

Programme Title and Name of Award	UADip Occupational Health: Practice Development		
Academic Level	6	Total Credits	60
Professional Body Accreditation / Qualification	Not applicable		
Date of Professional Body Accreditation	Not applicable	Accreditation Period	Not applicable
UCAS Code	Not applicable		
HECoS Code	100248		
Criteria for Admission to the Programme	<p>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</p> <p>Detailed criteria for admission to this programme can be found on the relevant programme webpage: https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/occupational-health-practice-development-uad/</p> <p>The decision to offer a place on the programme is at the discretion of the programme leader</p> <p>There is full commitment to equal opportunities criteria. The University is committed to widening access by taking candidates from a variety of educational backgrounds, without compromising academic standards.</p> <p>The following additional requirements apply for entry to this programme:</p> <p>All applicants must complete a pre-entry study skills package such as HeadStart Plus if they are new to this level of study or have had a break from study for a period of 4 years.</p>		
Teaching Institution	University of Cumbria		
Owning Department	Nursing, Health and Professional Practice		
Programme delivered in conjunction with	Not applicable		

Principal Mode of Delivery	Blended Learning
Pattern of Delivery	Part-Time
Delivery Site(s)	All UoC campuses, approved partner locations, or off-site at employer premises (subject to the policy for off-site delivery)
Programme Length	Part-Time: 2 years standard, 4 years maximum
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	Not applicable
Period of Approval	August 2019 – July 2025
<p>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.</p>	

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

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. Programmes within the framework have been designed to meet the

needs of anyone interested in developing their 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, consisting of single modules, short courses or full programmes of study. Delivery is flexible involving online distance learning and/or on campus study. Potentially, credits from other programmes you have studied can be taken into account 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.

Programmes within the Practice Development Framework provide accessible higher education opportunities at a level which is appropriate to you, the student. The programmes utilise 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 include content which is relevant to the world of work, emphasising problem-solving and the interaction of theory and practice. It will challenge you intellectually, promoting independence and confidence"* (University of Cumbria, Learning, Teaching and Assessment Strategy [LTA] 2017-22). Equally focussing upon one of the key themes from the same strategy we aim to *"provide an environment for the development of professionally relevant, research informed and innovative programmes"*. 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 *"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. Each programme incorporates a pre-determined selection of relevant health, wellbeing and social care modules which have been validated for stand-alone delivery. You will have the opportunity to accumulate credit through the completion of those modules which are most appropriate to you and your practice. The number and type of modules will depend on your desired target award. For those students studying on a module-by-module basis, once the appropriate amount of credit has been acquired, you will be able to transfer the credit into a named award (providing you meet the entry criteria for that award) and providing the requirements in relation to core and optional modules for the award have been achieved.

The Practice Development Framework incorporates a variety of bespoke negotiated and work based learning modules which have been explicitly designed to meet the needs of learners who are already working in a wide range of practice situations. Flanagan *et al* (2000) 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 (Chapman and Howkins,

2003). 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 (NL) or work based learning (WBL) 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 **UADip Occupational Health: Practice Development**, you will be required to complete the following module:

- Core module: Legal and Ethical Aspects of Occupational Health (20 credits)

You will have the opportunity to select remaining modules from the dedicated list of occupational health modules , to a total of 60 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 **UADip Occupational Health: Practice Development** 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.

This programme is unique in that it has a total focus on occupational health provision and enables practitioners to extend their knowledge base, critically reflect and then transform their professional practice for the benefit of employers and the clients that the practitioner sees on a daily basis.

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. 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 on a blended learning approach, incorporating face to face learning, 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, so you will enhance and construct your own theoretical frameworks to transform practice.

Following completion of Level 6 study the Framework facilitates seamless progression to the BSc (Hons) Occupational Health: Practice Development and subsequent progress to Level 7 study, including PGCert, PGDip and MSc Practice Development.

Aims of the Programme

The overall aims of the Programme are 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 you with the 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.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

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

After 60 credits of study (UADip) 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.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

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

After 60 credits of study (UADip) 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 work-place, applying the principles of risk assessment and management to occupational health.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

- 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 Level 6 programmes

- Chapman L and Howkins E (2003) 'Work-based learning: making a difference in practice'. *Nursing Standard* 17:34:p39-42
- Flanagan J., Baldwin S. and Clarke D. (2000) 'Work Based Learning as a Means of Developing and Assessing Nursing Competence'. *Journal of Clinical Nursing* 9:3:pp360-368
- Nursing and Midwifery Council (NMC) (2015) '*The Code: Professional Standards of Practice & Behavior for Nurses and Midwives*'. NMC, London
- 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)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Strategic Plan 2017-2020](#)
- UoC Department of Nursing, Health and Professional Practice Business Plan 2016-2021
- [UoC Academic Regulations and Academic Procedures and Processes](#)

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.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

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, 2017-22) 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 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.

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 assessment activities which as well as being important for learning, promote the value of formative assessment 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 "*written assignments*" 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

Student Support

Here at the University of Cumbria you will be supported by many individuals and teams. Some, like your tutors and library services, you will have regular contact with, others work in teams 'behind the scenes', however their valuable contribution to your experience and engagement with the learning process is a significant one and they too have been involved in the development of your modules and programmes, as evidenced by their suggestions (highlighted through the use of quotations below).

Through studying with us you will be able to "*recognise and understand how digital literacy works to enhance your learning*" (LTA, 2017-22). Some of your formative and summative assessments will involve using digital resources to capture your personal learning and this will be linked to the use of 'artefacts' and transformative learning.

Digital technology allows us to access the most up to date information and research especially in relation to care and practice. Accepting that the location and finding of information can be extremely quick, it becomes important to develop your "*abilities to critique the quality and validity of this*". Our academic literacy team (along with your tutors) will encourage you to be discerning in your use of evidence and reference sources to support your academic writing. The literacy team will also encourage you to "*develop your practice voice*" when writing, and "*be able to articulate your learning in relation to practice and the associated decision making process in order to teach others*". This is an important aspect of developing your confidence when writing academically, accepting and recognising the depth of your critical thinking when problem solving in practice and then transferring this process to your academic literacy skills.

In doing this you will obviously have the support from our literacy team and tutors, with both encouraging you to access our Headstart virtual learning study skills package. Here you will be guided through the programme which specifically focuses upon developing your academic writing skills. This will show you how to begin, structure and conclude an assignment for example and reinforce the importance of using the adopted Harvard referencing technique to support your content. Feedback from these teams has led us to involve a teacher from the continuing professional programme in the initial academic study skills induction. With this collaborative approach you will be able to ground the exploration of literacy skills in your own practice.

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

You will be required to complete a framework-specific induction programme either online or face to face. Induction is used to introduce you to the Practice Development Framework and to the University's systems and resources, including Library Service, Blackboard, Timetabling, Webfolio, etc.

Personal Tutoring

You will also be allocated a Personal Tutor (PT). Regardless of your mode of study (distance learning, blended learning), your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials (face to face, Skype, telephone according your needs), Progress Reviews and other support as outlined in the Personal Tutoring Policy. Regular contact will enable you to plan your personal development needs. Your PT will signpost you to appropriate members of the

team, or specific sources of information as appropriate.

Personal Development Planning

Personal development planning is a key function of your PT, who in the case of the Practice Development Framework is charged with supporting you to identify and meet your individual personal and professional learning and development needs. The PT will assume an academic tailoring role which consists of moderating your journey through your programme of study, so that your choice of modules and focus of the assessments is appropriate to both your area of practice and your target award. Your PT will provide support and guidance for your academic development planning.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional [Library and Academic Advisors](#). It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Staff and Student Services

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email careerahead@cumbria.ac.uk.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
6	HCPD6091	Legal and Ethical Aspects of Occupational Health	20	Core	K1,K2,K3, S1,S2,S4,S5
6	HCPD6058	Leadership and Change	20	Optional	K1,K3, S1,S2,S4,S5
6	HCPD6002-6006	Negotiated Learning	20	Optional	Will be dependent on what the student negotiates to study and the nature of the assessment chosen
6	HCPD6094	Absence Management	20	Optional	K1,K2,K3, S1,S2,S3,S4,S5
6	HCPD6072	Facilitating Health Behaviour Change	20	Optional	K2,K3, S1,S2,S3,S4
6	HCPD6090	Health Surveillance and Toxicology	20	Optional	K1,K2,K3, S1,S2,S3,S4,S5
6	HCPD6093	Stress Management	20	Optional	K1,K2,K3, S1,S2,S4,S5
6	HCPD6092	Workplace Mental Health	20	Optional	K1,K2,K3, S1,S2,S3,S4,S5
Notes					
<p>This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.</p> <p>Module pass mark: 40% (Undergraduate).</p> <p>In addition to the core module, you will be required to select 40 credits of optional modules from the choice available. Guidance is available from your</p>					

Personal Tutor regarding optional module choice.

Optional modules may be subject to availability and viability. 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.

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 Personal Tutor and document this in your personal development plan.

A failed student will not be permitted to re-register on the same programme.

* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may 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	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may 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)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure: Part-Time – Examples

20 credit modules are timetabled to run over a 12-week period, starting in September (Autumn Semester), January (Spring Semester) and April (Extended Semester). A suitable range of optional modules will always be available. You have the option to vary your pace of study and to complete the modules within a 2-year period.

September intake

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
HCPD6091	Legal and Ethical Aspects of Occupational Health	Autumn Semester – Year 1	Written assignment	December – Year 1
	Optional module	Spring Semester – Year 1		April – Year 1
	Optional module	Extended Semester – Year 1		July – Year 1

Students exiting at this point with 60 credits including the core module on legal and ethical aspects of occupational health would receive a UADip Occupational Health: Practice Development

January intake

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
	Optional module	Spring Semester – Year 1		April – Year 1
	Optional module	Extended Semester – Year 1		July – Year 1

HCPD6091	Legal and Ethical Aspects of Occupational Health	Autumn Semester – Year 1	Written assignment	December – Year 1
Students exiting at this point with 60 credits including the core module on legal and ethical aspects of occupational health would receive a UADip Occupational Health: Practice Development				

<u>April intake</u>				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
	Optional module	Extended Semester – Year 1		July – Year 1
HCPD6091	Legal and Ethical Aspects of Occupational Health	Autumn Semester – Year 1	Written assignment	December – Year 1
	Optional module	Spring Semester – Year 1		April – Year 1
Students exiting at this point with 60 credits including the core module on legal and ethical aspects of occupational health would receive a UADip Occupational Health: Practice Development				

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum (for those programmes with specific cohort start and end dates).
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Meetings with stakeholders / commissioners of programmes

Date of Programme Specification Production:

October 2018

Date Programme Specification was last updated:

May 2023

For further information about this programme, refer to the programme page on the University website

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK

Is the placement requirement more than 50% of the programme?

No

If yes, what % of the programme is the placement requirement?

Not applicable

If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?

Not applicable