

# PROGRAMME SPECIFICATION

## Section 1: Basic Data

<b>Title of the programme of study</b>	Professional Development (PD) (a 'shell' award framework developed as part of the Higher Skills Pathfinder for the SW Region)
<b>Awarding institution/body</b>	University of the West of England (UWE) and other higher education institutions in the South West Region (subject to agreement)
<b>Teaching institution</b>	The Framework proposes to be a means whereby an alliance of higher education institutions, further education colleges, private education and training providers, and employers in the South West Region can operate within agreed quality management and credit accumulation and transfer regulations . The teaching institutions participating in the Scheme will vary and will be in accordance with arrangements detailed in appropriate academic agreements and the Framework regulations.
<b>Awards</b>	See section 4 for the Integrated Professional Development awards available through the Framework.
<b>Valid from (insert date if appropriate)</b>	
<b>Authorised by...</b>	<b>Date:...</b>



## SECTION 2: EDUCATIONAL AIMS OF THE PROGRAMME

The Framework aims to provide a flexible modular structure for negotiating programmes of study which have work-based learning at their core.

The Framework aims to provide learners with:

- the opportunity to enhance their knowledge and skills and the ability to become more able, responsive and productive in their current or future roles by extending their current knowledge;
- the opportunity to develop intellectual, analytical and problem solving skills and encourage the development of mature and independent judgement;
- the skills to develop approaches to learning within the context of formal study as it relates to the workplace;
- an enthusiasm for enquiry and learning which will encourage learners to consider their studies as a stage of a lifelong educational process.

In addition the Framework itself will:

- offer a means by which employers and/or individual learners can negotiate a programme of study that best suits their needs and requirements;
- provide the opportunity to have learning recognised for the award of credit;
- facilitate the widening of access to and participation in higher education;
- encourage participants in the Framework to develop as independent learners who take responsibility for their own learning.

### SECTION 3: LEARNING OUTCOMES OF THE PROGRAMME BY LEVEL<sup>1</sup>

The Framework provides opportunities for organisations and individuals to develop tailored programmes to meet their needs and support learners to develop and demonstrate knowledge and understanding, qualities, skills and other attributes of benefit to their current workplace, or voluntary activities or future career aspirations. The Framework also provides opportunities for learners to develop some or all of the graduate employability attributes detailed below. The learning outcomes below relate to how a learner engages and learns through and from work-based and work-related situations. For example, a learner, whatever their role, may demonstrate through their study high levels of intellectual and conceptual understanding of complex issues. Someone in a 'high level' role may need support and a learning structure to enable them to engage in a way which reflects upon the high level of complexity, uncertainty and/or responsibility required for the role and to apply this understanding to a wide range of intellectual challenges across a range of contexts.

It is the intention that the Framework learning outcomes will be used by learners, prospective learners and teaching teams as a reference point for the intended outcomes of each level of programme, and to enable the awarding body to satisfy itself that the programme outcomes have been achieved and demonstrated through individual module assessment, including compulsory work-based learning project modules.

<b>A) <u>Knowledge and understanding</u></b>	<b>Teaching/learning methods and strategies:</b>
<p><b>Level 1 (FHEQ<sup>2</sup> Level 4):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"><li>• Can identify relationships and contradictions between principles and ideas</li><li>• Can recognise and evaluate information to identify relationships and make informed judgements</li></ul>	<p>At all levels, teaching and learning methods and strategies should involve directed study tasks including the use of literature and reflective activities and learning from experience.</p> <p>Activity should also be cognisant of ongoing work to develop a new Work-Based Learning Policy for the University.</p>

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<sup>1</sup> Ref: Learning Through Work cohort Handbook Section 6 Level indicators

<sup>2</sup> The Framework for Higher Education Qualifications in England, Wales and Northern Ireland  
<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

<ul style="list-style-type: none"> <li>• Can reinterpret and combine information to develop ideas and choose courses of action or develop ways forward</li> </ul> <p><b>Level 2 (FHEQ Level 5):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can draw on a broad personal or formal knowledgebase and set of mental models relating to a variety of existing ideas, contexts and frameworks</li> <li>• Can develop practical theories, ideas and models including to find ways forward when faced with contradictions and gaps in theories</li> <li>• Can research, analyse and evaluate information to identify relationships and patterns and make informed judgements</li> </ul> <p><b>Level 3 (FHEQ Level 6):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can draw on extensive personal or formal knowledgebase and set of mental models relating to comprehensive/detailed knowledge of ideas, contexts and frameworks and can extend this knowledge to other contexts</li> <li>• Can develop and evaluate a range of practical theories, ideas and models including to find ways forward in problematic situations</li> <li>• Can research, analyse and evaluate information to identify relationships and patterns and make informed judgements, particularly in relation to areas of specialisation</li> </ul> <p><b>Masters Level (FHEQ Level 7):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate an in-depth knowledge</li> </ul>	<p><b>Assessment:</b> Assessment for the work-based learning elements of the programme is carried out through coursework, which typically comprises reflective essays and interviews, and work based projects. Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment should include formative assessment of learning in context.</p> <p>Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data)</p>
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<p>base relating to their area of work and the ability to extend this into the wider context and area of practice</p> <ul style="list-style-type: none"> <li>• Can develop and critically evaluate a range of practical theories, ideas and models, including to overcome dilemmas and find ways forward in problematic situations</li> <li>• Can research, analyse and evaluate information to identify interrelationships between wider systems in which their own work is located</li> </ul>	
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## B) INTELLECTUAL SKILLS

<p>B) INTELLECTUAL SKILLS</p> <p><b>Level 1 (FHEQ Level 4):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can develop solutions to problems</li> </ul> <p><b>Level 2 (FHEQ Level 5):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can take a range of approaches to address issues</li> <li>• Can develop a range of solutions to sets of problems</li> </ul> <p><b>Level 3 (FHEQ Level 6):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can take innovative approaches in</li> </ul>	<p>TEACHING/LEARNING METHODS AND STRATEGIES</p> <p>At all levels, teaching and learning methods and strategies should involve directed study tasks including the use of literature and reflective activities and learning from experience.</p> <p>Activity should also be cognisant of ongoing work to develop a new Work-Based Learning Policy for the University.</p> <p>ASSESSMENT</p> <p>Skills in the work-based learning project modules are primarily assessed through individual written assignments and portfolios.</p> <p>Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant</p>
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<p>complex situations</p> <ul style="list-style-type: none"> <li>• Can develop novel approaches to sets of complex problems</li> </ul> <p><b>Masters Level (FHEQ Level 7):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can develop innovative ways forward in complex and unpredictable situations</li> <li>• Can develop novel approaches to systems</li> </ul>	<p>to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data)</p>
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## C SUBJECT, PROFESSIONAL AND PRACTICAL SKILLS

<p>C) PROFESSIONAL/PRACTICAL SKILLS Many professional/practical skills and employability attributes can be developed within taught modules and modules for the assessment of experiential learning</p> <p><b>Level 1 (FHEQ Level 4):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"><li>• Can collect and categorise new information that affects their own work, including the use of practical investigation</li><li>• Is able to outline the appropriateness of different approaches and their impacts</li></ul> <p><b>Level 2 (FHEQ Level 5):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"><li>• Can construct a systematic approach to identifying and applying new information that affect areas of their own work practice</li><li>• Can evaluate the appropriateness, including risk, of options and actions, including impacts outside of the immediate context</li></ul> <p><b>Level 3 (FHEQ Level 6):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"><li>• Can design and implement a simple, methodologically sound research- or project- based investigation/solution to provide new understanding that affects areas of their own work practice</li><li>• Is able to evaluate the actual and potential effects of theories and actions, including impacts outside of the immediate context</li></ul>	<p>TEACHING/LEARNING METHODS AND STRATEGIES There should be provision of opportunities for learners to perform and practise specific professional/practical skills in context.</p> <p>ASSESSMENT</p> <p>Skills are primarily assessed through a work-based learning project.</p> <p>Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data)</p>
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<p><b>Masters Level (FHEQ Level 7):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can operate substantial investigation to address significant areas of their own work practice using methodologies which are consistent with their purposes and contexts</li> </ul> <p>Can critically evaluate thinking, action and structural factors operating in the area of their own work practice, including underlying assumptions, and identifying implications for wider systems beyond the area of practice</p>	
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D TRANSFERABLE SKILLS AND OTHER ATTRIBUTES

<p>D) TRANSFERABLE SKILLS AND OTHER ATTRIBUTES</p> <p><b>Level 1 (FHEQ Level 4):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can recognise the implications of different issues and courses of action in predictable, defined contexts</li> <li>• Can identify and evaluate the practical effects and impact of operating parameters and begin to appreciate the complexity of the issues</li> <li>• Can demonstrate an appropriate level of numeracy and literacy</li> <li>• Can communicate effectively in a format appropriate to their role</li> <li>• Can work effectively with others</li> </ul> <p><b>Level 2 (FHEQ Level 5):</b></p> <p><b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can identify the implications of different</li> </ul>	<p>TEACHING/LEARNING METHODS AND STRATEGIES</p> <p>There should be opportunities to practise skills in specific settings as appropriate.</p> <p>ASSESSMENT</p> <p>Typically reflective essays and interviews, and work- based projects.</p> <p>Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data)</p>
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issues and courses of action

- Is able to identify dilemmas and value-conflicts
- Can identify and evaluate the effects and impact of operating parameters and principles
- Can demonstrate the ability to reflect on own personal impact on others and area of practice
- Can interact effectively within a team/learning group, giving and receiving ideas and modifying responses where appropriate

**Level 3 (FHEQ Level 6):**

**The Learner:**

- Can assess the implications of different issues and courses of action
- Can manage dilemmas and value-conflicts and demonstrate confidence in applying their own criteria or judgement
- Can identify interrelationships between wider systems in which the area of practice is located
- Can evaluate the impact of self on different situations.

**Masters Level (FHEQ Level 7):**

**The Learner:**

- Can evaluate alternative implications of different issues and courses of action and can reflect on own and others' functioning in order to improve practice
- Can evaluate and manage dilemmas and value-conflicts
- Can evaluate and act on interrelationships between wider systems in which the area of practice is located
- Can demonstrate a level of personal and contextual awareness and the ability to

<p>adjust approach according to need</p> <ul style="list-style-type: none"> <li>• Has independent learning ability</li> </ul>	
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#### SECTION 4: PROGRAMME STRUCTURE

*Use next page to provide a structural chart of the programme showing:*

- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

There are no common pathways through the Framework to a generic 'Integrated Professional Development' award of the Scheme. The compulsory proportion of work-based learning must be at least 15 credits for each award and for an Honours Degree and Masters Degree must be at least 35 level 3 and 35 level M credits respectively as a major work-based project which includes research or evidence-based work.

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.

**The following awards may be granted:**

ENTRY  
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**COMPULSORY MODULES**

At least one 15+ credit work-based learning project module at any level

**OPTIONAL MODULES**

(in time, a diet could be available via a SW Region module catalogue)

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 )

**Award/Primary Target:**

**Certificate Professional Development**

- Credit requirements – 60 at level 0 or above with not less than 50 at level 1 or above

OR

**Graduate Certificate Professional Development**

(this award is designed to build on existing intellectual attainment and develop new knowledge and skills in a professional discipline)

- Credit requirements – 60 credits at level 1 or above with not less than 40 at level 3 or above

OR

**Postgraduate Certificate Professional Development**

- Credit requirements – 60 credits at level 3 or above with not less than 40 at level M

→ GRADUATION

<p>ENTRY ↓</p>	<p><b>COMPULSORY MODULES</b></p> <p>At least one 15+ credit work-based learning project module</p>	<p><b>OPTIONAL MODULES</b> (in time, a diet could be available via a SW Region module catalogue)</p> <p>Any work-based learning project module</p> <p>Any other UWE module or unit of study</p> <p>Credit-rated learning opportunities from other awarding bodies</p> <p>Modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment )</p>	<p><b>Award/Primary Target:</b></p> <p><b>Certificate of Higher Education Professional Development</b></p> <ul style="list-style-type: none"> <li>• Credit requirements – 120 at level 0 or above with not less than 100 at level 1 or above and not less than 40 at level 2 or above</li> </ul>
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→ GRADUATION

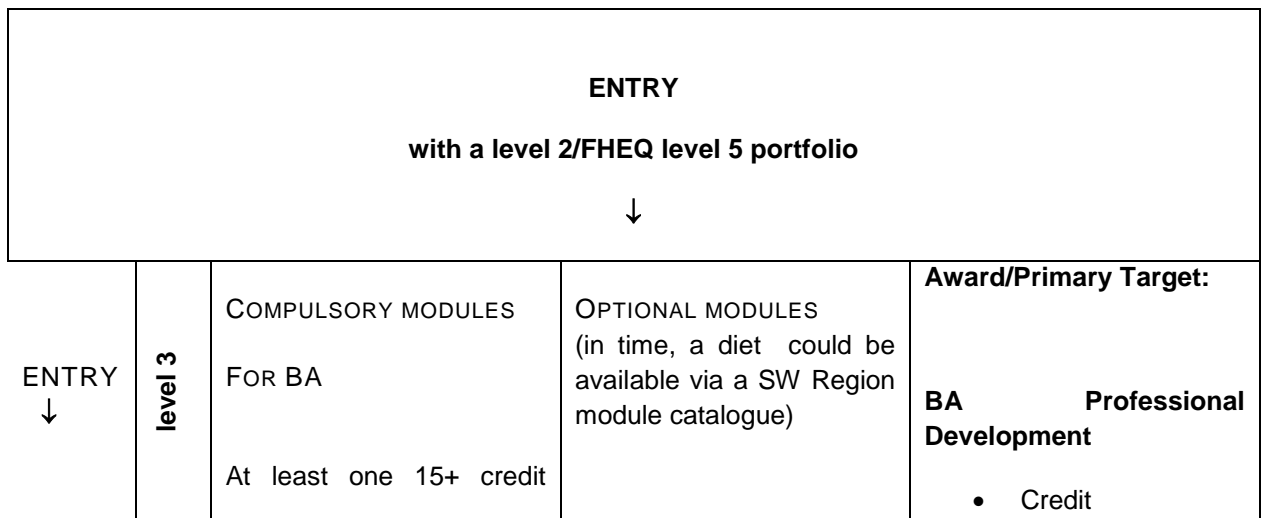
**ENTRY**

**with a UWE level 1/FHEQ level 4 portfolio**



<p style="text-align: center;">UWE level 2 FHEQ Level 5</p>	<p>COMPULSORY MODULES</p> <p>At least one 15+ credit work-based learning project module</p> <p>And in the case of Foundation Degree qualification at least 40 credits of work-based learning</p>	<p>OPTIONAL MODULES (in time, a diet could be available via a SW Region module catalogue)</p> <p>Any work-based learning project module</p> <p>Any other UWE module or unit of study</p> <p>Credit-rated learning opportunities from other awarding bodies</p> <p>Modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment</p>	<p><b>Award/Primary Target:</b></p> <p><b>Diploma Professional Development</b></p> <ul style="list-style-type: none"> <li>• Credit requirements – 200 at level 0 or above with not less than 180 at level 1 or above and not less than 80 at level 2 or above</li> </ul> <p><b>Diploma of Higher Education Professional Development</b></p> <ul style="list-style-type: none"> <li>• Credit requirements – 240 at level 0 or above with not less than 220 at level 1 or above and not less than 100 at level 2 or above</li> </ul> <p><b>Foundation Degree Professional Development</b></p> <ul style="list-style-type: none"> <li>• Credit requirements – 240 at level 0 or above with not less than 220 at level 1 or above and not less than 100 at level 2 or above and must include 40 credits of work-based learning, 20 at level 1 or above and 20 at level 2 or above</li> </ul> <p style="text-align: right;">Page 15 of 24</p>
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→ GRADUATION





	<p>work-based learning project module</p> <p>FOR BA(HONS)</p> <p>AT LEAST ONE 35+ CREDIT LEVEL 3 WORK-BASED LEARNING PROJECT MODULE INCLUDING RESEARCH OR EVIDENCE-BASED WORK</p>	<p>Any work-based learning project module</p> <p>Any other UWE module or unit of study</p> <p>Credit-rated learning opportunities from other awarding bodies</p> <p>Modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment</p>	<p>requirements – 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 60 are at level 2 or above and not less than 60 are at level 3 or above</p> <p><b>BA(Hons) Professional Development</b></p> <ul style="list-style-type: none"> <li>• Credit requirements – 360 credits at level 0 or above with not less than 280 at level 1 or above, not less than 60 at level 2 or above and not less than 60 at level 3 or above.</li> </ul>
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→ GRADUATION

<p><b>ENTRY</b></p> <p><b>with a UWE level 3/FHEQ level 6 portfolio</b></p> <p>(First degree or equivalent professional qualification or approved experience)</p> <p style="text-align: center;">↓</p>			
<p><b>UWE level 2</b></p> <p><b>FHEQ Level 5</b></p>	<p>COMPULSORY MODULES</p> <p>AT LEAST ONE 15+ CREDIT WORK-BASED LEARNING PROJECT MODULE</p>	<p>OPTIONAL MODULES (in time, a diet could be available via a SW Region module catalogue)</p> <p>Any work-based learning project module</p> <p>Any other UWE module or unit of study</p> <p>Credit-rated learning opportunities from other awarding bodies</p> <p>Modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment</p>	<p><b>Award/Primary Target:</b></p> <p><b>Graduate Professional Development</b>      <b>Diploma</b></p> <ul style="list-style-type: none"> <li>• Credit requirements – 120 credits at level 1 or above with not less than 80 at level 3 or above</li> </ul>

ENTRY  
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<b>UWE level M</b>	<b>COMPULSORY MODULES</b>  At least one 15+ credit work-based learning	<b>OPTIONAL MODULES</b> (in time, a diet could be available via a SW Region module catalogue)	<b>Award/Primary Target:</b>  <b>Postgraduate Certificate Professional Development</b>
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	<p>project module</p>	<p>Any work-based learning project module</p> <p>Any other UWE module or unit of study</p> <p>Credit-rated learning opportunities from other awarding bodies</p> <p>Modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment</p>	<ul style="list-style-type: none"> <li>• Credit requirements – 60 at level M (up to 20 will be allowed at level 3)</li> </ul> <p><b>Postgraduate Diploma Professional Development</b></p> <ul style="list-style-type: none"> <li>• Credit requirements – 120 at level M (up to 40 will be allowed at level 3)</li> </ul>
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**ENTRY**  
**with a Postgraduate Diploma**



<p style="text-align: center;"><b>UWE level M</b> <b>FHEQ Level 7</b></p>	<p><b>COMPULSORY MODULES</b> There must be a total of 60 credits at level M of which there must be at least one 35+ credit level M work-based project module including research or evidence-based work</p>	<p><b>OPTIONAL MODULES</b></p> <p>None</p>	<p><b>Award/Primary Target:</b></p> <p><b>MA Professional Development</b></p> <ul style="list-style-type: none"> <li>• Credit requirements – 180 credits at level 3 or above with not less than 120 at level M</li> </ul>
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<p><b>SECTION 5: ENTRY TO THE SCHEME</b></p> <p>Initially, 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 Director 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.</p>
<p><b>SECTION 6: ASSESSMENT REGULATIONS</b></p> <p>A variation to the University of the West of England modular framework assessment regulations</p>
<p><b>SECTION 7: STUDENT LEARNING: DISTINCTIVE FEATURES AND SUPPORT</b></p>

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.

Module delivery will be supported by a range of student- centred approaches e.g. distance learning, and will include learning sets which could be face-to-face and/or supported electronically.

The Team is committed to adult learning approaches that include the development of learning contracts and critical and independent enquiry for the work- based elements. Assessment methods reflect adult learning principles that allow students to shape and develop academic work that focuses on current work based learning. These may include written assignments, practise assessment and examination of professional/work profiles.

The University with its named partners are committed to providing an organised system of student support in relation to both academic and personal concerns. It also recognises the need to ensure that learners have access to comprehensive information on the availability of resources and sources of help. This commitment will be demonstrated through:-

- An induction programme for all learners
- The provision of a Programme Director
- Provision of web-based Scheme information and module handbooks for the compulsory work-based learning project modules
- Access to libraries and computer suites
- Subject to approval, student adviser and study skills support
- A named contact for enquiries

## SECTION 8 REFERENCE POINTS/BENCHMARKS

*QAA Academic Infrastructure*

*University Learning, Teaching and Assessment Policy*

*Staff research projects:*

- *A Realistic Longitudinal Evaluation of Work-Based Learning of Qualified Nurses, Lesley Moore and Jane Bridger, University of the West of England, 2008.*
- *Part of the Bigger Picture: Foundation Degree Learners' Experiences in UWE Federation Partner Colleges, Kate Thomas, University of the West of England, 2008*

*Employer interaction/feedback: The West of England Aerospace Forum (WEAF) is a regional network dedicated to supporting the growth and competitiveness of the aerospace sector in an increasingly globalised industry. Aerospace Training South West is a WEAFF initiative aimed at ensuring that the industry is equipped with up-to-date skills and has access to demand-led provision. It has actively supported the Shell Award Framework project because it has the potential to be able to keep up with fast moving changes in production techniques and associated training which is often urgent and carefully targeted by its nature.*