

Programme Specification

Programme title: PG Certificate Enhanced Clinical Practitioner

Academic Year:	2022/23
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	BTHFT for module NUR7073-C
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] Postgraduate Certificate Enhanced Clinical Practitioner
Programme accredited by (if appropriate):	Prescribing Elements approved by NMC, HCPC, GPhC
Programme duration:	Part time: Postgraduate Certificate – 1 year
QAA Subject benchmark statement(s):	Not applicable
Date last confirmed and/or minor modification approved by Faculty Board	

Introduction

Experienced nurses and healthcare practitioners now have the opportunity to take on challenging roles, working across professional, organisational and system boundaries to meet diverse patient needs (Francis 2013, Cavendish 2013, HEE 2017 HEE 2021, RCN 2018). The framework for advanced clinical practice which includes the four pillars of clinical practice, leadership, education and research are required by healthcare practitioners working towards these senior professional roles (HEE 2020, HEE 2021, RCN 2018). Evidence of Masters level study too at least postgraduate certificate level is increasingly becoming an element of developing practitioner roles (HEE2020, HEE 2021, RCN 2018)). The programme is designed to develop the skills in complex reasoning, critical thinking and analysis required to undertake these roles. The award offers students the opportunity to apply knowledge to a range of clinical and professional situations through reflection and practice experience. Learning and Teaching is designed to equip students with skills in using a range of information, data, tools and techniques to improve the quality of patient care and health outcomes as well as demonstrate impact and value. There is a focus on patient safety, risk assessment and risk management within a clinical governance context.

The Faculty of Health Studies is a major provider of education and training for individuals working within the health, social, independent and community/voluntary sector organisations across West Yorkshire and Harrogate Region and wider. The Faculty focus on

excellence through knowledge, practice, research, leadership and management aims to support the future sustainability of the individuals, through lifelong learning and improved employability and thereby influencing the future adaptability of individual organisations and service delivery to promote change.

The Postgraduate Certificate Enhanced Clinical Practitioner has a choice of modules, allowing the student to build an award that meets their own professional needs. The programme includes modules that are delivered on a specific named award for critical care practitioners to address a specific requirement of critical care units nationally, students can choose to undertake one of those modules while studying for this programme. As a UK student the programme of study will not only focus on research informed knowledge and understanding but will also extend the students skills and competence in practice. A student's chosen programme of study and the collection of modules students may choose to study will contextualise their learning and address the aims and learning outcomes for the programme, outlined in the next section of this document. An academic advisor will discuss and support a student's module choices.

Curriculum

The programme provides a range of modules from the School of Nursing and Healthcare Leadership that are negotiated to provide an individualised curriculum that suits a student's particular learning or employment needs. Students will be guided in their module choices by the Programme Leader at a study planning meeting before the start of the programme. The students study plan will be reviewed with their Personal Academic Tutor (PAT). It is possible that the student's professional learning needs would be better met by expertise from another School within the Faculty, for example a radiographer, and this will be addressed based on individual student need.

Students may wish to have previous accredited learning recognised through the University recognition of prior learning process. Where there is a difference in credit volume the 10 credit Independent Studies module may be used to ensure the correct volume of credit is achieved.

Programme Aims

The programme is intended to:

- Provide a flexible educational framework that is vocationally relevant, which meets student's professional development needs, as well as the organisational needs of employers.
- Provide opportunities for inter-professional teaching and learning to share the knowledge, skills and experience common to a range of different health and social care disciplines.
- Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies such as the NMC, GPhC and HCPC and recognised National benchmarks and Competency frameworks.
- Stimulate students to become a self-directed learner who is motivated to sustain and advance their own continuous professional learning.
- Develop student's clinical skills, knowledge and critical understanding to an advanced level, applicable to their own field of practice.

- Further develop student's cognitive and practical skills to undertake data synthesis, complex problem solving and risk assessment.
- Prepare students to become an autonomous practitioner, to work in leadership and specialist roles with high levels of accountability.
- Develop students as a practitioner who will innovate, promote evidence informed practice and improve service user outcomes.
- Develop students as a leader with skills and confidence, to act as a role model, supporting the professional development of colleagues and the work of their organisation.
- Develop students as a critically reflective, competent leader who will manage service development towards effective, sustainable, inclusive, fair and ethically sensitive service provision.

Programme Learning Outcomes

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, students will be able to:

- LO1 Critically evaluate appropriate literature and research evidence and apply findings to their clinical practice.
- LO2 Critically reflect upon and demonstrate knowledge of values, ethical thinking, equality awareness, inclusive practice.
- LO3 Demonstrate the ability to risk assess, problem solve and articulate sound arguments and justify decisions using a variety of formats including written and oral communication skills.
- LO4 Demonstrate independent learning and the critical reflection required for continuing professional development of themselves and others.
- LO5 Provide professional leadership to promote and support the professional practice and colleagues.

Curriculum

Postgraduate Certificate Enhanced Clinical Practitioner

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Advanced Communication	Option	30	Sem 2	NUR7020-C
7	Clinical Competence in Advanced Practice	Option	30	Sem 2	NUR7023-C
7	Symptom Management in Life Limiting Illnesses across the Lifespan	Option	30	Sem2	NUR7032-C

7	Advanced Knowledge and Skills for the Management of the Critically Ill Adult	Option	30	Sem 1	NUR7033-C
7	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions	Option	30	Sem 1	NUR7034-C
7	Cancer - understanding, treatment, management and care	Option	30	Sem 1	NUR7035-C
7	Evidence based diabetes care	Option	30	Sem 2	NUR7041-C
7	Haematology and bone marrow transplant-understanding treatment management and care	Option	30	Sem 1	NUR7042-C
7	Urgent care minor illness / minor injuries	Option	30	Sem 1	NUR7063-C
7	Advanced Respiratory care	Option	30	Sem 2	NUR7065-C
7	Enhanced Paediatric Nursing Skills	Option	30	Sem 1 & 2	NUR7073-C
7	Advanced Cardiology Care	Option	30	Sem 3	NUR7074-C
7	Care of Co-Occurring Mental Health Addiction	Option	30	Sem 2	NUR7075-C
7	Prescribing for pharmacist	Option	30	Sem 1 or 2	PRE7003-C
7	Prescribing for Healthcare professionals	Option	30	Sem 1 or 2	PRE7004-C
7	Skin Cancer Clinical examination and management	Option	30	Sem 1	PRP7003-C
7	Advanced Physical Assessment and Clinical Decision-Making Skills	Option	30	Sem 2	PRP7005-C
7	Independent Studies	Option	10	Sem 1 or 2	HES7001-A
7	Independent Studies	Option	20	Sem 1 or 2	HES7002-B
7	Independent studies	Option	30	Sem 1 or 2	HES7004-C

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

Learning and Teaching Strategy

Whilst following this programme of study, students will engage with learning through a range of teaching methods. These methods will be dependent on modules studied, however student-centred approaches to learning are a feature of the modules and students will be expected to take responsibility for their learning as they develop their academic skills. There are several approaches to the manner in which modules are delivered and these include block attendance, study day attendance, distance learning and blended learning. When devising the students individual study plan with an academic advisor, students will be informed regarding which delivery methods are utilised for which module.

The learning and teaching strategy has been designed so that students have the opportunity to develop theoretical understanding, research informed knowledge and critical thinking (Programme LOs 1 – 5), to develop a range of skills appropriate to their professional field organisation and workplace setting (Programme LOs 1 - 5).

The modules within the programme offer students the capacity to acknowledge and build upon the knowledge and skills they may have acquired through previous learning experiences including those in the workplace.

A student's course of study will expose them to a range of different teaching, learning and assessment techniques required to achieve the learning outcomes.

The teaching approaches that are used across the Faculty of Health Studies are informed by the University and Faculty core values which are for teaching and learning to be: Research informed, Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. Students may experience these across their choice of modules to meet both the aims of the programme and their learning outcomes which may include any number of the following:

- Research informed lectures: To a group of students where information will be presented and discussed.
- Facilitated seminars and group discussion: Where learning will be through the interpretation and critical application of information and group learning.
- Tutorials: Where small groups of students reflect upon and discuss issues related to their learning.
- Work-based learning: Where learning is directed at consolidating skills in relation to theory and best practice, enabling students to advance their competence in their field of practice.
- Use of Web based virtual learning environments such as Canvas and E- learning packages: To access information and to interact with other students undertaking group work or developing wikis or discussion groups.
- Directed reading: Where set reading is provided.
- Self-Directed learning: Where students are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed.
- Undertaking a clinical project which is shaped by their own self-directed learning needs and the learning outcomes at MSc level.

Student will be expected to develop an autonomous learning style and become self-directed as a learner.

Assessment Strategy

Students learning will be assessed against the learning outcomes through the use of a range of different assessment techniques which may include one or more of the following approaches:

- Written essay
- Reflective case study/reviews
- The development of a reflective portfolio
- Completion of set number of competencies
- Completion of a set number of clinical contacts
- Practical examination
- Computer based Multiple Choice Question examination
- Computer based open book examination.
- Seminar presentation/VIVA
- Objective structured clinical examination (OSCE)
- Audit Tool development
- Participation in discussion groups

Some of these teaching and assessment strategies may change over time and through the ongoing development of the courses.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below.

<https://www.bradford.ac.uk/governance/ordinances-and-regulations/>

However, there is/are [number the waivers] exception(s) to these regulations as listed below:

However, there are 2 exceptions to these regulations as listed below:

1. Students are permitted an automatic second attempt at assessment following assessment committee review prior to a Board of Examiners meeting taking place.
2. For all modules with a clinical component every element of the assessment must be passed at 40%, the pass requirement will be clear on individual module descriptors.

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

- A first degree in a relevant subject area, NVQ level 6 or equivalent or a relevant postgraduate qualification.
- A registered qualification with a UK professional regulatory organisation may be a requirement to undertake some optional modules.

Students, without a first level degree but evidence of study at level 6 and significant clinical experience and employer support will be eligible to apply for an academic waiver.

Students for whom English is not a first language must have an IELTS score of 6.5 or equivalent.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

References

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- Francis R., (2013) The Mid Staffordshire NHS Foundation Trust - Public Inquiry - Chaired by Robert Francis QC
<https://webarchive.nationalarchives.gov.uk/20150407084231/http://www.midstaffpublicinquiry.com/report> (accessed 06/02/2021)
- Health Education England (HEE) (2017) Multi-professional framework for advanced clinical practice in England
http://allcatsrgrey.org.uk/wp/download/education/medical_education/continuing_professional_development/HEE-ACP-Framework.pdf (accessed 06/02/2021)
- Health Education England (2021) First Contact Practitioners and Advanced Practitioners in Primary Care: (Paramedic) A Roadmap to Practice
<https://www.hee.nhs.uk/our-work/primary-care/first-contact-practitioners-advanced-practitioners-paramedics> accessed (17.3.2021)
- NHS (2020) Core Capabilities Framework for Advanced Clinical Practice (Nurses) Working in General Practice / Primary Care in England
<https://skillsforhealth.org.uk/info-hub/advanced-clinical-practice-nurses-working-in-general-practice-primary-care-in-england-2020/> (accessed 6.2.2021)
- RCN(2018) Section2 Advanced Level Nursing Practice Competencies
<https://www.rcn.org.uk/professional-development/publications/pub-006896> (accessed 6.2.2021)
- QAA (2008) Higher education credit framework for England: guidance on academic credit arrangements in higher education in England
https://www.qaa.ac.uk/docs/qaa/quality-code/academic-credit-framework.pdf?sfvrsn=940bf781_12 (accessed 06.02.2021)

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Minor modifications for 2022/23 academic year	23/05/2023