

PGCERT PRACTICE DEVELOPMENT: DEFENCE MEDICAL LEADERSHIP (ARMY)

Institute of Health

Academic Level:	7	Credits:	60
UCAS Code:	Not applicable		
Awarding Body:	University of Cumbria		
Delivery Site:	Defence Medical HQ Lichfield <i>(Closed Cohort)</i>		
Programme Length:	Part-Time: 2 year standard		
Mode of Delivery:	Blended Learning		
Pattern of Delivery:	Part time		
	Total weeks of study:	36	
	Delivery pattern:	3x12 week semesters	
	Standard semester dates:	Yes	
Programme Webpage:	PgC Defence Medical Leadership - University of Cumbria		

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 [RPL](#), please refer to the University website.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

This programme aims to:

1. Provide a coherent post-graduate progression route, which recognises and values your prior experience and learning
2. Provide a transformative learning experience for you to advance your academic and professional development through critical self-reflection and reflexivity
3. Enable you to develop a mastery of complex and specialised knowledge and a critical awareness of issues at the forefront of your field of practice
4. Develop conceptual knowledge and advanced understanding of how techniques of inquiry enable the critical and objective analysis, interpretation and application of research and evidence within your defence medical leadership sphere of influence.

Programme Outcomes – Knowledge and Understanding

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

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

- K1.** The evidence, theories and policy drivers that underpin decision making and judgement in practice
- K2.** A holistic approach to leadership and coaching
- K3.** The complexities of professional, ethical and legal perspectives relating to practice, incorporating sensitivity to diversity and cultural issues.

Programme Outcomes – Skills and other Attributes

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

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

- S1.** Formulate and complete a structured learning programme aligned to the Knowledge and Skills Framework (where applicable) and / or other appropriate competency standards that are appropriate to your professional role
- S2.** Use initiative in decision making and generate transformative solutions through the synthesis of ideas and information as a result of critical reflexivity
- S3.** Communicate effectively and emphatically with patients, colleagues and other practitioners in complex and unpredictable situations
- S4.** Use IT innovatively for the acquisition and the effective presentation of information
- S5.** Apply contemporary and innovative approaches towards leading and developing practice.

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 to further enhancement your study/experience through other CPD opportunities. Delivery is flexible involving online distance learning (some closed cohorts may involve on site/or on campus study). There may be opportunity to RPL 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.

The Practice Development Framework incorporates a variety of bespoke negotiated (NL) and work-based learning (WBL) modules which have been explicitly designed to meet your needs when working in a wide range of practice situations. Morris (2018) describe work-based learning as a means for integrating university level learning with learning from experience in the workplace, the bringing together of self-knowledge, expertise at work and formal knowledge. Work-based learning is a learning process rather than a teaching process, which encourages you to take responsibility for your own learning and develops attitudes and skills towards lifelong learning [Håkansson Lindqvist *et al.*, 2024](#)). These 'shell' modules allow you to undertake focussed study, relevant to you and your place of work which is directed by a pre-determined set of generic learning outcomes to ensure academic rigour and consistency is maintained. The nature of the content and assessed work will be determined cooperatively by you and / or your employer (where relevant) and a designated subject tutor.

Proposals to undertake either negotiated or work-based 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 / WBL 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/WBL. The learning contract will be submitted as part of the final coursework. For WBL, a practice-designated mentor will provide support and guidance within your workplace, the exact nature of this support will be agreed within the learning contract and approved by the tutor.

In the case of this **PGCert Practice Development: Defence Medical Leadership**, you will be required to undertake the following modules:

- Coaching and Mentoring (20 credits)
- Leadership through Transformative Learning (20 credits)
- Work-based Learning (20 credits)

This programme of study is created to align with workforce development and supports professional progression. The 3 modules of this programme are contemporary and have been tailored to ensure that they meet the needs of the Defence Medical Service stakeholders and will continue to do so in the future.

Reflection and reflexive practice are core skills that students will develop over the duration of this PGCert using a reflective workbook to record their personal and professional progress and provide iterative evidence for each module and beyond the taught elements of the programme.

The development of the **PGCert Practice Development: Defence Medical Leadership** has been informed by engagement with key stakeholders who require a suite of modules to support management and leadership development for staff at all levels within their organisations. This engagement has ensured that content and delivery methods are appropriate for the needs of a diverse workforce.

Our aim is to help you enhance your professional prospects and enable you to play an active role in developing your own practice. The facility to study modules online from your own home at a time that will fit around your shift pattern and day-to-day commitments further supports access to this advanced learning. We have extensive experience as CPD distance learning providers. All tutors are experienced in both clinical and academic practice.

The importance of the development and enhancement of management knowledge, skills and behaviours for current and aspiring leaders & managers is crucial and the programme has been developed with this in mind; TLA's are designed to enable you to demonstrate application of these skills to practice.

Following completion of the **PGCert Practice Development: Defence Medical Leadership** programme, the practice development framework facilitates seamless progression to the 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 7 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:
 - 24 hours of personal scheduled learning time. This includes facilitated online discussion, synchronous VLE meetings, online presentations and tutorials and student formative feedback.
 - 176 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, whether encountered on campus or at a distance, on placement or in the workplace. 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.

Where specifically included, work-based learning is facilitated by a practice designated mentor, supported by the University.

Learning and Teaching 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 and / or class-based workshop activities, facilitated discussion and debate, tutorials, guided study and reading, work-based learning, 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 and flexible 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.

This programme will enable you to develop competence and confidence in your role, increasing your career prospects. Transformative learning, reflection and reflexive practice are a golden thread that runs through all Practice Development programmes, developing learners' critical reflection and self-awareness. Previous students studying these modules have progressed into higher level roles within leadership and coaching within a variety of healthcare settings.

MODULES

Code	Title	Credits	Status
HCPD7015	Work Based Learning	20	Core
HCPD7058	Leadership Through Transformational Learning	20	Core
HCPD7260	Coaching and Mentoring	20	Core
Students exiting at this point with 60 credits would receive a PGCert Practice Development: Defence Medical Leadership			

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.

Compensation is not possible for 60 credit awards.

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 are covered by the employer.

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.

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](#) (March 2024). 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
- [National Standards for Adult Critical Care Nurse Education](#) V2 (CC3N, May 2023)

Internal reference points include:

- [UoC Strategic Plan](#)
- UoC Institutional Business Plans
- [UoC Access and Participation Plan](#)
- [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	May 26
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