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## Application and enrolment

For an application form or details of enrolment procedures, course fees or any other information please contact our Post-Experience and Postgraduate Office

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Postgraduate

# ADVANCED PROFESSIONAL DEVELOPMENT FRAMEWORK



Sheffield  
Hallam University

SHARPENS YOUR THINKING



# Advanced Professional Development framework

The Advanced Professional Development (APD) framework is for professionals in health, social care, sport and biosciences who wish to continue their professional development in a way that is relevant to their own career aspirations.

The framework is made up from a choice of over 150 modules including specialisms in professional areas and leadership and management. This allows you to tailor a course to meet your own personal and professional career development requirements.

You can work towards a postgraduate certificate, postgraduate diploma or full master's award in Advanced Professional Development.

## How the framework operates

Once we receive your application, you will meet up with a course tutor. They will work with you to find the best modules for your needs. This may be studying an individual module, choosing a selection of modules that give you the opportunity to transfer to a programme to gain a professional qualification, or a clear route through the framework to give you the skills and experience you need to progress in your career.

You can decide your pace of study. You may take up to four modules every year. We know how hard it can be to combine demanding work and personal commitments with academic study, so the APD framework allows you to step on and step off at each award level. If you have already undertaken some postgraduate level study at another university or in the workplace, you may be able to gain accreditation for your previous experience and learning.

The APD framework offers over 150 module choices grouped into three strands

### Advanced skills and knowledge

These are modules in specialist areas covered by the professional subject groups within the Faculty of Health and Wellbeing - health and social care, biosciences and sport and active lifestyles.

### Advanced role development

Modules cover generic, often interprofessional areas of knowledge, such as management and leadership, mentoring and case management.

### Advanced research and academic skills

These modules are designed to develop your confidence as a researcher. These include research methods modules and your dissertation for the final master's award.

Please visit our website at [www.shu.ac.uk/hwb/cpd/modules](http://www.shu.ac.uk/hwb/cpd/modules) for more information on the full range of modules.

## Benefits to you

The APD framework provides you with a programme of learning which meets your individual needs, develops you in your professional role and enhances your employability.

This framework is designed for maximum flexibility. You can study the subjects you want to, in the combination that suits your needs, and a pace that suits your lifestyle. Our tutors will spend time with you to find out your aims and objectives so they can advise you on the right modules to help you achieve these, without limiting your future career options.

You will improve your skills in interprofessional working, as you apply your learning alongside a range of health and social care professions, and you will have significant opportunities to support your study through work-based learning.

## Benefits to your employer

You can work with your employer and your course tutor to select the modules that not only assist your career aspirations, but also help meet the needs of your organisation. Many of our modules are based heavily on your working practice, and all the modules will need you to directly apply your learning to your work setting. Your manager will see tangible benefits to both your service and to the experience of service users.

The framework meets the current policy agendas for advanced professional roles. It encourages students to work more effectively and confidently within their organisation and in partnership with others.

## Attendance

Attendance at Sheffield Hallam University varies depending on your module choice. Modules are taught in a number of different ways including distance learning (no attendance at University), block study and day attendance during the week.

You will be expected to continue your study by applying your learning to your workplace setting, and also by studying independently at home, using a range of online and written materials.

## Assessment

Assessment varies depending on your module choice, but may include assignments, case studies, portfolios and presentations.

## Entry requirements

Entry requirements vary depending on your module choice. Generally you will need a first degree or equivalent. Some modules may require a certain level of clinical or management experience.

## How to apply

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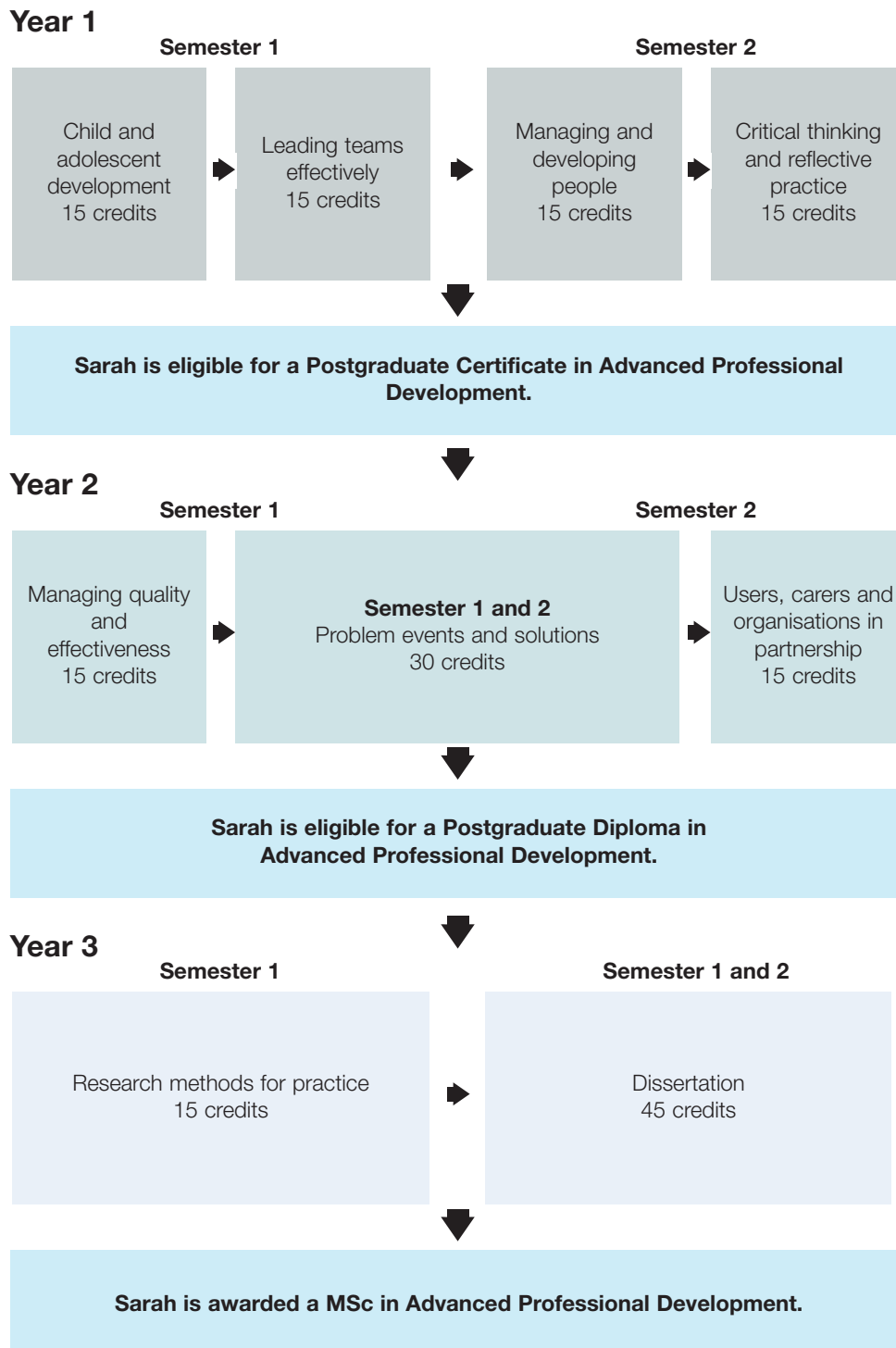


# Case studies

\*All case studies are fictional and used to provide an examples of routes that could be followed through the programme.

## Social worker\*

Sarah is a social worker who qualified seven years ago with a Diploma in Social Work. She was recently appointed as a first line manager of a 'Looked After Children' team. Sarah discussed her continuing professional development needs with her employer, and identified a need to take further study in both management and practitioner skills. Her employer agreed to fund Sarah's study and released her for one day a week. Sarah and her employer discussed her learning needs with a course tutor at Sheffield Hallam University and developed the following study plan.

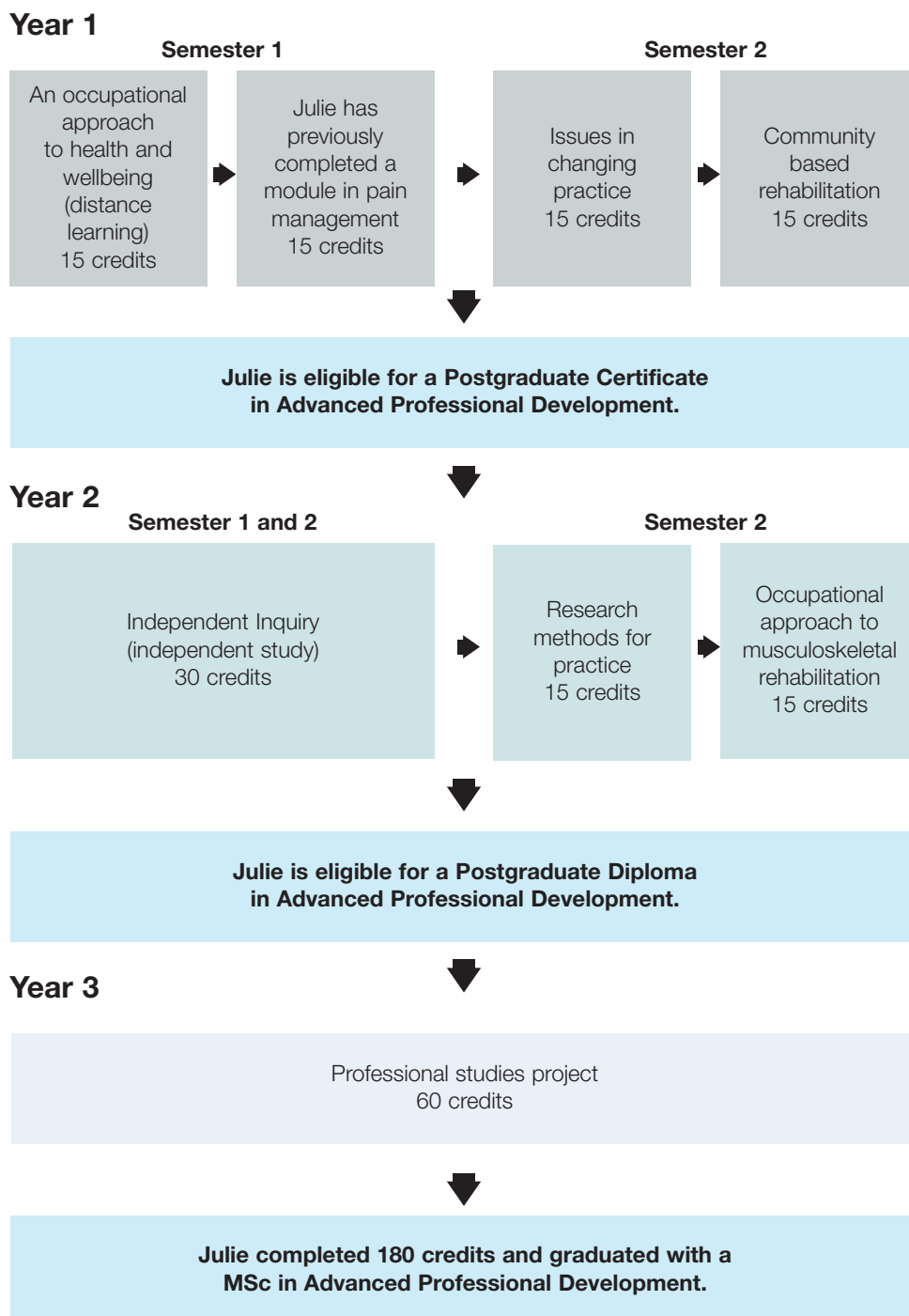


Sheffield Hallam University is currently working with the General Social Care Council to ensure that some APD modules will contribute to social workers obtaining post-qualifying awards.

## Occupational therapist\*

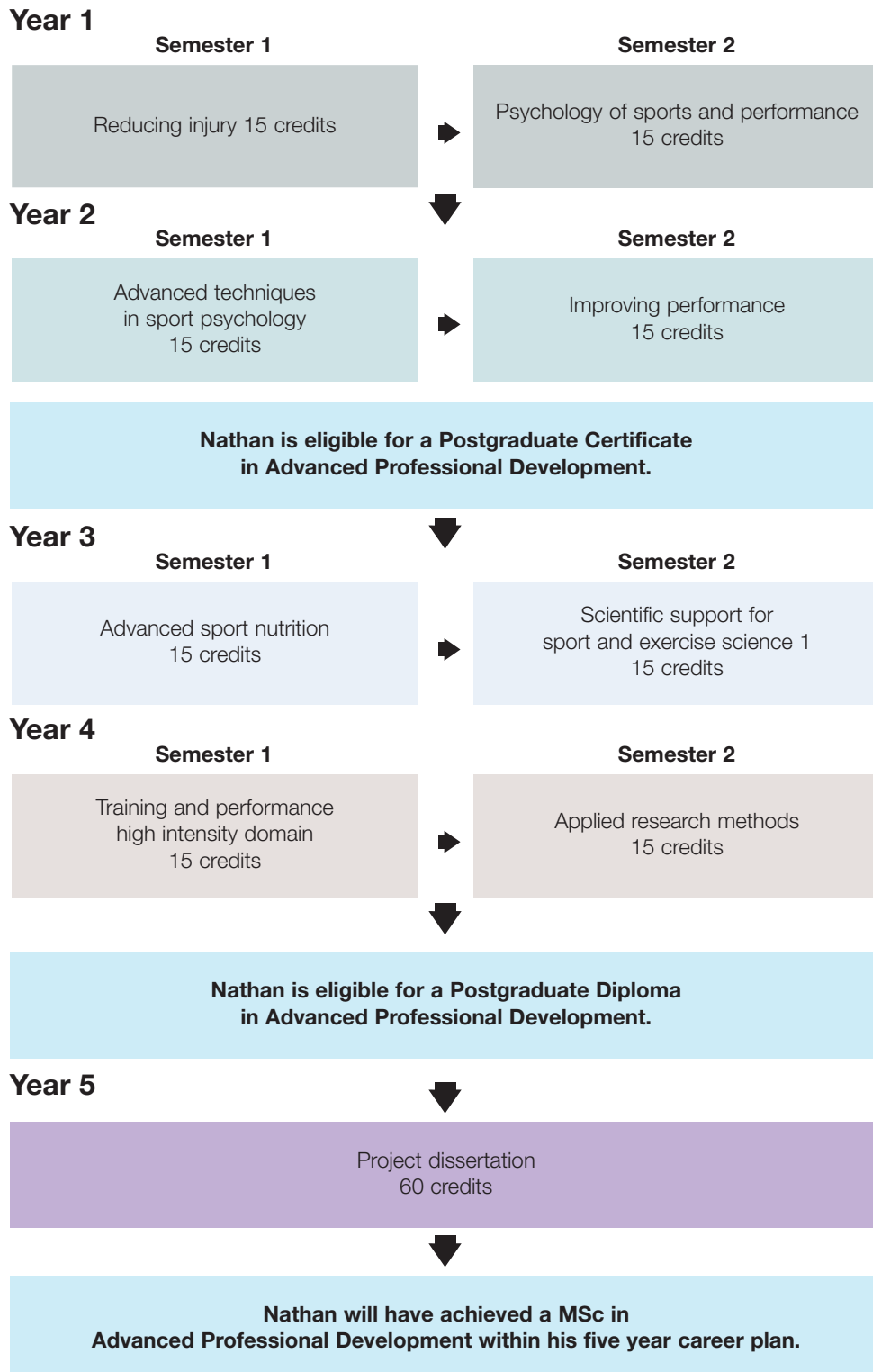
Julie is an occupational therapist. She qualified a number of years ago. As part of her continuing professional development and a change in her responsibilities at work her employer asked her to undertake a 15 credit module in pain management. Although reticent to return to study after a long break she really enjoyed the course and after discussion with her employer wanted to continue with her study.

Julie lives 50 miles away from Sheffield Hallam University and has a young family. She was concerned about travelling and chose to complete some modules that involved distance learning.



## Sports coach\*

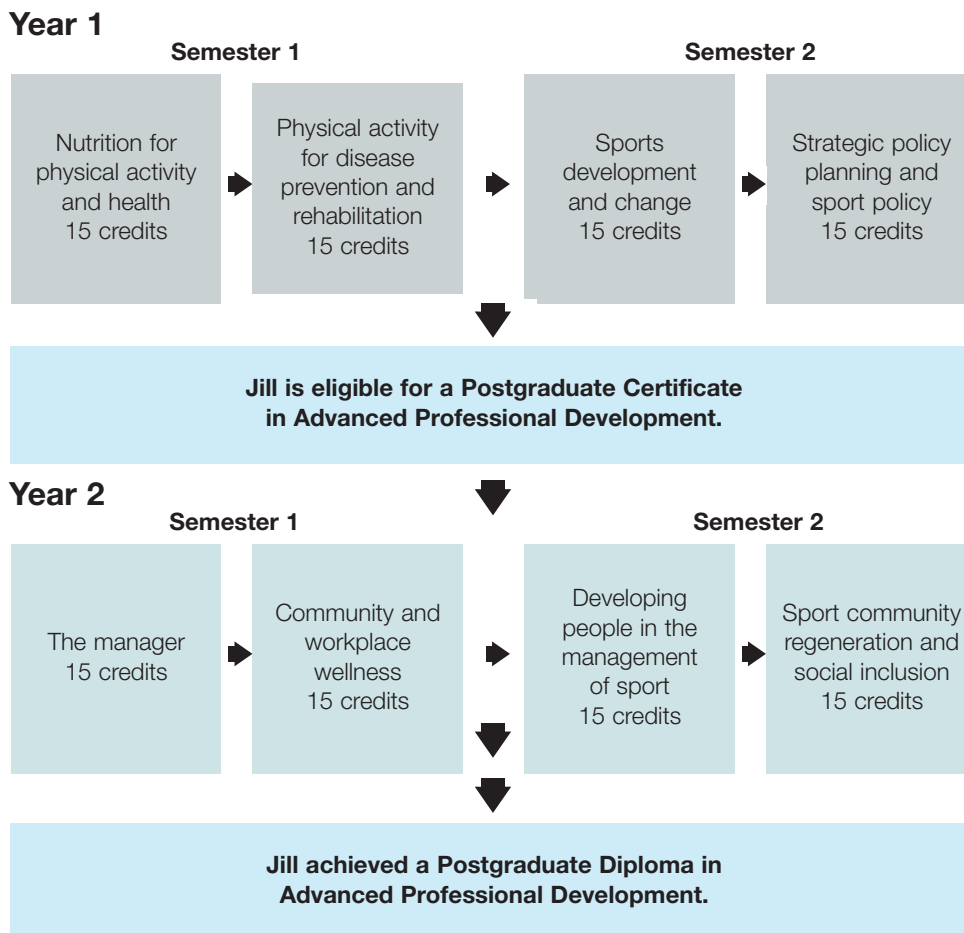
Nathan is a semi-professional football player who will be coming to the end of his playing career over the next five years. Nathan graduated ten years ago and has completed some postgraduate study. He currently works in a sales environment but is beginning to plan for a career as a personal trainer or sports coach.



### Leisure centre manager\*

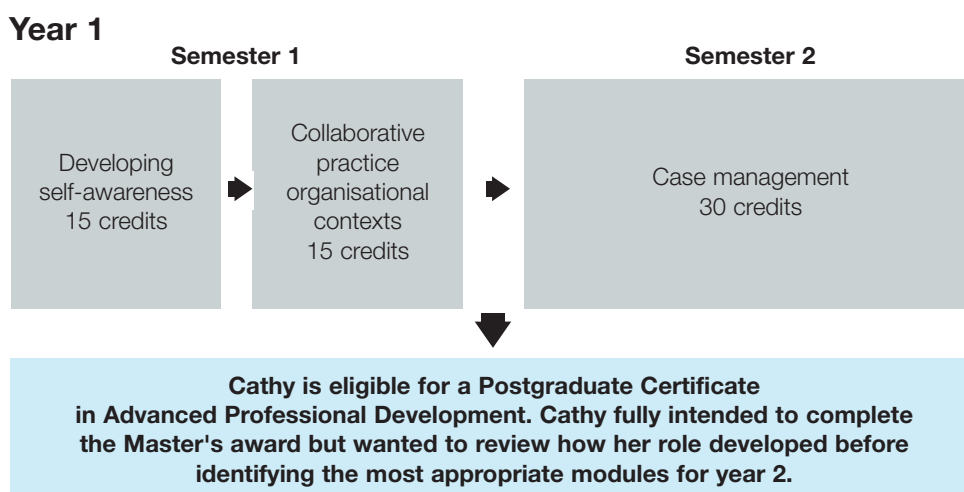
Jill is a leisure centre manager and leads a team of people to deliver sport activities within her centre and the local community. She is particularly interested in healthy communities and feels this is an area that she could develop further if she had the knowledge and skills. Her employer is willing to sponsor and support her to postgraduate diploma level providing she is able to prove that the course will be relevant to this area and to her management role.

Jill developed a programme alongside her employer and course tutor, using the Advanced Professional Development framework.



### Nursing\*

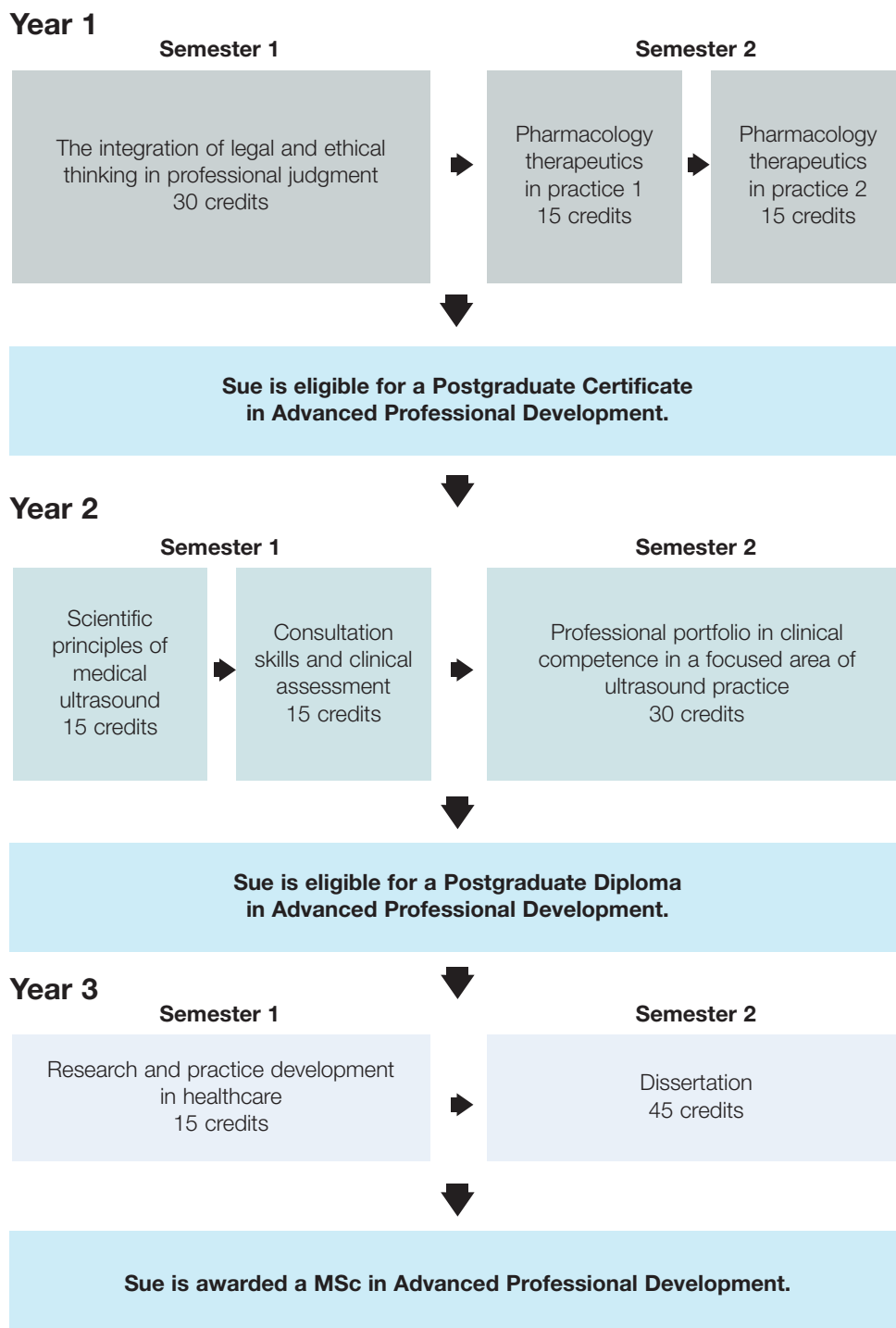
Cathy had been appointed into a new role of community matron. During her appraisal her manager suggested that a master's qualification would be beneficial to her. Cathy discussed this further with staff at Sheffield Hallam University and found that her past certificated learning gave her 60 credits at level 6. She was accepted on to the APD framework through a non-standard route. After discussion with the APD team and Cathy's line manager the following programme of study was identified for the first year



## Nursing\*

Sue qualified as a nurse in 1985, she became a registered midwife in 1990 and completed a BA Honours in Health Care Studies in 1998. She is currently employed as a clinical nurse specialist in the assisted conception unit of a large inner city hospital. The role has developed in the three years she has been employed and she is interested in developing her knowledge further, particularly in relation to undertaking diagnostic ultrasound, which would be a valuable skill to incorporate into her role.

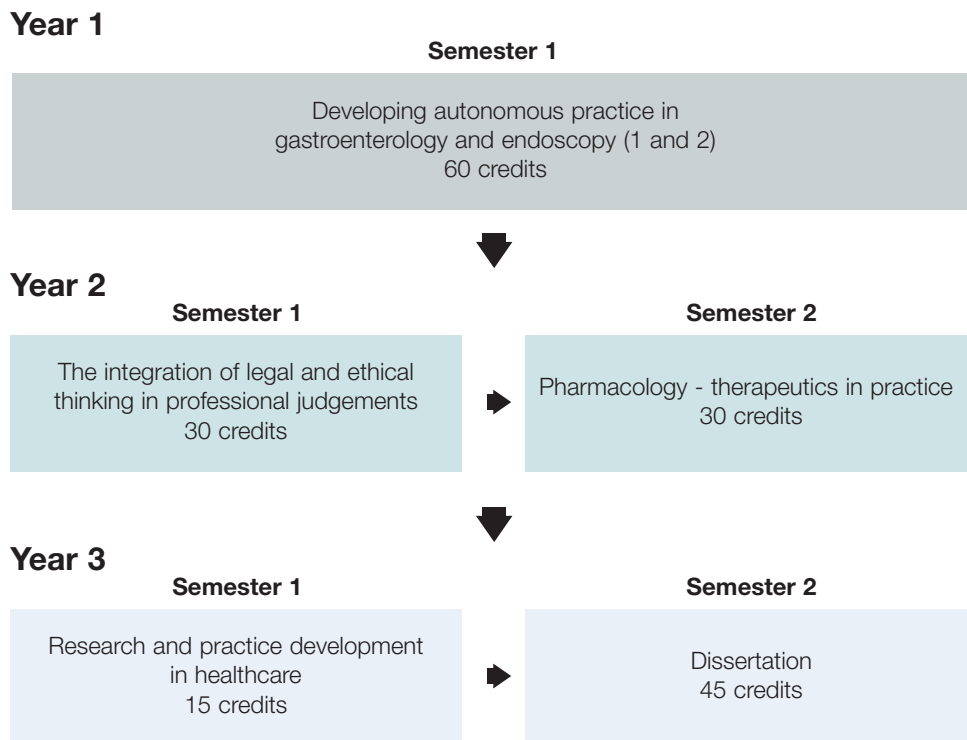
She agreed with her line manager that her continuing professional development needs will be met through part-time study at Sheffield Hallam University. She will gain a master's qualification in Advanced Professional Development by following the programme of study below.



## Nursing\*

Alex is employed as clinical nurse specialist in colorectal surgery at a large acute NHS Trust. He has recently set up a nurse-led clinic for patients undergoing day surgery and is increasingly becoming more autonomous in his practice. He wishes to undertake a programme of study that will acknowledge and facilitate further development

Alex qualified as a nurse in 1993 and has completed several post qualifying training programmes since then including a BA Honours Health Care Practice completed in 1999. Alex has been employed at various acute hospital trusts, within the specialties of general surgery, colorectal surgery, oncology and palliative care



## Team manager\*

Mohamed is an improvement team manager for a primary care trust. He has completed some postgraduate study at master's level before moving to a new job in Sheffield. Mohamed successfully applied through the APCL process to have these 90 credits recognised. Mohamed's time commitments limited the amount of study he was able to undertake, so he completed just two modules.

