstrate reflective practice to critically evaluate their own learning and practice.

The aims of the course are to help students to:

1. Develop knowledge and understanding of core elements of professional practice, including policies, guidelines, evidence and theories relevant to their field.
2. Demonstrate critical thinking, including the ability to identify, appraise, interpret, synthesise and apply theory and research to their scope of practice.
3. Reflect on their ability to tackle and solve complex issues, through effective use of information and communication, as an independent and autonomous practitioner.
4. Recognise the importance of interdisciplinary working, developing knowledge of a wide variety of roles, and developing appropriate communication skills to work collaboratively
5. Engender in students' the ability to capture, consider and respond to stakeholder perspectives, focusing on advocacy of others, empowerment and a strong person-centred approach to their professional practice
6. Enable students to critically evaluate their professional practice, through reflection and critical thinking, and identifying learning needs to improve their professional practice.

### 4. Course Learning Outcomes – what students will be expected to achieve

**This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:**

**The methods used to enable outcomes to be achieved and demonstrated are as follows:**

**Subject Knowledge and Understanding**

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

- A1 Current insights into their scope of practice, including key aspects of professional practice and international, national and local policies, guidelines and evidence informing practice in their profession.
- A2 The principles that underpin professional practice, including person-centred practice, evidence-based practice, decision-making processes, and professional values.
- A3 Critical thinking and synthesis and application of comprehensive and advanced knowledge, in relation to their own scope of practice.
- A4 The different methods of research, data collection & analysis available to researchers and the ways in which the outcomes of research are transferred to practice.

**Teaching and Learning Methods**

*Within this course, students are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.*

A1-A4 are achieved by integration of theory and practice. Theoretical content will mainly be covered with asynchronous online material. This content will be supported by synchronous sessions emphasizing the utilization of theoretical content into practical skills. Synchronous activities may include but are not limited to: group discussions, problem-solving activities, and critical reflections.

**Assessment Methods**

*There is a variety of assessment methods throughout the units which includes:*

- A1 - presentation, portfolio, case study, OSCE, written examination, reflective report
- A2 – portfolio, OSCE, presentation, reflective report
- A3 – OSCE, portfolio, case study, reflective report, presentation, written examination, journal article
- A4 – project report, presentation, portfolio, journal article

Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; learning action plans; PDPs; peer teaching; mock lessons plans; peer reflection; written and verbal feedback.

**Cognitive Skills**

Having successfully completed this course students will be able to:

- B1 Demonstrate originality in the application of the current knowledge base and competence of skills and professional behaviour to their own professional practice area, according to established principles and best evidence.
- B2 Critically evaluate professional practice, identifying learning needs to develop and improve in a professional role.
- B3 Demonstrate ability to critically appraise, interpret, and synthesise theory, research, and practice and apply to professional practice.
- B4 Demonstrate self-direction and originality in tackling and solving complex issues, communicating knowledge, skills, expertise which inform approaches.

**Teaching and Learning Methods**

*Within this course, students are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.*

B1-B4 are achieved through development of autonomous and reflective thinking. Students will be provided with asynchronous material in a variety of units, they will then be supported by synchronous sessions, where they will have the opportunity to reflect on their learning and apply these into practice.

**Assessment Methods**

*There is a variety of assessment methods throughout the units which includes:*

- B1 – presentation, portfolio, OSCE, case study, reflective report
- B2 – portfolio, case study, reflective report, presentation
- B3 – presentation, case study, OSCE, reflective report, portfolio, project report, journal article
- B4 – presentation, OSCE, portfolio, written examination, reflective report, project report, journal article

Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; learning action plans; PDPs; peer teaching; mock lessons plans; peer reflection; written and verbal feedback.

<p><b>Practical Skills</b></p> <p>Having successfully completed this course students will be able to:</p> <p>C1 Critically reflect on their advanced skills necessary for their scope of practice, including utilising a problem-solving approach, communication, and leadership skills.</p> <p>C2 Identify, evaluate and maintain capabilities to support effective working within their scope of practice.</p> <p>C3 Demonstrate advanced skills and originality in quality improvement based on reflective practice and critical thinking.</p> <p>C4 Demonstrate self-direction and originality in systematic scientific enquiry and skills to undertake data collection, data analysis, presentation of research findings.</p>	<p><b>Teaching and Learning Methods</b></p> <p><i>Within this course, students are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.</i></p> <p>C1-C4 will be taught throughout the course. This will be through both practical content and activities within seminars and work-based learning. Examples of practical activities within seminars include but are not limited to: physical assessment, development of educational skills. In addition, work-based learning is a core focus, providing opportunities for students to develop their professional practice within their own professional setting.</p> <p><b>Assessment Methods</b></p> <p><i>There is a variety of assessment methods throughout the units which includes:</i></p> <p>C1 – portfolio, case study, OSCE, presentation, reflective report  C2 – OSCE, portfolio, case study, presentation, reflective report  C3 – presentation, portfolio, case study, project report, journal article  C4 – project report, portfolio, journal article</p> <p>Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; learning action plans; PDPs; peer teaching; mock lessons plans; peer reflection; written and verbal feedback.</p>
<p><b>Transferable skills</b></p> <p>Having successfully completed this course students will be able to:</p> <p>D1 Demonstrate initiative and personal responsibility to undertake reflective, evidence-based and person-centred practice, and learning ability for continuing professional development.</p> <p>D2 Demonstrate decision-making in complex and unpredictable situations through the effective use of information to make sound judgements and support learning, practice, and research activities.</p> <p>D3 Effectively communicate findings and conclusions to specialist and non-specialist audiences.</p> <p>D4 Effectively advance knowledge and understanding, using appropriate research methods to design, carry out and write-up a quality improvement project or primary scientific research.</p>	<p><b>Teaching and Learning Methods</b></p> <p><i>Within this course, students are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.</i></p> <p>D1-D4 will be taught through seminars and work-based learning. Seminars offer an opportunity for students to practice their skills, gain peer feedback, and formative feedback on their work. Work-based learning then provides further opportunities to develop their skills in their professional setting. In addition, interprofessional learning provides opportunities for students to work with others, see skills in practice that are transferable across professions, and actively seek out feedback from others.</p> <p><b>Assessment Methods</b></p> <p><i>There is a variety of assessment methods throughout the units which includes:</i></p> <p>D1 – portfolio, case study, OSCE, reflective report, presentation  D2 – presentation, OSCE, portfolio, written examination  D3 – presentation, OSCE, reflective report, portfolio, journal article  D4 – project report, journal article</p> <p>Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; learning action plans; PDPs; peer teaching; mock lessons plans; peer reflection; written and verbal feedback.</p>

<p><b>Professional competencies</b></p> <p>Having successfully completed this course students will be able to</p> <p>E1 Understand the importance of lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio.</p> <p>E2 Work collaboratively with colleagues, in ways that best serve the interests of stakeholders, demonstrating flexibility, adaptability and a problem-solving approach.</p> <p>E3 Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.</p> <p>E4 Recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.</p>	<p><b>Teaching and Learning Methods</b></p> <p><i>Within this course, students are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.</i></p> <p>E1-E4 are incorporated through work-based and interprofessional learning. The course provides opportunities for students to reflect on their learning and practice in order to enhance their professional identity and acknowledge the importance of lifelong learning within their professional practice.</p> <hr/> <p><b>Assessment Methods</b></p> <p><i>There is a variety of assessment methods throughout the units which includes:</i></p> <p>E1 – portfolio, case study  E2 – case study, portfolio, OSCE, presentation,  E3 – portfolio, case study, OSCE, reflective report, presentation, project report, journal article  E4 – portfolio, reflective report, presentation</p> <p>Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; learning action plans; PDPs; peer teaching; mock lessons plans; peer reflection; written and verbal feedback.</p>
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**Intermediate exit award outcomes**

**PG Dip Professional Practice**

*Depending on the units undertaken, it is possible to achieve a number of the following learning outcomes:*

- A1 Current insights into their scope of practice, including key aspects of professional practice and international, national and local policies, guidelines and evidence informing practice in their profession.
- A2 The principles that underpin professional practice, including person-centred practice, evidence-based practice, decision-making processes, and professional values.
- A3 Critical thinking and synthesis and application of comprehensive and advanced knowledge, in relation to their own scope of practice.
- A4 The different methods of research, data collection & analysis available to researchers and the ways in which the outcomes of research are transferred to practice.
- B1 Demonstrate originality in the application of the current knowledge base and competence of skills and professional behaviour to their own professional practice area, according to established principles and best evidence.
- B2 Critically evaluate professional practice, identifying learning needs to develop and improve in a professional role.
- B3 Demonstrate ability to critically appraise, interpret, and synthesise theory, research, and practice and apply to professional practice.
- B4 Demonstrate self-direction and originality in tackling and solving complex issues, communicating knowledge, skills, expertise which inform approaches.
- C1 Critically reflect on their advanced skills necessary for their scope of practice, including utilising a problem-solving approach, communication, and leadership skills.
- C2 Identify, evaluate and maintain capabilities to support effective working within their scope of practice.
- C3 Demonstrate advanced skills and originality in quality improvement based on reflective practice and critical thinking.
- C4 Demonstrate self-direction and originality in systematic scientific enquiry and skills to undertake data collection, data analysis, presentation of research findings.
- D1 Demonstrate initiative and personal responsibility to undertake reflective, evidence-based and person-centred practice, and learning ability for continuing professional development.

- D2 Demonstrate decision-making in complex and unpredictable situations through the effective use of information to make sound judgements and support learning, practice, and research activities.
- D3 Effectively communicate findings and conclusions to specialist and non-specialist audiences.
- D4 Effectively advance knowledge and understanding, using appropriate research methods to design, carry out and write-up a quality improvement project or primary scientific research.
- E1 Understand the importance of lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio.
- E2 Work collaboratively with colleagues, in ways that best serve the interests of stakeholders, demonstrating flexibility, adaptability and a problem-solving approach..
- E3 Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.
- E4 Recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.

### **PG Cert Professional Practice**

*Depending on the units undertaken, it is possible to achieve a number of the following learning outcomes:*

- A1 Current insights into their scope of practice, including key aspects of professional practice and international, national and local policies, guidelines and evidence informing practice in their profession.
- A2 The principles that underpin professional practice, including person-centred practice, evidence-based practice, decision-making processes, and professional values.
- A3 Critical thinking and synthesis and application of comprehensive and advanced knowledge, in relation to their own scope of practice.
- A4 The different methods of research, data collection & analysis available to researchers and the ways in which the outcomes of research are transferred to practice.
- B1 Demonstrate originality in the application of the current knowledge base and competence of skills and professional behaviour to their own professional practice area, according to established principles and best evidence.
- B2 Critically evaluate professional practice, identifying learning needs to develop and improve in a professional role.
- B3 Demonstrate ability to critically appraise, interpret, and synthesise theory, research, and practice and apply to professional practice.
- B4 Demonstrate self-direction and originality in tackling and solving complex issues, communicating knowledge, skills, expertise which inform approaches.
- C1 Critically reflect on their advanced skills necessary for their scope of practice, including utilising a problem-solving approach, communication, and leadership skills.
- C2 Identify, evaluate and maintain capabilities to support effective working within their scope of practice.
- C3 Demonstrate advanced skills and originality in quality improvement based on reflective practice and critical thinking.
- C4 Demonstrate self-direction and originality in systematic scientific enquiry and skills to undertake data collection, data analysis, presentation of research findings.
- D1 Demonstrate initiative and personal responsibility to undertake reflective, evidence-based and person-centred practice, and learning ability for continuing professional development.
- D2 Demonstrate decision-making in complex and unpredictable situations through the effective use of information to make sound judgements and support learning, practice, and research activities.
- D3 Effectively communicate findings and conclusions to specialist and non-specialist audiences.
- D4 Effectively advance knowledge and understanding, using appropriate research methods to design, carry out and write-up a quality improvement project or primary scientific research.

- E1 Understand the importance of lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio.
- E2 Work collaboratively with colleagues, in ways that best serve the interests of stakeholders, demonstrating flexibility, adaptability and a problem-solving approach.
- E3 Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.
- E4 Recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.

## Course Structure

### 5. Outline of course content

This course provides a flexible pathway for graduates within the field of health science or health science education who wish to further develop their professional practice. The course focuses on an individual's own professional practice providing a selection of optional units for them to develop knowledge and skills in specific areas related to their field and within their scope of practice. The course and associated units have been developed to be aligned with professional practice, the content of the units is underpinned by six main areas:

- Advancement of knowledge and skills through understanding of core elements of professional practice relevant to their field
- Developing competent evidence-based professionals, demonstrating critical thinking, utilizing research, professional knowledge and stakeholder values to provide good practice.
- Development and demonstration of autonomous professional practice through critical thinking, decision-making, and problem-solving.
- Units provide an opportunity to explore interdisciplinary working, enhancing knowledge and skills of collaborating and communicating with other professions and within teams
- Demonstration of the ability to capture and respond to stakeholder perspectives focusing on person-centred approach to professional practice
- Critical evaluation of professional practice, through identifying learning needs and critical thinking.

For the award of MSc Professional Practice, there are core units. Core units include:

- Research Methods in Health Science (20 credits) OR Research Methods [online] (20 credits)
- Service Improvement Project (40 credits) OR Dissertation (40 credits)

### 6. Placements, work-based learning or other special features of the course

#### Work-based learning

Students will be working in practice in an appropriate role where they will be able to develop in their own workplace and will seek out opportunities to observe and undertake learning experiences within other areas of practice on an informal basis.

Work-based learning and any internal or external experiences need to be negotiated through the student's workplace, in terms of release time over and above their university-based teaching hours. Work-based learning (learning that takes place within the professional setting) is key to students' professional development.

The student needs to be supported by professional colleagues in their setting, in developing a plan to meet their specific learning and professional development needs, as well as taking advantage of



## 6. Placements, work-based learning or other special features of the course

opportunistic activities. These learning activities complement the university-based learning and are intended to develop the student's professional scope of practice.

### Features of the course

The course engenders:

1. a student-centred approach to the course structure providing chronological building of knowledge, skills and behaviours, whilst offering flexibility, depending on student requirements
2. opportunities to study in an inter-professional setting with inter-professional core and optional units
3. a contemporary and flexible course responsive to the ongoing changing professional environment, engendering personalised and holistic professional practice
4. research informed and experience-based teaching embedded throughout the curriculum
5. teaching delivered by a team with extensive experience in the delivery of Masters level units and a diverse range of professional experience, including advanced and specialist practice.
6. collaborative working with professionals contributing to the teaching and assessment strategy, with an emphasis on both academic and work-based knowledge, skills and behaviours development.

The course provides students with the opportunity to:

Undertake assessment that is immersed in their individual practice settings, as they build assignments around their own learning needs relevant for their practice area, profession or speciality, whilst meeting the Level 7 generic academic outcomes

- Be part of an Inter-professional student group all working towards developing professional practice, allowing depth and breadth of peer learning opportunities.
- To develop knowledge, skills and behaviours commensurate with working at an advanced professional practice across a range of disciplines

## 7. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided as [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

## 8. Learning hours/student workload

AECC University College courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

**Student contact time** is a broad term, referring to the amount of time students can expect to engage with University College staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Zoom/Teams lectures/seminars, online discussion forums, webinars, email or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified timeframe.



## 8. Learning hours/student workload

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email for e.g. is another example of contact time.

**Independent study** incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks, Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning

**Tutor-guided learning** covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

The framework has been developed to allow flexible study opportunities to students. Each individual unit will specify a number of hours of contact time, that may include lectures, seminars, labs, practicals, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will also be supported with tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake a number of independent study hours per week. This includes time for revisions/preparation for assessments, as well as activities such as private reading and researching

More detail about student workload is provided in unit specifications.

## 9. Staff delivering the course

Students will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise. Most staff delivering on the course are registered healthcare professionals or healthcare educators. Staff may also be in joint posts working across both clinical services and academia.

## 10. Progression and assessment regulations

The regulations for this course are the University College's Assessment Regulations which may be found from the [Latest Policies webpage](#).

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

## 11. Employment progression routes

The course is designed to support students' professional and practice development and will need support by professional colleagues in their setting, in developing a plan to meet their specific learning and professional development needs. The student must have had an initial discussion in their workplace to identify their learning needs from a workplace perspective, which should be the starting point for enrolling on the most appropriate course. On application, the appropriate course team leader will review the application to ensure that the student is engaging on an appropriate

## 11. Employment progression routes

educational pathway, with specified learning needs aligning to the course outcomes and the professional development of the student within their workplace setting.

### Development of professional skills and career advancement

Within the framework, course and individual unit contents have been designed to enable students to attain the academic award at level 7, alongside meeting the competences and capabilities outlined in the respective frameworks relevant to their particular practice area. Units of learning and accompanying workplace-based learning focuses around one or more broad pillars of professional practice, at whatever level of practice is appropriate for specific role development, namely clinical, education, leadership/management and research. There are likely to be opportunities for career advancement and/or change of focus into leadership, management, research, service improvement or educator roles. This may include moves to working for other health and social care organisations, professional bodies, government organisations and other related employing organisations, where their progressing expertise is of value at local, regional, national or international levels.

Through the contemporary focus featured throughout the contents of the courses, students are enabled to enhance their knowledge and understanding, cognitive and practice-based skills and adapt their person-centred behaviours, holistic care and values to echo the principles of health and/or social care practice. They will be well positioned to develop and improve practice in terms of efficiency, effectiveness and quality. This is likely to improve ways of working and positively impact on patient/client care and management, as well as fostering evidence-informed excellence and sustainability and critical reasoning and decision making across all sectors of health and social care.

The courses offered enable the student to gain experience in their own workplace leading to being able to demonstrate knowledge, understanding and competence therein. They are designed to ensure there is flexibility to meet service needs, in partnership with meeting individual learning needs, enabling AECC University College and workplace supervisors or other supportive professional colleagues, to plan appropriate learning and teaching strategies, thus maximising educational opportunities both in the academic and clinical settings.

### Employment skills

Work-based learning provides opportunities for students to develop the knowledge and skills developed within the university setting, and further develop their expertise and professional practice within their field. Students will have the opportunity to develop their transferable skills such as problem-solving, communication, effective use of IT, quality improvement processes, time management and research skills. These are all assessed throughout the framework with a variety of assessment strategies, including: portfolios, presentations, written examinations, practical assessment, and completion of a dissertation or service improvement project.

## 12. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

## 12. Additional costs and special or unusual conditions which apply to this course

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

Potential additional costs include:

- Students will be expected to have an electronic device on which they can access course materials. They will need a secure internet connection with enough bandwidth to stream videos and online content. Students may wish to purchase copies of any required textbooks or their own copies of some recommended textbooks. Books are estimated to cost between £50 and £200. There are no direct printing costs, but some students may prefer to print out materials.

## 13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may be take place virtually)

The ways in which the quality of the University College's courses are monitored and assured checked, both inside and outside the institution, are:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board

## 14. Inclusivity statement

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

AECC University College seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

## 15. External reference points

This course is designed at academic level and is referenced to the following external benchmarks to ensure the course aims and learning outcomes were developed appropriately to match the characteristics of master's graduates:

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- QAA Characteristics Statement: Master's Degree (2020).
- SEEC Credit Level Descriptors for Higher Education (2021)

In addition, the course has been designed to align with key guidance from the healthcare sector and professional body guidance:

- HCPC Standards of Conduct, Performance and Ethics (2016)
- HCPC Standards of Education and Training Guidance (2021)
- NMC The Code: Professional Standards of Practice and Behaviour for nurses, midwives and nursing associates (2018)
- Knowledge and Skills Framework (NHS 2010)
- Clinical Leadership Competency Framework (NHS 2011)
- A Health and Care Digital Capabilities Framework (NHS 2018)

## 16. Internal reference points and policy frameworks

AECC University College Strategic Plan

AECC University College Course Design Framework

AECC University College Feedback on Assessments policy

The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

## Record of Modifications

### Course level

Description of Modification	Date approved	Intake to which modification applies
<p>The amendment of the listing of the 20 Credit unit 'Principles of Learning, Teaching and Assessment [CPD7008] as Optional to Core (as intended) in the PG Cert HSE</p> <p>The addition of an option unit 'Technology and Digitally Enhanced Learning' [CPD7017] to the Course specification for PG Cert HSE</p>	24 May 2023	March 2023 and all future cohorts
<p>Addition of new units:</p> <p>CPD4021 Identifying, assessing and supporting people with cancer and frailty (20 credits)</p> <ul style="list-style-type: none"><li>• CPD7018 Speech and Language Therapy for Children and Adults with Down Syndrome (20 credits)</li><li>• CPD7019 Leadership in Health Sciences Education (20 credits)</li><li>• CPD7020 Introduction to Developmental Play (20 credits)</li><li>• CPD7021 Identifying, assessing and managing people with cancer and frailty (20 credits)</li></ul>	24 May 2023	May 2023 and all future cohorts

<b>Description of Modification</b>	<b>Date approved</b>	<b>Intake to which modification applies</b>
• CPD7022 Enhanced clinical reasoning and physical assessment (musculoskeletal)		
Addition of new units: Clinical reporting: Fundamental Principles (20 credits) Innovation for Improvement in Health (20 credits) Plain Film Radiography Reporting of the Axial Musculoskeletal System (20 credits) Plain Film Radiography Reporting of the Appendicular Musculoskeletal System (20 credits)	14 August 2023	September 2023 and all future cohorts
Modification to unit CPD7017- Technology and Digitally Enhanced Learning Amendment to Assessment from 2 components to 1 component – Presentation 100% (Assessing ILOs 1-3)	18 October 2023	March 2023 Cohort ONLY
Modification to unit CPD7017- Technology and Digitally Enhanced Learning Amendment to the original assessment to ensure clarity - TWO components Assessment 1 – 50% Written (1750wrds)/ Assessment 2 – 50% Practical: Presentation	18 October 2023	October 2023 cohort and all future cohorts
Addition of new unit: Enhancing physical health skills for mental health practitioners	29 November 2023	January 2024 and all future cohorts
Addition of new unit: Foundations of professional practice	14 February 2024	March 2024 and all future cohorts
Addition of new units: Anatomy and Physiology (20 credits) Public Health and Health Promotion (20 credits) Managing Safety, Risk and Self (20 credits) Patient-Centred Assessment (20 credits)	27 March 2024	April 2024 and all future cohorts
Addition of London as a delivery site	ASQC- 12.06.2024	September 2024 and all future cohorts

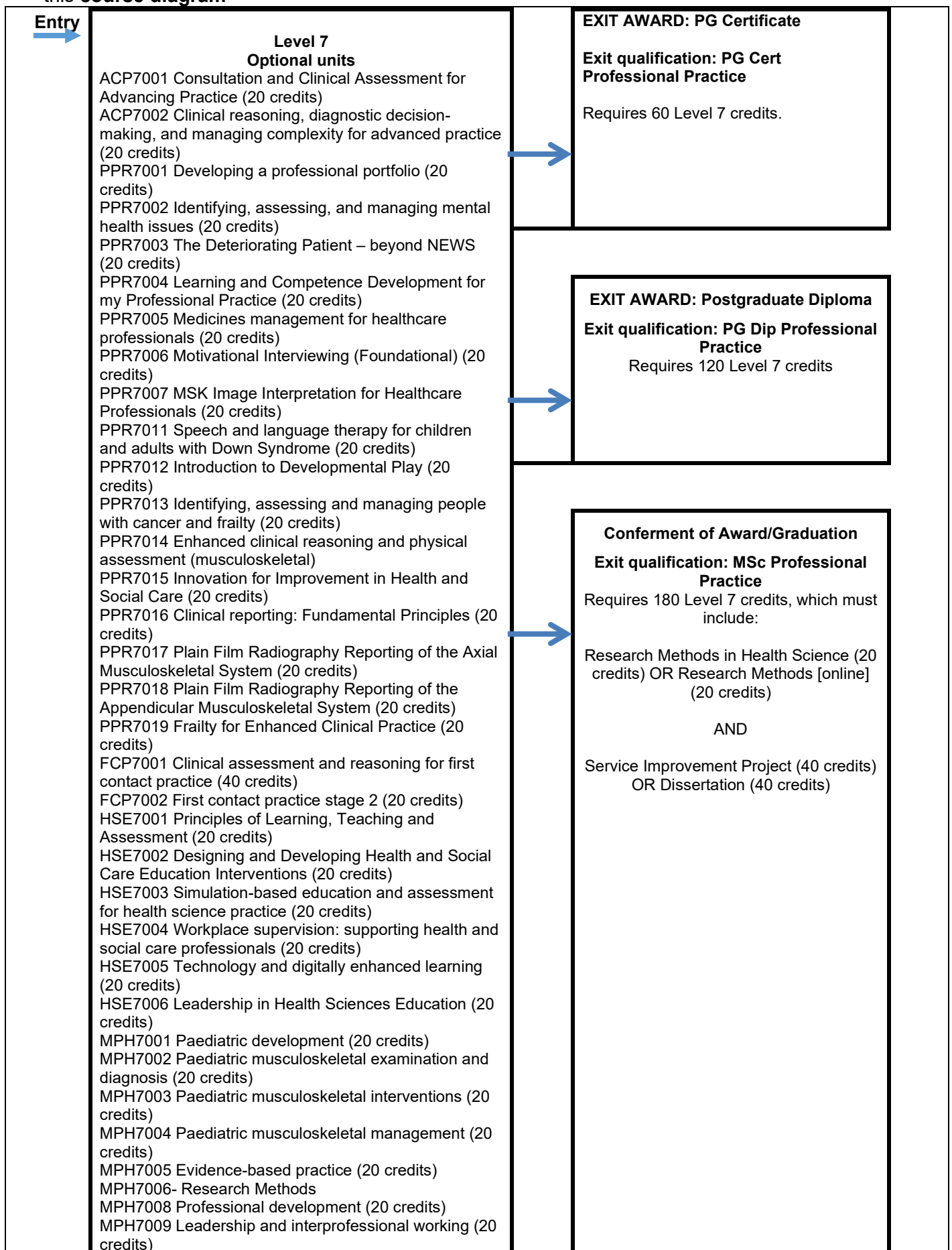
### Unit level

<b>Unit code and title</b>	<b>Nature of modification</b>	<b>Date of approval/ approving body</b>	<b>Intake to which modification applies</b>
Modification to unit CPD7017- Technology and Digitally Enhanced Learning	Amendment to the original assessment to ensure clarity - TWO components Assessment 1 – 50% Written (1750wrds)/ Assessment 2 – 50% Practical: Presentation	ASQC- 18.10.2023	October 2023 and all future cohorts

<b>Unit code and title</b>	<b>Nature of modification</b>	<b>Date of approval/ approving body</b>	<b>Intake to which modification applies</b>
All CPD-coded units owned by MSc Professional Practice	Changes to unit coding	ASQC- 12.06.2024	September 2024 and all future cohorts

## Appendix 1: Course Diagram Professional Practice award

The level of study, units and credits required for the course and for final and exit awards are set out in this **course diagram**





**Core units**

PPR7009 Research Methods in Health Science (20 credits) OR Research Methods [online] (20 credits)

PPR7008 Service Improvement Project (40 credits) OR  
PPR7010 Dissertation (40 credits)





**Appendix 2: Learning outcomes mapping document template**

This table shows where a learning outcome referenced in the course specification may be **taught (T), developed (D) and/or assessed (A)** within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course Intended Learning Outcomes).

	Subject Knowledge and Understanding				Cognitive Skills				Practical Skills				Transferable Skills				Professional Competencies			
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	E1	E2	E3	E4
PPR7001	TDA	TDA			TDA	TDA			TDA		TDA		TDA				TDA		TDA	
PPR7002	TDA		TDA			TDA	TDA			TDA	TDA		TDA						TDA	
CPD6001	TDA				TDA		TDA			TDA			TDA	TDA	TDA				TDA	
PPR7003	TDA		TDA		TDA					TDA				TDA	TDA			TDA		TDA
PPR7004			TDA			TDA	TDA				TDA		TDA		TDA			TDA	TDA	TDA
PPR7005			TDA			TDA	TDA				TDA		TDA					TDA	TDA	
PPR7006	TDA		TDA		TDA	TDA	TDA		TDA	TDA			TDA						TDA	

	Subject Knowledge and Understanding				Cognitive Skills				Practical Skills				Transferable Skills				Professional Competencies			
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	E1	E2	E3	E4
PPR7007	TDA		TDA		TDA		TDA	TDA						TDA	TDA					
PPR7008			TDA	TDA			TDA	TDA			TDA	TDA				TDA			TDA	
PPR7009	TDA	TDA		TDA				TDA			TDA	TDA		TDA					TDA	
PPR7010			TDA	TDA			TDA	TDA			TDA	TDA			TDA	TDA			TDA	
PPR7011	TDA	TDA	TDA		TDA		TDA	TDA			TDA			TDA					TDA	
PPR7012		TDA	TDA		TDA		TDA		TDA				TDA							
PPR7013	TDA	TDA	TDA		TDA	TDA	TDA		TDA					TDA				TDA		TDA
PPR7014		TDA	TDA		TDA		TDA	TDA		TDA				TDA						TDA
PPR7015	TDA		TDA	TDA		TDA					TDA	TDA	TDA	TDA				TDA		
PPR7016			TDA		TDA		TDA			TDA				TDA	TDA			TDA		

	Subject Knowledge and Understanding				Cognitive Skills				Practical Skills				Transferable Skills				Professional Competencies			
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	E1	E2	E3	E4
PPR7017			TDA		TDA	TDA					TDA		TDA	TDA	TDA		TDA		TDA	
PPR7018			TDA		TDA	TDA					TDA		TDA	TDA	TDA		TDA		TDA	
PPR7019	TDA	TDA	TDA		TDA	TDA			TDA					TDA						TDA
ACP7001	TDA	TDA	TDA		TDA		TDA	TDA	TDA	TDA			TDA	TDA				TDA		TDA
ACP7003	TDA	TDA	TDA		TDA		TDA	TDA	TDA	TDA			TDA	TDA				TDA		TDA
FCP7001	TDA	TDA	TDA		TDA			TDA	TDA	TDA			TDA	TDA			TDA	TDA		
FCP7002		TDA	TDA		TDA			TDA	TDA	TDA	TDA		TDA	TDA				TDA	TDA	TDA
HSE7001	TDA	TDA				TDA	TDA		TDA	TDA	TDA		TDA	TDA					TDA	
HSE7002	TDA				TDA		TDA	TDA			TDA			TDA	TDA					
HSE7003		TDA	TDA		TDA	TDA	TDA		TDA	TDA			TDA	TDA				TDA	TDA	TDA

	Subject Knowledge and Understanding				Cognitive Skills				Practical Skills				Transferable Skills				Professional Competencies			
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	E1	E2	E3	E4
HSE7004	TDA	TDA			TDA	TDA	TDA	TDA	TDA	TDA			TDA						TDA	
HSE7005		TDA	TDA		TDA	TDA	TDA		TDA				TDA	TDA					TDA	
HSE7006		TDA	TDA		TDA		TDA	TDA	TDA		TDA			TDA					TDA	
MPH7001	TDA	TDA	TDA		TDA		TDA	TDA	TDA					TDA	TDA					
MPH7002	TDA	TDA	TDA		TDA	TDA	TDA	TDA	TDA		TDA		TDA	TDA	TDA					
MPH7003	TDA	TDA	TDA	TDA	TDA		TDA	TDA		TDA	TDA		TDA	TDA	TDA					
MPH7004	TDA	TDA	TDA		TDA	TDA	TDA	TDA		TDA	TDA		TDA	TDA	TDA					
MPH7005	TDA	TDA		TDA				TDA			TDA	TDA		TDA					TDA	
MPH7006			TDA	TDA			TDA	TDA			TDA	TDA			TDA	TDA			TDA	
MPH7007		TDA	TDA	TDA			TDA	TDA			TDA		TDA	TDA	TDA					

	Subject Knowledge and Understanding				Cognitive Skills				Practical Skills				Transferable Skills				Professional Competencies			
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	E1	E2	E3	E4
MPH7009		TDA	TDA			TDA	TDA	TDA			TDA		TDA	TDA	TDA		TDA	TDA	TDA	TDA
MPH7008		TDA	TDA			TDA	TDA	TDA			TDA		TDA	TDA	TDA		TDA		TDA	TDA

## Appendix 3 Course summary

### Course title: MSc Professional Practice

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
ACP7001	Consultation and Clinical assessment for advancing practice	1	20	O						P/F		N	70	60	70
ACP7003	Clinical reasoning, diagnostic decision-making and managing complexity for advanced practice	1	20	O	ACP7001			100%				N	56	60	84
PPR7001	Developing a professional portfolio	1.1	20	O				100%				N	21	29	150
PPR7002	Identifying, assessing, and managing mental health issues	1.1	20	O				100%				N	42	60	98
PPR7003	The Deteriorating Patient – beyond NEWS	1.1	20	O						100%	P/F	N	42	60	98
PPR7004	Learning and Competence Development for my Professional Practice	1.1	20	O				100%				N	21	29	150
PPR7005	Medicines management for healthcare professionals	1.1	20	O						100%		N	42	60	98
PPR7006	Motivational Interviewing (Foundational)	1.1	20	O				100%				N	42	60	98
PPR7007	MSK Image Interpretation for Healthcare Professionals	1.1	20	O		50%		50%				N	42	60	98
PPR7008	Service Improvement Project	1.1	40	C				100%				N	36	36	328
PPR7009	Research Methods in Health Science	1.1	20	C				100%		P/F		N	36	60	104
PPR7010	Dissertation	1.1	40	C				100%				N	36	36	328
PPR7011	Speech and language therapy for children and adults with Down syndrome	1.1	20	O						100%		N	42	60	98
PPR7012	Introduction to Developmental Play	1.1	20	O				100%				N	21	29	150



Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
PPR7013	Identifying, assessing and managing people with cancer and frailty	1.1	20	O				100%				N	42	60	98
PPR7014	Enhanced clinical reasoning and physical assessment (musculoskeletal)	1.1	20	O						100%		N	42	60	98
PPR7015	Innovation for Improvement in Health and Social Care	1.1	20	O				100%				N	42	60	98
PPR7016	Clinical reporting: Fundamental Principles	1.1	20	O				50%		50%		N	50	30	120
PPR7017	Plain Film Radiography Reporting of the Axial Musculoskeletal System	1.1	20	O				20%	40%	20%	20%	N	50	30	120
PPR7018	Plain Film Radiography Reporting of the Appendicular Musculoskeletal System	1.1	20	O				20%	40%	20%	20%	N	50	30	120
PPR7019	Frailty for Enhanced Clinical Practice	1	20	O						100%		N	42	60	98
FCP7001	Clinical assessment and reasoning for first contact practice	1.1	40	O				50%		50%		N	84	48	268
FCP7002	First contact practice stage 2	1.1	20	O	FCP7001			100%				N	21	29	150
HSE7001	Principles of Learning, Teaching and Assessment	1.1	20	O				100%				N	42	60	98
HSE7002	Designing and Developing Health and Social Care Education Interventions	1.1	20	O						100%		N	42	60	98
HSE7003	Simulation-based education and assessment for health science practice	1.1	20	O						100%		N	42	60	98
HSE7004	Workplace supervision: supporting health and social care professionals	1.1	20	O				100%				N	21	29	150
HSE7005	Technology and Digitally Enhanced Learning	1.3	20	O				50%		50%		N	42	60	98
HSE7006	Leadership in Health Sciences Education	1.1	20	O				100%				N	21	29	150
MPH7001	Paediatric Development	1	20	O		40%		60				N	9	41	150

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
MPH7002	Paediatric Musculoskeletal Examination and Diagnosis	1	20	O				40%		60%		N	9	41	150
MPH7003	Paediatric Musculoskeletal Interventions	1	20	O				60%		40%		N	9	41	150
MPH7004	Paediatric Musculoskeletal Management	1	20	O				100%				N	9	41	150
MPH7006	Research Methods	1.1	20	C				40%	60%			N	9	41	150
MPH7007	Dissertation	1.1	40	C				100%				N	6	44	350
MPH7005	Evidence-based Practice	1.1	20	O				100%				N	9	41	150
MPH7009	Leadership and Interprofessional Working	1.1	20	O				100%				N	9	41	150
MPH7008	Professional Development	1.1	20	O				100%				N	9	41	150
<b>Exit qualification:</b> PG Dip Professional Practice [Requires 120 credits at Level 7] PG Cert Professional Practice [Requires 60 credits at Level 7]															