PGCERT PRACTICE DEVELOPMENT

Faculty of Health

Academic Level:	7	**Credits:**	60
UCAS Code:	Not applicable		
Awarding Body:	University of Cumbria		
Delivery Site:	Distance Learning		
Programme Length:	Part-Time: 2 year 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:	PgC Practice Development - 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. Detailed criteria for admission to this programme can be found on the programme webpage. The following additional requirements apply for entry to this programme: Applicants must have experience of working in a health, wellbeing, social care or appropriate setting.

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 enquiry enable the critical and objective analysis, interpretation and application of research and evidence within your 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. The holistic nature of practice in the fields of health and wellbeing

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:

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 of tailoring your own programme of study. Delivery is flexible online distance learning. 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

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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 during the preceding 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 the **PGCert Practice Development**, there are no core or compulsory modules. You will select optional modules to a total of 60 credits from the list of optional (and adopted) modules which is appended to this programme specification. Optional modules must be relevant to your area of practice and target award and agreed in your personal development plan with your personal tutor.

Following completion of the PGCert Practice Development programme, the framework can facilitate your continuing professional development via individual modules, or you may wish to consider further study to a MSc Practice Development. The framework may also be used to prepare you for a PhD application or to undertake research.

Learning and Teaching

Teaching

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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 typically have around 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. 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 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, 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 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

No core modules			
Optional modules at Level 7 on PGCert Practice Development (by subject cluster) List valid at September 2025 – To be reviewed annually to ensure continued currency			
Code	**Title**	**Credits**	**Status**
Academic and Professional Development Modules			
HCPD7015	Work Based Learning	20	Will be dependent on what the student negotiates to study and the nature of the assessment chosen
HCPD7111	Artificial Intelligence and Innovative Technologies in Digital Health	20	
HCPD7112	Entrepreneurship and Health Technology	20	
HCPD7202-7205	Negotiated Learning	20	Will be dependent on what the student negotiates to study and the nature of the assessment chosen
HCPD7200	Contemporary Practice: Supporting and Assessing Students in Healthcare Settings	20	If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version
HCPD7219	Research Methods	20	
PGLT7011	Introduction to Teaching, Learning and Assessment	20	
PGLT7012	Researching Academic Practice	20	
PGLT7013	Curriculum Design and Development	20	
Acute and Critical Care Modules			
HCPD7266	Acute and Critical Care: Foundations for Practice	20	To be eligible to study this module, you must be a registered healthcare professional with at least 6

			months experience of working within an acute care environment. If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version
HCPD7267	Critical or Acute Care: Independent Study	20	To be eligible to study this module, you must be a registered healthcare professional with at least 6 months experience of working within an acute care environment. Prior to studying this module, you must normally have studied pre-requisite module HCPD7266 or equivalent or possess an equivalent level of work-based experience as determined by the module leader. If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version
HCPD7268	Acute Care: Initial Assessment and Management of the Acutely Ill Adult	20	To be eligible to study this module, you must be a registered healthcare professional with at least 6 months experience of working within an acute care environment
HCPD7269	Patient Safety in Clinical Practice	20	To be eligible to study this module, you must be a registered health practitioner with regular access to an acute or critical care setting. If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version
HCPD7295	Critical Care: Contemporary Issues	20	Prior to studying this module, you must have successfully studied the pre-requisite module HCPD7297 or an equivalent, with evidence of

			accredited prior learning, and completion of Step 2 competencies as per National Competency Framework for Registered Nurses in Adult Critical Care. To be eligible to study this module, you must be a registered healthcare professional with at least 6 months experience of working within a critical care environment supporting level 3 patients -as per Intensive Care Society Guidance
HCPD7297	Core Assessment and Management of the Critically Ill Adult	20	Prior to studying this module you must have evidence of successful completion of Step 1 competencies. To be eligible to study this module, you must be a registered healthcare professional with at least 6 months experience of working within a critical care environment, or equivalent level 2 facility -as per Intensive Care Society Guidance
Applied Psychological Practice			
HCPD7253	Person Centred Bio-psychosocial Assessment and Clinical Decision Making	20	
HCPD7254	Person Centred Bio-psychosocial Formulation and Treatment Planning	20	
HCPD7255	Person Centred Bio-psychosocial Interventions and Evaluation	20	
Disaster Response Modules			
HCPD7217	Planning Remote Environmental, Health, Community and Disaster Response	20	

HCPD7235	Disaster Response	20	This module is aimed at individuals who will be expected to respond in all hazards disaster settings
HCPD7237	Humanitarian Action	20	This module is aimed at individuals who will be expected to respond in humanitarian, disaster response and recovery settings
Emergency Care Modules			
HCPD7250	Consultation and Physical Examination: Health Assessment Skills	20	To be eligible to study this module, you must be a qualified healthcare professional with access to a suitable learning environment If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version
HCPD7251	Care of Minor Illness and Minor Injuries	20	To be eligible to study this module, you must be a qualified healthcare professional. If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version
HCPD7252	Management of Major Illness and Major Trauma	20	To be eligible to study this module, you must be a qualified healthcare professional. If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version
Leadership and Management Modules			
HCPD7058	Leadership Through Transformational Learning	20	
HCPD7257	Managing Within a Strategic and Organisational Context	20	
HCPD7260	Coaching and Mentoring	20	

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Paramedic Practice Modules			
HCPD7231	Clinical Reasoning and Assessment Skills in Healthcare (CRASH)	20	To be eligible to study this module, you must be working in an appropriate healthcare environment
HCPD7232	Emergency Care of Women and Children	20	To be eligible to study this module, you must be working in an appropriate healthcare environment
HCPD7233	Clinical Decision Making	20	To be eligible to study this module, you must be working in an appropriate healthcare environment. Prior to studying this module, you must normally have studied pre-requisite module HCPD7250 or an equivalent assessment and physical examination skills module
HCPD7288	Preparing to Expand Paramedic Practice	20	
Primary Care Modules			
HCPD7247	Holistic Assessment and Case Management of the Complex Patient with Long Term Conditions	20	To be eligible to study this module, you must be a registered nurse or allied health professional. If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version
Professional Practice Modules			
HCPD7109	Advanced Electrocardiograms in Practice	20	To undertake this module, you must be an experienced practitioner, to ensure learning outcomes can be achieved - previous level 6 ECG study is recommended
HCPD7110	CNO 002 Discovering a Nursing Career in General Practice	20	Participants must have registration with the Nursing and Midwifery Council

HCPD7208	Enhanced Learning Skills in Healthcare Environments	20	
HCPD7245	Foundations of End-of-Life Care for All Healthcare Professionals	20	This module is aimed at all healthcare practitioners who are involved in the care of patients with palliative/end of life care needs. To be eligible to study this module, you must be a qualified assistant practitioner, nurse associate, registered nurse or allied health professional. If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version
HCPD7270	Advanced Pathophysiology and Diseases in Practice	20	To be eligible to study this module, you must have an understanding of the basic principles of physiology
HCPD7273	Clinical Supervision	20	To be eligible to study this module, you must be working in an environment that adopts the use of a clinical supervision model. If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version
HCPD7284	Restrictive Interventions: Specialist Management	20	For students identified by Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust, (CNTW)
HCPD7292	Critical Perspectives on Infant Feeding	20	
HCPD7293	Perinatal and Infant Mental Health	20	
HCPD7296	Safeguarding Across the Lifespan	20	If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version
HLLP7010	Professional Values and Ethics	20	

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HPHN7411	Independent/Supplementary Prescribing for Nurses and Midwives (V300)	40	This module may be undertaken only by students who meet the criteria to be registered for the UAwd Independent/Supplementary Prescribing for Nurses and Midwives (V300). Applicants are required to submit a fully completed application form and provide further evidence as appropriate to demonstrate their eligibility
HPHN7415	Independent/ Supplementary Prescribing for Allied Health Professionals	40	This module may be undertaken only by students who meet the criteria to be registered for the UAwd Independent/Supplementary Prescribing for Allied Health Professionals. Applicants are required to submit a fully completed application form and provide further evidence as appropriate to demonstrate their eligibility
HPHN7417	Independent Prescribing for Pharmacists	40	This module may be undertaken only by students who meet the criteria to be registered for the UAwd Independent Prescribing for Pharmacists (Practice Certificate in Independent Prescribing). Applicants are required to submit a fully completed application form and provide further evidence as appropriate to demonstrate their eligibility
Respiratory Modules			
HCPD7287	Respiratory Health Assessment	20	To be eligible to study this module, you must be a registered nurse or allied health professional. If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version

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Specialist Care Modules			
HCPD7040	Advancing Mental Health Across The Healthcare Spectrum (Advanced Level)	20	Prior to studying this module, you must normally have studied pre-requisite module HCPD6240 or equivalent
HCPD7241	Examination of the Newborn	20	This module is aimed at midwives, neonatal nurses and health visitors. If you have studied the equivalent module at Level 6 then you cannot also study this Level 7 version
HCPD7243	Professional Midwifery Advocate	20	This module is aimed at midwives, wishing to assume the role of the Professional Midwifery Advocate. To be eligible to study this module, you must be a registered midwife with live NMC registration status. To achieve the practice-based elements of the module and competencies in practice, you must be allocated to a supervisor who should be a current professional midwife, and you must have the opportunity to observe and engage in a range of A-EQUIP related activities
HCPD7244	Professional Nurse Advocate	20	To achieve the practice-based elements of the module and competencies in practice, you must be allocated to a supervisor who should be a current professional nursing advocate or hold a clinical supervision qualification, and you must have the opportunity to observe and engage in a range of A-EQUIP related activities
HCPD7248	Professional Paramedic Advocate	20	To be eligible to study this module, you must be a registered paramedic with live HCPC registration status. To achieve the practice-based elements of the

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			module and competencies in practice, you must be allocated to a supervisor who should be a current professional nursing/paramedic/allied health professional advocate or hold a clinical supervision qualification, and you must have the opportunity to observe and engage in a range of A-EQUIP related activities
HCPD7249	Professional Advocate for Allied Health Professionals	20	To be eligible to study this module, you must be a registered AHP with live professional registration status. To achieve the practice-based elements of the module and competencies in practice, you must be allocated to a supervisor who should be a current professional nursing/paramedic/allied health professional advocate or hold a clinical supervision qualification, and you must have the opportunity to observe and engage in a range of A-EQUIP related activities
HCPD7298	Advanced Diabetes Care and Management	20	
HCPD7299	Pain: Advanced Assessment and Management	20	
HCPD7239	Dementia Advanced Care	20	
HPHA7025	Health Assessment in Common Childhood Illness	20	This module is aimed at both adult and paediatric trained health care professionals. To be eligible to study this module, you must currently be seeing children as part of your practice
HPHA7026	Advanced Assessment of the Acutely Ill Child	20	This module is aimed at both adult and paediatric trained health care professionals.

			To be eligible to study this module, you must currently be seeing children as part of your practice
HLLP7041	Interpersonal Violence and Abuse	20	
Students exiting at this point with 60 credits would receive a PGCert Practice Development			

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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.

There are no core modules on this programme. You will be required to select 60 credits of optional modules from the choice available above. Optional modules must be relevant to your area of practice.

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

Compensation is not possible for 60 credit awards.

Key to Module Statuses

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.

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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 PgC Practice Development - University of Cumbria

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 (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)
- Royal College of Nursing Accreditation for CoA Professional Nurse Advocate

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	Oct 26

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