

## Appendix one: Programme specifications

### MSc/MA Professional Practice ( Negotiated specialism) Programme Specification



<b>1. Programme title</b>	MSc/MA Advanced Professional Practice ( Negotiated specialism)
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	
<b>5. Final qualification</b>	MA or MSc
<b>6. Year of validation Year of amendment</b>	
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Part-time, Blended

#### 9. Criteria for admission to the programme

Entrants will be experienced practitioners and currently working in health, social care or education settings. They will usually have a first degree or be able to demonstrate ability to study at post degree level through previous study or CPD at level 6 or 7.

As this is a progression programme entrants will be expected to have:

- Credits from previous modules at level 6/7 that are relevant to the area of professional practice and negotiated specialism. ( up to 30 credits can be used from level 6) (credits from a previous completed Masters or Bachelor's cannot be re-used)
- And / Or at least 5 years' experience as a (senior) practitioner relevant to the area of professional practice and negotiated **specialism that could be considered and may be** recognised through RPL processes.
- English Language proficiency IELTS 6.5

## 10. Aims of the programme

The programme aims to:

1. Provide the structure to tailor post graduate professional practice awards to meet the workforce development needs of organisational partners and specific workplace cohorts in health, social care and education.
2. Provide Level 7 development and progression opportunities for individuals who have completed previous accredited activity /qualifications/CPD as well as for those who have significant prior professional experience in the health, social care and education sectors
3. Provide a means to recognise and accredit Masters level learning that has been achieved through practice and experience in health, social care and education contexts.
4. To enable practitioners to develop higher level knowledge and skills that can be applied to developing their own practice and practice in their organisations.
5. To facilitate practitioners leadership abilities and own professional and career development.
6. Provide advanced practitioner inquiry and work based project modules that can be used within existing validated professional programmes across the School.

## 11. Programme outcomes\*

### A. Knowledge and understanding

On completion of this programme the successful student will have comprehensive knowledge and critical understanding of :

1. A range of theoretical concepts and practice knowledge that can be systematically applied to give new insight to a range of real work contexts and complex issues.
2. Ethical principles, values and codes of practice and how these can be critically applied to their practice and that of others
3. The influence of current policy, organisational context, quality imperatives and workplace priorities on practice development.
4. Relevant methodologies and improvement strategies for developing practice/service in health, social care and education settings.

### Teaching/learning methods

Students gain knowledge and understanding through:

Tutor led workshops/online workshops and seminars; student peer to peer online discussion groups; student interaction with communities of practice; self-directed learning facilitated by myUnihub, practice literature, module handbooks and tutor formative feedback

### Assessment methods

Students' knowledge and understanding is assessed by;

- Reflective accounts and portfolios of prior learning
- Formative activities
- Advanced practitioner inquiry proposal
- work based project report and seminar presentation

<p><b>B. Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Effectively engage, network and communicate with relevant stakeholders and academic audiences</li> <li>2. Take responsibility and leadership for practice/service development initiatives.</li> <li>3. Critically evaluate practice or organisational issues and apply creative problem solving techniques, advanced inquiry and action planning</li> <li>4. Systematically design, undertake and manage a work based project that has the potential to transform their own practice and that of others.</li> <li>5. Critically reflect and evaluate own practice and systematically plan professional development</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn cognitive skills through:</p> <p>Active participation in:</p> <ul style="list-style-type: none"> <li>• workshops/online workshops</li> <li>• peer to peer online discussion groups</li> <li>• student interaction with communities of practice</li> <li>• self directed learning facilitated by myUnihub, practice literature, module handbooks and tutor formative feedback</li> </ul> <p><b>Assessment methods</b></p> <p>Students' cognitive skills are assessed by</p> <ul style="list-style-type: none"> <li>• Designing project proposals</li> <li>• Undertaking practitioner inquires and work based projects</li> <li>• Producing Project written report and seminar presentation</li> <li>• Structured reflection on professional development</li> </ul>
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<p><b>12. Programme structure (levels, modules, credits and progression requirements)</b></p>	
<p><b>12. 1 Overall structure of the programme</b></p>	
<p><b>Award title: MA/MSc Advanced Professional Practice ( <i>negotiated specialism</i> )</b></p>	
<p><b>Pre-program</b></p>	<p><b>Recognition of Prior Learning</b> (Claim relevant certificated credit from Middles modules, another university or accredited partner)</p> <p>Max 90* credits from certificated credit at L6/7 (can include up to 30 from L6)</p> <p>Assessed on entry</p>

<b>Study period</b>	<b>Module title</b>	<b>Credit size and level</b>		
Study period 1 Oct	<b>WBH 4510 Advanced Review of learning:*</b>  Including RPL portfolio to gain additional credit from experiential learning ( usually up to 70 credits)	<b>10 @ L7</b>  Plus:  X credits at L6/7	<b>WBH 4810*</b>  <b>Advanced Personal &amp; Professional Development</b>  <b>10 @ L7</b>	
Study period 2 Jan	<b>WBH 4630 Advanced Practitioner Inquiry ( Compulsory module*)</b>	<b>30 @ L7</b>		
Study 3 Oct -May	<b>WBH 4760 Advanced Work Based Project (Compulsory module*)</b>	<b>60 @ L7</b>		
	<b>Total</b>	<b>180 credits at level 6/7</b>  (can include up to 30credits from L6 in total )		

\*If you already have 90 pre credits you could be exempt WBH 4510 Review of Learning and WBH 4810 Personal and Professional development

\*if you already have an equivalent research methods module you may be exempt Advanced practitioner inquiry in which case you could bring in 120 pre credits to the programme.

## 12.2 Levels and modules

Level 7

COMPULSORY

OPTIONAL

PROGRESSION  
REQUIREMENTS

<p>Students must take all of the following:</p> <p>WBH 4810 (Unless students already have 90 pre credits they would be expected to take WBH 4810)</p> <p>WBH 4630 ( unless student has an equivalent research methods module at Level 7)</p> <p>WBH 4760</p>	<p>The combination of other modules will be negotiated and depend on the amount of existing credit and the professional development needs of the cohort/ individual.</p> <p>Students who require recognition of prior experiential learning will be expected to take</p> <p>-WBH 4510</p> <p>Students can also take</p> <p>-validated CPD modules</p> <p>- WBH 4715, 4720 or 4730</p> <p>to make up the remaining credits.</p>	
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**12.3 Non-compensatable modules** (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
7	WBH 4760

**13. Curriculum map**

See attached.

**14. Information about assessment regulations**

One self-deferral is allowed for each module

**15. Placement opportunities, requirements and support**

Students on these programmes are by definition, already in employment, however these programmes are designed to further develop real work knowledge and skills such as networking, leadership and project management.

**16. Future careers (if applicable)**

The programmes develop higher level and project skills which can contribute to career progression for participants. Sponsoring organisations highly value their students undertaking real work projects.

**17. Particular support for learning (if applicable)**

Workshops offered online and recorded to support distance learners

**18. JACS code (or other relevant coding system)**

No one JACS code or subject bench mark statement is directly relevant to this programme as it builds on and develops students own practice knowledge and seek to develop more transdisciplinary professional knowledge and skills

**19. Relevant QAA subject benchmark group(s)****20. Reference points**

QAA (2010): Master's Degree Characteristics  
[www.qaa.ac.uk/en/publications/documents/masters-degree-characteristics-2010.pdf](http://www.qaa.ac.uk/en/publications/documents/masters-degree-characteristics-2010.pdf)

Quality Assurance Agency (2014) *UK Quality Code for Higher Education The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*

Quality Assurance Agency (2013) *UK Quality Code for Higher Education*

Chapter A3: Securing Academic Standards and an Outcomes-Based Approach to Academic Awards;

- Chapter B6: *Assessment of students and the recognition of prior learning*

SEEC (2016). *Credit Level Descriptors for Higher Education*. [Online]. Available at: <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>

**21. Other information**

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.