CONTINUING PROFESSIONAL DEVELOPMENT

HEALTH AND LIFE SCIENCES

www.northumbria.ac.uk/cpd
Northumbria University has an excellent reputation for providing innovative, flexible and wide-reaching professional learning and development opportunities to those working in the caring professions.

Designed by a multi-professional team including Physiotherapists, Occupational Therapists, Nurses, Midwives, Social Care Staff and Medical Practitioners, our range of Continuing Professional Development (CPD) is tailored towards individuals who are driving and enabling practice development in NHS North East.

We have excellent relationships with partner services in health, social care and social work and our range of CPD provision supports practitioners and managers to engage in professional learning and then examine how this can be integrated in the practice arena.

Most people studying CPD at Northumbria have their learning funded by NHS North East and to ensure they receive the most appropriate training and development, students can customise their CPD learning to suit their specific requirements and future career aspirations*.

**CPD modules**

Learners can study at a variety of academic levels, including just studying stand-alone modules as in-depth as required. Modules are taught at undergraduate or postgraduate level and cover subjects relating to different clinical specialisms and areas of practice as well as generic subjects such as

leadership, facilitating learning in practice and governance. Upon completion, students gain 10, 20 or 30 academic credits at either undergraduate or postgraduate level.

Students can stop studying after completing one module or can go on to study more, as required, building the number of academic credits they have. Study must be completed within a five-year period.

* Please note that CPD does not lead to professional registration.
Sheila McQueen

(BSc (Hons) Nursing, Postgraduate Certificate in Business Administration, Postgraduate Diploma in Educational Practice, MA Advanced Practice)

Registered General Nurse and Registered Sick Children’s Nurse

What subjects do you teach?
My main subjects are nursing, paediatric emergency and critical care, advanced practice, continuing professional development and practice development. I have worked within nursing for 30 years and was an advanced practitioner and senior nurse in paediatric critical care. I have always been interested in developing practice, service improvement and advanced practice roles in order to ensure high-quality care delivery for patients and families.

What is the most rewarding aspect of your job?
It is definitely helping students who perhaps don’t feel that academic study is for them. It is very rewarding to guide students to embrace study and help them to see that they can develop themselves as professionals, develop life-long learning skills and very importantly support them to develop practice.

Why would you recommend studying CPD at Northumbria?
All registered health professionals have a duty to continually professionally develop. CPD has specifically designed modules and programmes that support developing practice, enable partnership with Trusts, are responsive to change, have creative delivery and include a supportive structure for busy, hard working, professional staff.

How would you describe your philosophy of teaching?
My philosophy is to meet the needs of service providers and commissioners as well as to ensure a good student experience and to promote a research culture in teaching and learning activity. Creative approaches to teaching and learning should always have a practice focus.

If you had one piece of advice for those who are going to study at Northumbria, what would it be?
Embrace the learning experience and all it offers and accept all guidance and support offered. It will make a difference to you and your practice.
CPD programmes

If in-depth study is required at the start of the learning process, students can select an appropriate level of study and then a specialist area, to tailor-make their CPD qualification.

At undergraduate level, if:

- 120 undergraduate credits are successfully accrued, the learner will graduate with a Bachelors degree.

At postgraduate level, if:

- 60 credits are successfully accrued students will graduate with a Postgraduate Certificate;
- 120 credits are successfully accrued students will graduate with a Postgraduate Diploma;
- 180 credits are successfully accrued students will graduate with an MSc.

For example, someone wishing to study Palliative Care at undergraduate level would be awarded a BSc (Hons) Practice Development (Palliative Care) upon graduation. You can also study a BSc (Hons) Emergency Care Practice, or Emergency Care Practice at Graduate Certificate level.

You can also study a Postgraduate Certificate in Musculoskeletal Clinical Practice.
CPD was designed with individual, tailor-made, career progression in mind and at Northumbria we actively encourage our students to continue learning to reach their personal and professional potential. The diagram below demonstrates the postgraduate learning journey a student could take when studying CPD at Northumbria:

**Postgraduate Certificate Practice Development**
Year 1
Semester 1 and 2
60 CREDITS

Choose between one of two core modules:
- AC0730: Evidence for practice (20 credits)
- AC0731: Service improvement (20 credits)

Plus: Two additional modules, one of which may be taken at Level 6 (to make a total of 40 credits)

**Postgraduate Diploma Practice Development**
Year 2
Semester 1 and 2
120 CREDITS

These core modules are studied:
- AA0126: Research skills: Approaches, designs and methods (30 credits)
- PP0715: Creating and sustaining practice development (30 credits)

**MSc Practice Development**
Year 3
Semester 1 and 2
180 CREDITS

One of the following dissertation options is chosen:
- PP0189 Empirical project (60 credits)
- PP0190 Practice project (60 credits)
- PP0191 Systematic appraisal (60 credits)
- AC0721 Practice evaluation dissertation (60 credits)
**Mode of delivery**

The majority of CPD modules and programmes require day attendance at Coach Lane Campus at some point during the period of study. Details will be confirmed during the application process. This face-to-face contact is supplemented by guided study activity, further reading and formative and summative assessment tasks.

Where appropriate, our state-of-the-art simulation suites allow supported learning and decision making in emergency, critical and peri-operative care.

Increasingly, more flexible formats such as distance learning, e-learning and blended learning, where there is a mixture of face-to-face and online learning activity, are utilised. This aims to maximise learning, whilst reducing the amount of travel and time away from the workplace.

Northumbria’s web-based e-learning portal is also used extensively as a learning hub and it is essential that CPD students are computer literate.

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**Duration of study**

(Normally)

<table>
<thead>
<tr>
<th>Level of study</th>
<th>Duration of study (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate Practice Development</td>
<td>15 weeks</td>
</tr>
<tr>
<td>BSc (Hons) Practice Development</td>
<td>15 months</td>
</tr>
<tr>
<td>Postgraduate Diploma Practice Development</td>
<td>21 months</td>
</tr>
<tr>
<td>Postgraduate Diploma Practice Development</td>
<td>24 to 30 months</td>
</tr>
<tr>
<td>MSc Practice Development (incorporating the Postgraduate Certificate and Postgraduate Diploma)</td>
<td>Three to four years</td>
</tr>
</tbody>
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**Added value**

Northumbria University is committed to delivering relevant, accessible and practical life-long learning opportunities, and CPD is of significant value to health and social care professionals who are required to demonstrate continuing professional development in order to maintain registration.

Our CPD modules and programmes have been specifically designed to meet the needs of practice and reflect contemporary agendas such as Strategic Direction, Practice Guidelines, National Service Frameworks, the Patient and Public Involvement Agenda and World Class Commissioning. CPD therefore not only enables personal achievement but significant professional development and academic recognition.

Northumbria’s web-based e-learning portal is also used extensively as a learning hub and it is essential that CPD students are computer literate.
What was it about the course that particularly appealed?

I work full-time as a paramedic and was attracted to the course because of the relevance to my area of practice and the wide choice of modules on offer. There was also a great deal of flexibility in fitting these around my work pattern.

Have you found it difficult to balance your workload with your studies and home life?

Yes, there have been times when it has been difficult to fit everything in, especially working shifts and holidays. My only advice would be to voice any concerns to a tutor as soon as possible, as there has never been a situation that we haven’t been able to resolve.

In what way has your study been useful or meaningful in your work?

From the first study day, I have taken my learning and been able to use it in the field immediately. Each module has increased my abilities and, just as importantly, my confidence. The course has been hard work but there is always something to gain from every session and the opportunity to put learning to practical use reinforces the whole learning experience.

What’s your favourite thing about University?

Easy access, excellent library facilities and help facilities.
How did you come to be interested in the subject?
As a mental health nurse I worked with young people who had emotional difficulties and I didn’t understand how they were feeling or how I could help. After listening to what they had to say, I became passionate about trying to increase both my own and others’ understanding of what their needs are.

Why did you become a lecturer?
I initially decided to become a lecturer because I wanted to continue to make a difference; I wanted to improve the quality of care being provided to young people. By lecturing I can increase people’s knowledge surrounding mental health. Before I began lecturing, I worked in an adolescent mental health team in Sunderland. I supported young people who had a variety of difficulties such as anorexia, self-harm and depression. Using my training as a family therapist, I listened to their stories and helped them and their families; we worked together, striving to make a difference.

What are the most rewarding aspects of your job?
I find it highly rewarding meeting a wide variety of people and listening to their personal and professional experiences. Working together I notice when people change and develop further, including myself. The beauty is that my vocation helps to develop my own and others’ potential, skills and knowledge at the same time as making a difference to the lives of young people, helping them to develop and fulfil their potential. Out of all the lectures I give, I find the session on anorexia quite emotive. It challenges peoples’ perceptions and attitudes towards young people who are under the influence of anorexia.

Anthony Ross
(Diploma in Addictions, MA Family Therapy and Systemic Practice)
Registered Mental Health Nurse

Contact us
Visit www.northumbria.ac.uk/cpd to view CPD modules, programme specialism options, entry requirements and assessment information.
Alternatively, contact our friendly and knowledgeable Administrative Team for more information:
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