UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Pharmacy and Life Sciences		
Course Code(s):	BM060N01UM BM060N31UM	Full-time Part-time	1 Years 6 Years
UCAS Code:			
Course Title:	Graduate Diploma Cardiac Physiology		
Hierarchy of Awards:	Graduate Diploma Cardiac Physiology		
Language of Study:	English		
Date of first cohort:	14/Sep/2026		
Specification valid from:	2025/6		

Academic Staff

Course Leader:	Dr Janine Fletcher
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website. Applicants will need a lower second class or above Honours degree in a related science subject (for example Human Physiology or Exercise Science). Applicants are required to hold a contract of employment in an appropriate NHS department to complete the clinical components of the course requirements. It is our expectation that applicants will have some clinical experience prior to commencing this course. Applicants without previous clinical experience will only be considered for the part-time route of study. Applications to undertake the diploma should be supported by a letter of sponsorship from a work-based supervisor who will support them in the workplace. Applicants should have GCSE English and Maths at Grade C/4 or above, or Key Skills Communication and Application of Number at Level 2.

You will be required to complete a Disclosure and Barring Service (DBS) and Occupational Health assessment.

Distinctive Features of the Course:

This course has been designed to provide those with an appropriate science background and experience in a relevant healthcare science setting to develop their knowledge and work-based training to become a qualified Healthcare Science Practitioner. The academic component of the course delivers the scientific underpinning knowledge required in both generic healthcare science and in more specific aspects of physiological sciences. There is also a schedule of work-based training integrated within the course which utilises placement support offered within your employers NHS trust to enable you to develop competency in clinical techniques in cardiac physiology as specified within the practitioner training manual.

During your clinical placement, you will put the theoretical knowledge into practice, developing practical competencies in diagnostic investigations to record physiological measurement, patient interaction, and therapeutic interventions. Clinical placements are a core and mandatory component of this programme. You will complete supervised training in an NHS Cardiac Physiology department. Training includes both observation and hands-on practice under supervision, with progressive development from basic tasks to more advanced diagnostic procedures. These placements are aligned with the National School of Healthcare Science (NSHCS) Practitioner Training Programme (PTP) and the Academy for Healthcare Science (AHCS) Standards of Proficiency for Healthcare Scientists expectations and help you build confidence and readiness for practice. By working alongside registered physiologists and wider multidisciplinary teams, you will learn how clinical data is acquired, validated, and used to guide patient care.

Key features of the course include:

- Mandatory, structured clinical placements
- Development of core patient-facing skills, including communication, consent, professionalism, and patient-centred care.
- Practical learning embedded within NHS services, guided by clinical educators and workplace supervisors.
- Clear alignment to NSHCS PTP curriculum and AHCS Standards of Proficiency.
- Access to modern clinical simulation facilities to support skills development.to prepare for real-world practice

- Strong employer engagement to support employability and future career planning.

Through academic study and structured clinical learning, supervised practice, and a competency-based portfolio, you will develop the professional, technical, and interpersonal skills required for registration as a Healthcare Science Practitioner.

Educational Aims of the Course:

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2025/6	H	Full Time / Sandwich	£9535.00
2025/6	Overseas	Full Time / Sandwich	£15995.00
2025/6	H	Part Time	£4768.00
2026/7	H	Full Time / Sandwich	£9790.00
2026/7	Overseas	Full Time / Sandwich	£17600.00
2026/7	H	Part Time	£4895.00

PSRB:

None

Course Structure:

September (Full-time)

Module	Title	Credits	Period	Type
6BM078	Advanced Cardiac Physiology	60	YEAR	Core
6BM076	Professional Development in Healthcare Science	30	YEAR	Core
6BM065	Professional and Scientific Basis for Cardiovascular Respiratory and Sleep Science	40	YEAR	Core

September (Part-time)

Module	Title	Credits	Period	Type
6BM065	Professional and Scientific Basis for Cardiovascular Respiratory and Sleep Science	40	YEAR	Core

September (Part-time)

Module	Title	Credits	Period	Type
6BM078	Advanced Cardiac Physiology	60	YEAR	Core
6BM066	Work based placement for Graduate Diploma in Healthcare Science	40	YEAR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

Section 1.2.6 - Exemption from the standard University Academic Calendar in order to enable the completion of block teaching and practice based learning.

Section 4.2.1 - Exemption in accordance with competency requirements stipulated by the National School of Healthcare Science (NSHCS). All pieces of summative assessment should be components and must achieve a passing grade.

Section 4.6.2 - Exemption in accordance with competency requirements stipulated by the NHS National School of Healthcare Science (NSHCS). Compensation will not be permitted for any modules.

Reference Points:

UK Quality Code for Higher Education
Qualifications and Credit Frameworks
Subject Benchmark Statements
University Policies and Regulations
Equality Act 2010: guidance - GOV.UK
Practitioner Training Programme (PTP) - BSc (Hons) Healthcare Science - Cardiovascular, Respiratory and Sleep Sciences 2016/17
Good Scientific Practice (GSP). Professional Standards of Behaviour and Practice for Healthcare Scientists (2025; v1.7)
AHCS Standards of Education and Training (SET) for Undergraduate and Postgraduate Programmes (2024; v2.2).

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
GDIP01 Critically evaluate and apply knowledge relating to anatomy, physiology, pathophysiology and the principles underpinning healthcare investigations and therapeutic treatments (Knowing).	
GDIP02 Critically evaluate the legal, ethical, and professional frameworks that govern healthcare science practice, including data protection, consent, equality legislation, and quality assurance (Knowing).	
GDIP03 Devise and implement evidence-based practices and procedures to diagnose, record, monitor and treat health conditions (Doing).	
GDIP04 Adapt, apply and critically reflect on communication strategies to engage compassionately, inclusively and accessibly with patients, carers and multidisciplinary teams (Doing).	
GDIP05 Exercise professional judgement, autonomy and reflective practice to evaluate performance of self and healthcare services to drive continuous professional development and service innovation, within your scope of practice and personal competence (Being).	
GDIP06 Demonstrate leadership and safeguard service users through promotion of dignified, inclusive, ethical and sustainable practices (Being).	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

Teaching on the Graduate Diploma course is designed to help you build your knowledge and confidence step by step. You'll begin with core concepts in cardiovascular, respiratory and sleep science, and develop scientific and academic skills, before moving on to more advanced topics such as pathophysiology, diagnostics, and data interpretation. This gradual progression helps you feel prepared as the course progresses.

Your learning will take place through a blend of in-person and online activities. Face-to-face sessions, such as lectures, practical labs, seminars, and workshops will give you hands-on experience and opportunities to discuss ideas with staff and classmates. Online learning supports this by providing interactive materials, recorded sessions, quizzes, and digital resources you can access at any time. These two modes are designed to complement each other and offer flexibility, so you can study in a way that suits your needs and commitments.

Throughout the course, you'll be supported to develop the academic and digital skills needed for university study and future employment. You'll learn how to work effectively in groups, manage independent study, and use digital platforms confidently. Additional support, such as library workshops, academic skills sessions, and digital learning guidance, is available whenever you need it.

Professional and practice-based learning is woven into your academic experience. This will include work-based training, employer-linked activities, simulated clinical tasks, or case-based work that reflects real diagnostic and healthcare scenarios. These experiences help you apply your theoretical knowledge in practical settings and understand how physiology and diagnostics contribute to patient care.

Digital fluency is an important part of the course. You'll use digital tools for research, data analysis, and collaboration, and you'll be encouraged to engage with technology ethically and responsibly. This includes understanding the role of artificial intelligence and data security in modern healthcare, preparing you for digitally enhanced professional environments.

Assessment Methods/Assessments:

Assessment on the Graduate Diploma course is designed to help you learn, build confidence, and

develop the skills you'll need for your future career. You'll experience a balanced mix of tasks, such as case-based analyses, written essays, presentations, and online quizzes, so you can show what you know in different ways. These assessments are spaced across the year to help you manage your workload effectively.

To support your progress, you'll have regular opportunities to practise before completing your final assessments. This might include submitting a draft section of a report, trying out sample exam questions, completing short online activities, or taking part in peer-feedback sessions. These formative tasks allow you to experiment, learn from mistakes, and apply feedback from tutors without the pressure of grades.

Your assessments are designed to help you develop key intellectual and professional skills. You'll learn how to analyse clinical data, evaluate evidence, solve problems, and build well-reasoned arguments, skills that are essential in science and also in a clinical setting. Many assessments involve applying your knowledge to real-life scenarios or interpreting patient-focused case studies, helping you see how your learning connects to practice.

We aim to make all assessments inclusive and accessible. You'll receive clear instructions, marking criteria, and when possible, examples to help you understand what is expected. If you have specific learning needs, support and reasonable adjustments are available to ensure you can demonstrate your abilities fully.

Where possible, you'll also have the chance to personalise your assessment experience. You may be able to choose a topic, select a case study, or focus on an area of clinical practice that interests you. This allows you to shape your learning and build skills that align with your goals and career ambitions.

Further Information for Student:

Although you have been to university before, we recognise that adapting back to academic life can be challenging and that the University systems may be different to what you have experienced before. On the Graduate Diploma course, we are committed to helping you settle in and succeed from your very first day! Support is embedded throughout your journey, helping you build the knowledge, confidence, and independence needed to succeed both academically and professionally.

We understand that students join with different levels of prior knowledge, so the Professional and Scientific Basis of Cardiovascular Respiratory and Sleep Science module is designed to bring everyone to a shared foundation in scientific principles, preparing you to further your knowledge in the subject specific modules and your work-based training. If you need additional support, with academic writing, referencing, critical thinking, or simply knowing where to go for advice, there are many avenues available.

ASK@WLV is a first point of contact for general enquiries, while the library's 'Skills for Learning' workshops help you develop key academic skills. You'll also have a Personal Tutor who will provide ongoing academic and pastoral guidance. The course team is with you every step of the way! If your studies are affected by health or wellbeing concerns, the Support to Study process ensures a proactive, compassionate approach to help you continue successfully.

Learning is interactive and engaging, combining lectures, tutorials, case studies, skills laboratory sessions, workshops and support sessions. Early formative activities such as quizzes, online tasks, and group work help you prepare for assessments. You'll receive clear briefs, guidance, and timely, constructive feedback to highlight your strengths, identify areas for improvement, and give clear advice on how to enhance your performance in future assessments to build your skills and confidence.

Your placement provider is audited to ensure they can provide an appropriate clinical practice environment, and training is provided so that your work-based assessors have a clear understanding of their roles and responsibilities for you whilst in placement. Whilst you are on placement you will have a primary work-based assessor who will oversee your training to ensure you are on track with your competencies. A university lecturer will check in on you and your work -based assessor during the year to ensure everything is running smoothly with your placement, as well as weekly support sessions at university, during semester time, to check on your progress and offer support as required.

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service, and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students' Union for advocacy, societies, and further peer-led services.

Currency:

The Graduate Diploma course is designed to stay current with the rapidly evolving fields of Healthcare Science. We have built in flexibility to allow for your learning to be shaped by a curriculum that is continuously reviewed against the latest research, emerging clinical technologies, and contemporary issues in healthcare science. Because the programme is taught by practising clinicians and active researchers, you can be confident that the breadth of content reflects up-to-date clinical expectations and best practice. Modules are refreshed regularly, and teaching staff bring cutting-edge insights directly into the classroom and laboratory.

Throughout the course, you are supported to develop strong inquiry skills and to engage directly with research. You will work with real datasets; critique published studies and explore research. Opportunities to design your own investigations, particularly in the final year project, help you develop as an independent, critical thinker.

The course prepares you to apply your knowledge creatively to real-world healthcare challenges, including those linked to sustainability, ethical practice, and social responsibility. Case-based learning, simulations, and problem-solving activities encourage you to consider the wider impact of clinical decisions on patients, services, and global health systems.

Our curriculum is deliberately designed to help you develop the University's Graduate Attributes. You will become a Knowledgeable and Digitally Fluent practitioner through hands-on experience with diagnostic equipment and digital tools. Activities focusing on professionalism, teamwork, and reflective practice help you grow as a Professional. Discussions around global health, equity, and evidence-based care support your development as a Global Citizen.

Finally, collaboration is embedded throughout the programme. You will learn alongside students from other health-related disciplines, and be taught by a diverse team of academics, and build the confidence to continue learning throughout your career. By the time you graduate, you will be well-equipped to adapt to future developments in healthcare science and to contribute meaningfully to your profession.

Personalisation Opportunities:

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Employability in the Curriculum/Employability and Professional Development:

The Graduate Diploma course is accredited by the National School for Healthcare Science, and is designed to support your employability and professional development by closely aligning academic study with the Practitioner Training Programme (PTP) curriculum set by the National School of Healthcare Science (NSHCS) and the Academy for Healthcare Science (AHCS) Standards of Proficiency. Completion of this course enables you to register with the Academy for Healthcare Science as a qualified Healthcare Science Practitioner.

Throughout the course, you will be supported to explore, prepare for, and progress into a career as a healthcare scientist, but also develop an awareness of further professional training, and postgraduate study.

Career preparation is embedded through practice-informed teaching, applied assessments, and structured work-based learning opportunities. You will engage with clinical placements and placement-related activities that reflect real-world physiological science practice, enabling you to develop clinical skills, professional behaviours, and an understanding of multidisciplinary healthcare environments. You will also have access to simulated clinical environments. Case-based learning and assessment briefs provide authentic exposure to professional contexts and expectations.

The course supports the development of a strong professional identity building a portfolio of skills, competencies, and experiences aligned with AHCS standards. Reflective practice is embedded across modules, enabling you to evidence learning, evaluate your professional development, and demonstrate readiness for healthcare science roles. You are introduced to professional conduct, ethical practice, patient-centred care, equality and diversity, and lifelong learning as core aspects of your professional identity.

Professional standards and employer expectations are embedded within course content, assessments, and learning activities. Assessments are designed to reflect tasks undertaken by healthcare science practitioners, such as clinical reporting, data interpretation, reflective accounts, and professional presentations. This ensures that students graduate with skills that meet NHS values, workforce needs, and PSRB requirements.

Students are supported to reflect on their strengths and areas for development through formative feedback, personal tutoring, and structured employability activities. Opportunities are provided to practise key employability skills, including CV writing, interview preparation, application writing, and professional communication, with guidance from academic staff and the University's careers services. Networking opportunities with healthcare professionals and alumni further support career awareness and confidence.

By engaging fully with these opportunities, you will graduate with a clear sense of direction, a strong professional identity, and the skills needed to thrive in your chosen career.