

Grad Dip Practice Development: Occupational Health Institute of Health

Academic Level:	6	Credits:	120
UCAS Code:	Not applicable		
Awarding Body:	University of Cumbria		
Delivery Site:	Distance Learning		
Programme Length:	Part-Time: 2 years standard		
Mode of Delivery:	Online Learning		
Pattern of Delivery:	Part time		
	Total weeks of study:	36	
	Delivery pattern:	3x12 week semesters	
	Standard semester dates:	Yes	
Programme Webpage:	https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/health-courses/occupational-health-practice-development/		

Entry Criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

This programme aims to:

1. Provide a flexible, modular structure for negotiating a programme of study which provides a coherent scheme and progression route recognising and valuing prior experience and learning and building on this through a process of transformative reflection
2. Provide an opportunity to develop intellectual, analytical, and problem-solving skills, which encourage the development of mature and independent decision making, transformative reflection and reasoned judgement linked to occupational health
3. Develop conceptual knowledge and practical understanding of how techniques of enquiry enable the critical analysis, interpretation and application of contemporary evidence within your sphere of influence, thus transforming practice
4. Develop graduate key attributes within the lifelong learning context
5. Facilitate the development you as a leader and/or change agent, able to respond effectively and safely to a dynamic practice environment
6. Provide a learning experience which promotes the application of a robust client/user focus and a collaborative approach to both learning and practice.

Programme Outcomes – Knowledge and Understanding

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

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

K1. The evidence, theories and policy drivers that underpin decision making and judgement in holistic occupational health practice

K2. The professional, ethical and legal perspectives of occupational health practice, including diversity and cultural issues in the community and workplace

K3. The need for and constraints of developing reflective practice, managing change and of multi-professional working including concepts and frameworks for transformative reflection, collaborative and partnership working within occupational health practice.

After 120 credits of study (GradDip) you will be able to demonstrate understanding of:

K4. Strategies for assessment, decision making and managing change in occupational health practice

K5. The key aspects relating to your area of practice, in order to plan and execute a piece of independent work.

Programme Outcomes – Skills and other Attributes

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

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

- S1.** Make sound professional judgments and utilise different modes of decision making and problem solving in a dynamic work environment
- S2.** Search for, critically analyse and apply a contemporary evidence base for practice
- S3.** Use information technology effectively, as a resource of information, as a learning aid and for the presentation of information
- S4.** Take responsibility for own learning and development, using transformative reflection to analyse own capabilities, plan and implement actions
- S5.** Practise in a safe and professional manner within the workplace, applying the principles of risk assessment and management to occupational health.
- After 120 credits of study (GradDip) you will be able to:**
- S6.** Utilise acquired knowledge and skills to enhance service user experiences and your own professional and personal development within occupational health
- S7.** Work as a creative and responsive member of an occupational health team
- S8.** Lead, influence and negotiate, demonstrating assertive, supportive behaviours
- S9.** Carry out risk assessments, health surveillance and individual assessments, appropriately reporting findings to key stakeholders in an occupational health setting.

PROGRAMME FEATURES

Programme Overview

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

Your programme provides accessible higher education opportunities at a level which is appropriate to you, the student. The programme utilises a collaborative approach in the provision of inclusive person-centred continuing professional development education, which is responsive to market demand, and which has been developed following extensive engagement with employers, current students and external commissioners. Whilst undertaking this programme of study, you will be introduced to and experience the process of transformative learning, founded upon personal critical reflection which will develop you as a knowledgeable, flexible, enquiring practitioner, capable of problem solving and leading innovative approaches.

Your programme *“will provide a distinctive, enabling framework to unlock innovation in programme design and delivery and prepare our graduates for sustainable success in their workplace, their community and the world”* (University of Cumbria, Learning, Teaching and Assessment Strategy [LTA]). Equally focussing upon one of the key themes from the same strategy we aim to be *“informed and enhanced through our research and professional practice, drawing on innovative and sector-leading approaches and contributions of employers and practice.”* This theme not only provides a foundation for your chosen area of study, but it also recognises the importance of using a clear educational curriculum model and framework to structure your programme, with you as the learner being central to this process.

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

Managed by an overall framework leader, with individual programme leaders for each target award, the Practice Development Framework is based on the principles of credit accumulation (and transfer), flexibility and choice. You may be able to transfer existing internal (University of Cumbria) credit into your award, providing you can demonstrate currency and applicability of the credit to the award. Your programme incorporates a pre-determined selection of relevant health, wellbeing and social care modules.

Proposals to undertake negotiated (NL) learning are submitted to the module leader for approval at the beginning of the semester. A designated subject tutor is appointed to supervise your study. Working with your tutor, you will agree a learning contract, specifying the exact focus and content of your NL module. This will detail your personal aims and specify the learning outcomes and agreed assessment activities which you will undertake in order to fully address the generic, pre-determined learning outcomes. Your tutor will assist you to identify key learning resources related to the area of study.

The assessment activity will be appropriate to the module content and may include an assessment of skills as well as knowledge, as appropriate to the subject of the NL. The learning contract will be submitted as part of the final coursework.

In the case of the **GradDip Practice Development: Occupational Health**, you will be required to complete the following core modules:

- Legal and Ethical Aspects of Occupational Health (20 credits)
- Leadership and Change (20 credits)
- Negotiated Learning (20 credits)

You will have the opportunity to select remaining modules from the dedicated list of occupational health modules, to a total of 120 credits.

The University of Cumbria has a long tradition of preparing occupational health professionals for work in this unique and exciting field. With strong links to industry, and an established track record of academic publications, national and international presentations, the experienced staff are well placed to help you develop the knowledge and skills necessary to practice confidently in a wide variety of occupational health settings. The **GradDip Practice Development: Occupational Health** programme provides occupational health professionals with a programme of study at degree level, which aims to add a breadth and depth of knowledge necessary for effective occupational health practice. You can select from a range of contemporary modules on issues such as the legal and ethical aspects of occupational health, the management of sickness absence, fitness for work, health surveillance, stress management and mental health in the workplace (subject to the modules running). A strong commitment to evidence-based practice, which underpins all modules and a new emphasis on leadership is apparent throughout. This programme is becoming increasingly important to the national occupational health strategy and curriculum provided by Public Health England (2014) with the recent closure of occupational health programmes throughout the UK.

The programme has its roots in the career and competence framework designed for occupational health (OH) nurses (RCN 2011b) and was further enhanced with the publication of the Public Health

England (2016) document Educating Occupational Health Nurses and the Nursing and Midwifery Council's (2022) Specialist Community Public Health Nursing (OH) Standards. (Please note *this is not* an NMC approved course for Part 3 of the Register). The programme was written by a very experienced Chartered Occupational Health and Safety Practitioner, and Specialist Community Public Health Nurse (OH) who sees OH from a business perspective, an OH provider's perspective and finally a practitioner's perspective. This gives the programme expert input in OH nursing as well as health and safety.

The national availability of programmes that provide theoretical underpinning for occupational health technicians are also becoming scarce and this programme aims to address this issue. Technicians' theoretical framework needs and responsibilities have been guided by the RCN (2011a). The programme is unique in that it offers those thinking of a career change into OH, those already working in OH in different roles and those with a passing interest in the subject but do not work in an OH role or setting, something innovative and challenging. It aims to 'future proof' practitioners to work in any setting.

The emphasis is on a distance learning approach, incorporating synchronous online -VLE meetings, group seminars and case studies enables shared learning to occur between OH practitioners from a variety of occupational settings (who rarely get the chance to meet other OH practitioners from different employers) with different career paths. This will enable professional networking and construction of your own theoretical frameworks to transform practice.

Following completion of the UADip, there is the option of progression to Level 7 study including PGCert and MSc Practice Development.

Learning and Teaching

Teaching

The benefits of this programme are that the majority of your study will be asynchronous and accessible in a time and place convenient to you. Your module descriptor for the modules available to study will reflect the specific hours around each learning and teaching activity, as well as the expectations for guided independent study. These hours may differ between modules.

- At Level 6 you have 200 hours study per 20 credit module. For more specific information on how these hours are distributed, please consult the module descriptor form. As an example, these often consist of the following approximate hours:
 - 36 hours of personal contact time. This includes facilitated online discussion, synchronous VLE meetings, online presentations and tutorials and student formative feedback.
 - 164 hours of independent study. This may vary depending on the complexity of the topic and the student's own pace of learning.

Personal Tutoring hours may also be available on request.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study, both in the workplace and elsewhere. There is a significant amount of directed reading and independent critical exploration required to successfully complete your studies. All modules on the programme will have asynchronous learning requirements. It is expected that engagement with these tasks is undertaken and communication with module team is made where appropriate during the allocated independent learning weeks

Teaching Staff

The framework is successfully delivered by a team of specialist, experienced lecturers, ensuring learning and teaching methods are contemporary and contextually relevant. Modules and programmes within the Practice Development framework have been written and are taught by a variety of professionals in their fields, with specialities in a wide range of subjects, including nurses, paramedics, occupational therapists, physiotherapists, midwives, radiographers, prescribers, advanced clinical practitioners as well as unregistered staff working in the health, wellbeing and social care sector. Programme leaders have extensive experience in supporting you to meet the needs of the programme, whilst achieving your own goals and aspirations for study on an individual level.

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

We seek to create a stimulating and innovative community of learning. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

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

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

Learning and Teaching Methods will:

- Promote the development of inclusive practice and address a range of learner types

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

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

Assessment

A range of assessment methods appropriate to the specific module of study are used including;

Written Assignment

Oral Assessment/Presentation

Portfolio

Set Exercise

Practical Skills Assessment

Feedback

Timely and meaningful feedback is provided to ensure students achieve their potential. The University requires feedback on assessment to be provided to students within a maximum of 20 working days. This programme uses constructive alignment, formative work / feedback and discussion informs summative works. All feedback on summative assessment is provided electronically, attached to the student submission, ensuring consistency of feedback approach and to facilitate ease of access for students. Feedback is provided via in-text commentary, verbal recording (using the assessment platform) and use of rubric.

Summative and Formative Assessment Methods:

- Assessment load is minimised for your benefit whilst upholding robust academic standards
- Are designed to provide a creative and balanced strategy across the programme
- Provide a range of authentic, engaging and challenging formative activities which as well as being important for learning, promote the value of formative work and contribute to the successful completion of the summative assignment task(s). Examples include quizzes, group work, peer review, presentations, reflection, tutorials, online activities which are designed to generate feedback on performance in order to improve learning
- Enable the valid testing of the programme learning outcomes, through a variety of summative assessments including for example; portfolio, case study, reports, reflective accounts, response to peer review, academic essays, appraisal of evidence
- Are relevant to the needs of the workplace, allowing for authentic assessment and effective formative feedback to facilitate your success
- Encourage you to critically reflect on your knowledge and skills development, in order to develop your ability to make sound professional judgements.

Graduate Prospects

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

MODULES

Code	Title	Credits	Status
HCPD6002-6005	Negotiated Learning	20	Core
HCPD6258	Leadership and Change	20	Core
HCPD6291	Legal and Ethical Aspects of Occupational Health	20	Core
Optional modules at Level 6 on GradDip Practice Development: Occupational Health			
HCPD6290	Health Surveillance and Hazardous Substances	20	Optional
HCPD6292	Workplace Mental Health	20	Optional
HCPD6293	Stress Management	20	Optional
HCPD6294	Absence Management	20	Optional
<p>Students exiting at this point with 60 credits including the core module on legal and ethical aspects of occupational health would receive a GradCert Practice Development</p> <p>Students exiting at this point with 120 credits including all core modules would receive a GradDip Practice Development: Occupational Health</p>			

Additional Module Information

There is a mandatory requirement that a minimum of 40 credits per academic year is studied unless a formal break from study or programme leader agreement exists.

In addition to the core modules, you will be required to select 60 credits of optional modules from the choice available. Guidance is available from your Personal Tutor regarding optional module choice.

To ensure that modules containing elements of negotiated learning contribute to meeting the programme outcomes for your target award, you must discuss and agree the content of any such modules with your module tutor and document this in your personal development plan.

Key to Module Statuses

Core modules	Must be taken and must be successfully passed.
Optional modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may be possible to compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).

Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.

Timetables

Timetables are normally available no less than four weeks before the start of Semester 1. Please note that while we make every effort to ensure timetables are as student friendly as possible, scheduled learning can take place on any day of the week.

Our Timetabling team work hard to ensure that timetables are available to students as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.

ADDITIONAL INFORMATION

Student Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

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

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

Course Costs

Tuition Fees

Course fees can be found <https://www.cumbria.ac.uk/study/courses/postgraduate/occupational-health-practice-development/>

The following course-related costs are included in the fees:

- Use of equipment and PPE

Additional Costs

The following course-related costs are not included in the fees:

- Books and Journals: You will be able to access essential reading materials in hard or electronic copy, via the University's library or the module reading list; however, you may wish

to buy copies of any texts used to support your learning on your course. This may cost between £50 - £100 per year.

- Stationery: You should budget for stationery and consumables for your own personal use. This should include notebooks, pens and pencils for taking notes in class and/or in the field, as well as budgeting for the purchase of USB pen drives.
- Printing: You should also budget for any occasional printing and photocopying costs incurred in the preparation or submission of coursework. Whilst you will choose how much you need; there is an estimated cost of 10p per sheet which may cost around £15 - £40 per year.

For information Health Continuing Professional Development (CPD) standard module fees can be found <https://www.cumbria.ac.uk/study/student-finance/cpd/>

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted variation:

- Length of the standard registration period.

External and Internal Benchmarks

External reference points include:

- Public Health England (2017) consultation document [Facing the Facts, Shaping the Future](#) (a draft health and care workforce strategy for England to 2027)
- [QAA Subject Benchmark Statement: Health Studies](#) (2016). Whilst there are no specific subject benchmark statements relating to the generic content of the Practice Development framework, the generic Health Studies benchmark statement has been used as a reference point for the BSc (Hons) programmes
- Chapman L and Howkins E (2003) 'Work-based learning: making a difference in practice'. *Nursing Standard* 17:34:p39-42
- Nursing and Midwifery Council (NMC) (2015) '*The Code: Professional Standards of Practice & Behavior for Nurses and Midwives*'. NMC, London
- Nursing and Midwifery Council (2022) 'Standards of proficiency for specialist community public health nurses'. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/standards/2024/standards-of-proficiency-for-specialist-community-public-health-nurses.pdf>
- Public Health England (2016) 'Educating occupational health nurses: An approach to align education with a service vision for occupational health nurses'. Available at:

<https://vivbennett.blog.gov.uk/wp-content/uploads/sites/90/2016/11/Educating-OHNs-final-Oct-2016-FinalNB071116-1.pdf> Accessed on 16/07/2018

- Royal College of Nursing (2011a) 'Roles and responsibilities of occupational health support workers' Available at: <https://www.rcn.org.uk/professional-development/publications/pub-004124> accessed on 16/07/2018 Accessed on 16/07/2018
- Royal College of Nursing (2011b) Occupational health nursing: Career and competence Development. Available at: <https://www.rcn.org.uk/professional-development/publications/pub-004123> Accessed on 16/07/2018)

Internal reference points include:

- [UoC Strategic Plan](#)
- UoC Institutional Business Plans
- [UoC Academic Regulations and Academic Procedures and Processes](#)

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage.

Date of Programme Specification Production	Feb 25
Date Programme Specification was last updated	