



Programme Specification

Professional Development [Blended (Glenside and Frenchay)]

Version: 2026-27, v2.0, Validated

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Professional Development [Blended (Glenside and Frenchay)]

Highest award: PGDip Professional Development

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Health and Social Wellbeing, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Part-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2027

Programme code: Y01Q21

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The Professional Development Awards framework is a highly flexible, work-based program designed for professionals who want to gain academic

qualification through their current workplace activities. Rather than following a rigid, pre-determined timetable, learners work collaboratively with employers and academic advisors to design a personalised curriculum. By combining active workplace projects with targeted academic study, this framework allows individuals to address immediate operational challenges in their workplace while formally recognising their prior professional experience and accelerating their career progression.

Features of the programme: In order to be eligible to study through the scheme, it is proposed that individuals should normally have been employed in the past 18 months, be self-employed or engaged in voluntary activity and have been working to an appropriate level. Learners will be considered for entry to the scheme to pursue the most appropriate level of study based on qualifications and/or their personal, professional or educational experience following guidance provided in line with UWE's entry requirements and admissions policy. For example, someone with no previous academic qualifications, who is working in a senior role in an organisation, may well consider studying a Masters level qualification. A Programme Manager will have responsibility for the oversight of advice to employers in the region and individual learners on matching skills and experience to a particular level of HE study to help to determine the route an employee/individual could pursue and for evaluating a learner's potential to succeed.

The design of this programme has been influenced by a number of factors and distinctive features such as:

The requirement to develop new strategies of learning fit for a demand-led programme.

Widening participation in Higher Education.

Offering a framework for managing and coordinating credit achieved through a range of vehicles and providers.

Promoting flexibility of educational opportunity in terms of geography, time and

place.

The requirement to provide a programme, which has specified stepping on/off points which are directly related to specific roles, skill sets and competencies.

A focus on the improved employability and career prospects at organisational and individual level.

Offering an alternative route to traditional programmes.

Educational Aims: The Professional Development Awards framework provides an agile, work-based modular structure designed to co-create bespoke pathways of learning. Centred on practice-led development, the framework empowers learners to bridge the gap between academic theory and real-world impact.

The programme aims to provide learners with:

Professional Resilience and Capability: The opportunity to deepen domain-specific knowledge and practical skills, enhancing agility, performance, and leadership impact in current or future professional roles.

Critical and Intellectual Maturity: The tools to cultivate advanced analytical, problem-solving, and evaluative skills, fostering independent, ethical, and evidence-based professional judgement.

Reflective Work-Based Learning: The ability to construct robust, formalized learning methodologies directly within and for the workplace context.

A Culture of Lifelong Inquiry: An enduring curiosity and commitment to continuous professional development (CPD) as part of an ongoing lifelong learning journey.

In addition, the Professional Development Awards framework will:

Facilitate Strategic Partnerships: Offer a mechanism for employers and individual

learners to collaboratively negotiate customized curricula that address immediate operational challenges and future industry skills gaps.

Recognise Diverse Learning: Provide flexible pathways for diverse professional experiences and prior learning to be formally recognized and accredited.

Advance Inclusive Access: Support social mobility by widening access to flexible higher education for non-traditional and working learner populations.

Cultivate Learner Autonomy: Empower participants to become self-directed, enterprising lifelong learners who take proactive ownership of their development.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Demonstrate a systematic understanding of knowledge and a critical awareness of current issues informed by the forefront of professional practice.
- PO2. Critically evaluate current research, advanced scholarship, and methodologies to develop critiques and propose new hypotheses.
- PO3. Apply knowledge with originality alongside a practical understanding of how research techniques create and interpret meaning.
- PO4. Deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data.
- PO5. Communicate advanced conclusions, rationales, and insights clearly to specialist and non-specialist audiences.
- PO6. Demonstrate self-direction in tackling problems and act autonomously in planning and implementing tasks at a professional level.
- PO7. Navigate and manage unpredictable, complex environments requiring initiative, personal responsibility, and strategic decision-making.
- PO8. Advance own knowledge, skills, and independent learning capability to support ongoing continuing professional development (CPD).

Assessment strategy: Knowledge and skills within the framework are primarily evaluated through individual written assignments, evidence-based projects, and professional portfolios, reflecting the individualised approach.

Work-Based Modules: Assessed through the reflective application of theory to practice, requiring portfolios or projects that demonstrate direct workplace impact.

Taught & Experiential Modules: Utilise a diverse range of diagnostic and summative formats tailored by the providing teaching institution, aligned with the university's formal Recognition of Prior Experiential Learning (RPEL) regulations.

Governance: All assessment activity is rigorously aligned with the University's Work-Based Learning and Assessment Policies, ensuring academic standards are uniformly met across all customised pathways.

Student support: Academic quality and learner progression are demonstrated by a multi-layered, integrated support network:

Pathway & Academic Oversight: A dedicated Programme Leader guides the initial admissions process, facilitates the Recognition of Prior Learning (RPL), and co-design the individualised learning journeys. Continuous academic monitoring is maintained via structured progress reviews and assigned project supervisors.

Peer & Collaborative Networks: Learning is reinforced through structured hybrid peer-learning sets and distance-learning cohorts that allow working professionals to share practice-led insights.

Operational & Central Infrastructure: Learners are assigned a dedicated Programme Coordinator for operational continuity. This is backed by UWE Bristol's central Student Advisers, Study Skills teams, a 24/7 Digital Library, and specialist IT infrastructure optimized for remote learners.

Strategic Governance: The Professional Development Governance Group provides continuous quality assurance and academic oversight of the entire framework.

Student Wellbeing: UWE provides access to University Wellbeing and Disability services in addition to the learner's employer support.

Part B: Programme Structure

Year 1

There are no common pathways through the Framework to a generic 'Professional Development' award of the Scheme.

Other than the completion of a compulsory work-based learning project module, the remainder of the award will reflect individual and employer choice. The learning opportunities will be negotiated through an agreed approval process so that the credit accumulation of learning and assessment will demonstrate relevance to an employer and individual/employee.

Year 1 Optional EWBL Modules

Students must take a minimum of 15 credits from the Evidencing Work Based Learning (EWBL) modules listed.

This must include at least one 15+ credit work-based learning project module, level 7.

Module Code	Module Title	Credit
UZWSPE-15-M	Evidencing Work Based Learning 2026-27	15
UZYSJB-15-M	Evidencing Work Based Learning (Distance Learning) 2026-27	15
UZYSQ7-15-M	Evidencing Work Based Learning 2026-27	15
UZVRFG-20-M	Evidencing Work Based Learning - 4 2026-27	20
UZWRH4-20-M	Evidencing Work Based Learning - 4 2026-27	20

UZYRLD-20-M	Evidencing Work Based Learning - 4 2026-27	20
UZTSVL-30-M	Evidencing Work Based Learning 2026-27	30
UZVRYC-40-M	Evidencing Work Based Learning 2026-27	40
UZWSGS-40-M	Evidencing Work Based Learning 2026-27	40
UZWSGU-60-M	Evidencing Work Based Learning 2026-27	60

Year 1 Optional Modules

In addition to the EWBL module/s, students must complete optional credits to total 120. Optional modules could include:

Any work-based learning project module

Any other UWE module or unit of study

Credit-rated learning opportunities from other awarding bodies

Modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment.

Module Code	Module Title	Credit
UWEPDPG	Professional Development Award Framework Module Portfolio PG 2026-27	0

Part C: Higher Education Achievement Record (HEAR) Synopsis

Part D: External Reference Points and Benchmarks

Quality Assurance Agency (QAA): UK Quality Code for Higher Education (setting expectations for standards, academic integrity, and student achievement).

Frameworks for Higher Education Qualifications (FHEQ): Descriptors for HE awards at levels 4-7.

University Institutional Policy: UWE Bristol Strategy 2030 (specifically commitments to future-focused, enterprise, and inclusive practice-led education) and the University Work-Based Learning Policy.

Professional and Industry Bodies: Individual pathways are cross-referenced against relevant professional competency frameworks and industry skills gap assessments during the curriculum negotiation phase.

Part E: Regulations

B: Approved variant to University Academic Regulations and Procedures.

Maximum imported credit is 105 credits (of 120 for PG Diploma)