

Appendix one: Programme specifications

BSc/BA (Hons) Professional Practice (Negotiated specialism)

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

9. Criteria for admission to the programme

Entrants will be practitioners with relevant experience and currently working in health, social care or education settings.

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

- Existing credits from previous modules at level 4, 5 or 6 that are relevant to the area of professional practice and negotiated specialism. (credits from an interim award eg Cert HE/FD can be used but credits from a previous a previously awarded degree cannot be re-used)
- And at least 3 years' experience as a practitioner relevant to the area of professional practice **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 graduate professional practice awards to meet the workforce development needs of our organisational partners and specific workplace cohorts in health and education.
2. Provide a means to recognise and accredit higher level learning that has been achieved through practice and experience in health, social care and education contexts.
3. Provide graduate development and progression opportunities for individuals who have completed previous accredited activity /qualifications/CPD as well as for those who have prior professional experience in the health, social care and education sectors
4. To enable practitioners to develop graduate knowledge and skills that can be applied to the development of their own practice and practice in their organisations.
5. Facilitate self-appraisal, leadership, professional and career development.
6. Provide 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 knowledge and understanding of :

1. Relevant theoretical concepts, practice and evidenced based knowledge that can be systematically applied to range of real work contexts and issues.
2. Ethical principles, values and codes of practice and how these apply to their own practice
3. The influence of current policy, organisational context and workplace priorities on practice development.
4. Relevant methodologies and approaches for developing their own practice and/or that of others 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
- Practitioner inquiry proposal
- work based project report and seminar presentation

B. Skills

On completion of this programme the successful student will be able to:

Teaching/learning methods

Students learn cognitive skills through:

Active participation in:

1. Effectively engage, network and communicate with relevant stakeholders and academic audiences
2. Take initiative and leadership for practice development in own setting/work context.(within limits of own role)
3. Evaluate practice or identified issues and apply appropriate problem solving techniques, inquiry and action planning
4. Systematically design, undertake and manage a work based project that has the potential to improve their own practice and/ or that of others.
5. Critically reflect and evaluate own practice and systematically plan professional development

- workshops/online workshops
- 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' cognitive skills are assessed by

- Designing project proposals
- Undertaking practitioner inquires and work based projects
- Producing Project written report and seminar presentation
- Structured reflection on professional development

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

BA/BSc (Hons) Professional Practice (*Negotiated specialism*)

Pre - program	Recognition of Prior Learning (Claim relevant certificated credit from Middlesex modules, another university or accredited partner) Max 240 credits from certificated credit level 4, 5 ,6 , including at least 120 @ L5 or above . Assessed on entry
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Study period	Module	Credit size and level	
1) Oct or Feb	<p>Review of learning: WBH 3515*</p> <p>Including RPL portfolio of experiential learning to make up any remaining credit to achieve the 240* credit needed to progress to Practitioner Inquiry</p> <p>*Note: This module is not compulsory if you already have 240 certificated credits, assessed as relevant and can be substituted for a <i>taught CPD module 15 credits @ L6</i></p>	<p>15 @ L6</p> <p>Plus</p> <p>X credit</p>	<p>WBH 3915</p> <p>Personal and professional development</p> <p>15 credits @ L6</p>
	<p><i>If a 30 credit final project is chosen then a taught CPD module(s) such as leadership module or an additional Work based project(s) around a relevant professional practice area could be added here.</i></p>	<p>*30 @ level 6</p> <p><i>optional</i></p>	
2) Feb or Oct	Practitioner Inquiry WBH 3630	30 @ L6	
3) Oct or Feb	Work Based Project WBH 3730 or 3760	*30 or 60 @ L6	
Total		360 credits	

12.2 Levels and modules		
Level 6		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>WBH 3915</p> <p>WBH 3630 (unless student has an equivalent research methods module at Level 6)</p> <p>WBH 3760 or WBH 3730</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 credits through recognition of prior experiential learning will be expected to take</p> <p>-WBH 3515</p> <p>Students can also take:</p> <p>- validated CPD modules</p> <p>- WBH 3715, 3720 or 3730</p> <p>to make up the remaining credits.</p>	

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code
6	WBH 3760/30

13. Curriculum map

See attached.

14. Information about assessment regulations

A maximum of 2/3 of the total credit can come from pre accreditation and recognition of prior learning. ie 240 credits. At least 120 of these credits must be at level 5 or above.

15. Placement opportunities, requirements and support

N/A as all students are in employment as this is a work based programme

16. Future careers (if applicable)

Students are already in employment but the programme is designed to facilitate progression to leadership roles and professional / qualifying programmes at post graduate level eg E.G. PG Cert teaching QTS/EYTS; PG Cert Nursing/ MA Social Work

17. Particular support for learning (if applicable)

Workshops are offered online and recorded to support the learning of working students.

18. JACS code (or other relevant coding system)

No one JACS code or subject benchmark statement is directly relevant to this programme as it builds on and develop the students own practice knowledge and seeks to develop more transdisciplinary professional knowledge and skills.

However the Health Studies benchmark ([NO SPACE 2016](#)) , the Health and Social Care benchmark (2018 draft consultation statement) and the Early Years Framework (EYFS 2014) do provide reference points

19. Relevant QAA subject benchmark group(s)

when assessing Undergraduate students
RPL claims

20. Reference points

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

