Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Nursing		
Course Code(s):	HW049P31UV	Part-time	1 Years
Course Title:	Postgraduate Certificate Professional Practice in Healthcare		
Hierarchy of Awards:	Postgraduate Certificate Professional Practice in Healthcare		
Language of Study:	English		
Date of DAG approval:	08/Apr/2020		
Last Review:	2022/3		
Course Specification valid from:	2019/0		
Course Specification valid to:	2028/9		

Academic Staff

Course Leader:	Mrs Caroline Lowe
Head of Department:	Robert Corbett

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	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

You must be a Healthcare registrant, currently registered with the NMC, HCPC, GPhC or GMC.

An existing undergraduate degree or postgraduate certificate or above, or alternatively certificated evidence of recent study at Level 6 (within the last 3 years) to ensure ability to study at Masters level.

Distinctive Features of the Course:

The Postgraduate Certificate in Professional Practice in Healthcare provides access to structured and supported educational development to enable you to progress through Masters Level study, looking at a range of relevant subject areas in the following modules: *7WB005 Career and Personal Development Planning (CORE)*; *7HW025 Service Improvement Project Management (CORE)*; and one Option module.

The Postgraduate Certificate in Professional Practice in Healthcare aims to facilitate personal and professional development and strengthen participants' ability to bring about positive change and solve problems effectively.

This course has a strong emphasis on the evaluation and development of healthcare practice and encourages participants to reflect critically on workplace experiences and learning. The course aims to provide a clear framework, which supports CPD, recognition of prior learning, and work-based learning.

The course aims to provide a route for registrants who wish to develop their careers, whilst maintaining a focus on all areas of healthcare practice. The course also offers opportunities for inter-professional learning with a mix of registrants undertaking the programme.

Educational Aims of the Course:

The Postgraduate Certificate in Professional Practice in Healthcare will allow you to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights at the forefront of your academic discipline or area of professional practice. It will enable you to evaluate critically current research and advanced scholarship in healthcare practice and to develop understanding and new skills to a higher level. You will demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in healthcare practice.

You will also demonstrate the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

The course aims to:

1. Equip students with the knowledge, skills and understanding to evaluate, enhance, synthesise and develop higher levels of decision making within the context of healthcare service improvement.
2. Provide the opportunity to engage in interdisciplinary and inter-professional learning and working.
3. Enable critical reflective practice and lifelong learning that fosters a spirit of scientific enquiry that promotes personal and professional development.

RPL

You can apply for “Recognition of Prior Learning” for healthcare related study – up to a maximum of 20 credits completed in the last 5 years at the discretion of the course leader. The only module which can be RPL against is the Option Module Year 1.

RPL

If you have previously completed 7HW063 Transforming Professional Practice (Closed course Dudley Group NHS Foundation Trust) with us in the last 5 years this module can be RPL into Year 1 as 20 credits to replace the Option Module.

If you have previously completed 7HW138 Professional Advocate (PA) with us in the last 5 years this module can be RPL into Year 1 as 20 credits to replace the Option Module.

Intakes:

September
January
May

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
2021/2	H	31	£2183.00
2022/3	H	Part Time	£2665.00
2023/4	H	Part Time	£2798.00
2024/5	H	Part Time	£2938.00

PSRB:

None

Course Structure:

January (Part-time)

Module	Title	Credits	Period	Type
7HW025	Service Improvement Project Management	20	INYR	Core

Group 01 | Min Value: 20 | Max Value: 20

Select one 20 Credit module from option list.

7NH035	Developing History Taking and Physical Assessment Skills for the Adult Patient / Client	20	INYR	
7HW122	Health and Social Care Policy and Practice	20	INYR	
7NH067	Recognition, Assessment and Interventions for the Deteriorating Patient	20	INYR	
7NH068	Advancing contemporary issues in mental health practice	20	INYR	

January (Part-time)

Module	Title	Credits	Period	Type
7WB005	Career and Personal Development Planning	20	INYR	Core

May (Part-time)

Module	Title	Credits	Period	Type

Group 01 | Min Value: 20 | Max Value: 20

Select one 20 Credit module from option list.

7NH035	Developing History Taking and Physical Assessment Skills for the Adult Patient / Client	20	INYR	
7HW122	Health and Social Care Policy and Practice	20	INYR	
7NH067	Recognition, Assessment and Interventions for the Deteriorating Patient	20	INYR	
7NH068	Advancing contemporary issues in mental health practice	20	INYR	

May (Part-time)

Module	Title	Credits	Period	Type
7WB005	Career and Personal Development Planning	20	INYR	Core
7HW025	Service Improvement Project Management	20	INYR	Core

September (Part-time)

Module	Title	Credits	Period	Type
7WB005	Career and Personal Development Planning	20	INYR	Core
7HW025	Service Improvement Project Management	20	INYR	Core

Group 02 | Min Value: 20 | Max Value: 20

Select one 20 Credit module from option list.

7NH035	Developing History Taking and Physical Assessment Skills for the Adult Patient / Client	20	INYR	
7HW122	Health and Social Care Policy and Practice	20	INYR	
7NH067	Recognition, Assessment and Interventions for the Deteriorating Patient	20	INYR	
7NH068	Advancing contemporary issues in mental health practice	20	INYR	

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

Academic Regulations Exemption:

Section 1.2.3 - The course will be delivered via a revised academic calendar to support progression through and between academic years.

Approved by Academic Framework and Regulations Sub-Committee 9th March 2023

Section 2.3.6 - Recognition of Prior learning up to a maximum of 20-credits will be permitted at the discretion of the course lead. Any prior certificated learning must have been completed within the last five years and any RPL claim will be subject to approval from the course RPL committtee.

Approved by Academic Framework and Regulations Sub Committee on 2nd May 2024

Reference Points:

QAA Subject Benchmarks 2022. http://www.qaa.ac.uk

Skills for Health, http://www.skillsforhealth.org.uk

University of Wolverhampton Academic Regulations 2022-23

The Nursing and Midwifery Council: https://www.nmc.org.uk/

The Health and Care Professions Council: https://www.hcpc-uk.org/ NHS England: https://www.england.nhs.uk/

UK Health Security Agency: https://www.gov.uk/government/organisations/uk-health-security-agency

NHS Constitution for England: https://www.gov.uk/government/publications/the-nhs-constitution-for-

england

Gov.UK: Clinical Governance Guidance (2022) https://www.gov.uk/government/publications/newborn-hearing-screening-programme-nhsp-operational-guidance/4-clinical-governance

NHS England (2019) NHS Long Term Plan

NHS Improvement (2019) The NHS Patient Safety Strategy

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
PGCERT01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: • to evaluate critically current research and advanced scholarship in the discipline • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	
PGCERT02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.	
PGCERT03 Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	
PGCERT04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.	
PGCERT05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGCERT06 Demonstrate the qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility • decision-making in complex and unpredictable situations • the independent learning ability required for continuing professional development.	

Teaching, Learning and Assessment:

The curriculum aligns with the University of Wolverhampton Learning and Teaching Strategy and Inclusive Framework: Curriculum Design and Delivery (see Inclusive Framework: principles and sub-principles (wlv.ac.uk)) in enabling you to achieve your full learning potential through being empowered and inspired. The registered curriculum is designed to be inclusive and flexible, to meet the needs of a diverse student nursing community. You will develop and enhance ongoing skills in relation to employability, enterprise, entrepreneurship, professional practice, sustainability and global citizenship through learning that is

informed by evidence-based research, practice and innovation.

Your learning and teaching will be supported by our virtual learning platform 'CANVAS'. Opportunities for studying with, and learning from, other health care disciplines are provided, both in university and in the practice setting.

Service users and carers contribute to all aspects of the curriculum including the co-production of specific teaching sessions and contributing to your assessment in some modules and in practice. This approach is recognised for the enhancement it brings to your learning and for the contribution it makes to ensuring that we prepare future professionals who are fit for practice, demonstrating person-centred skills and able to act in the best interests of service users and their families.

Where appropriate you will have access to our state-of-the-art skills Lab facilities at both Wolverhampton and Walsall campus.

In higher education, 'assessment' describes any process that appraises an individual's knowledge, understanding, abilities or skills. The ways in which you will be assessed at the University of Wolverhampton will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

At the University of Wolverhampton, a variety of modes of assessment are used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course will include a variety of assessment activity, which may include:

Written examinations (including online examinations, open and closed book examinations and quizzes)

Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)

Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

You will receive feedback on your progress throughout your course. Feedback on formative (developmental work) will be provided through peer review, verbal feedback on skills performance and group/individual presentations and, in some instances written feedback will be provided. Feedback on summative assessments will be provided in written form.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University Support:

The University Library is the key source of academic information for students. The Library provides access to a

wide range of online information sources, including e-books, e-journals and subject databases as well as printed material. Study spaces are available in each of our libraries, including social, quiet and silent areas. In addition to our day to day 'on campus' support, please use our 24/7 online chat service Library Assist.

The University Library also provides students with academic skills support via the Skills for Learning programme. Students can attend workshops or ask for one-to-one help with topics such as academic writing and referencing. This support is available both on campus and online from Skills for Learning.

The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Working in partnership with you

The pathway towards achieving your degree is one with highs, lows and everything in between. However, you are not alone! Obtaining a degree is a partnership between the University and you. This student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter:-https://www.wlv.ac.uk/about-us/student-charter/.

ASK

https://www.wlv.ac.uk/current-students/askwlv/

ASK@WLV is the first point of contact for all student queries and can be accessed any time online and over the phone or on-campus from Monday to Friday, 10am to 5pm. We can help you with accessing wellbeing support services, completing your enrolment and module registration, and understanding the rules and regulations for your course. Our friendly and knowledgeable team of advisors are here to help you get the support you need to make the most out of your time at university.

- Sign posting to Support and Wellbeing Services
- Support with progression
- Advice on extensions and extenuating circumstances claims
- Support students with attainment and retention
- Support with enrolment and registration

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your Course Guides, along with their contact details.

Course leaders

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Student Enabling Tutors

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department

regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Employability in the Curriculum:

Develop and demonstrate the qualities and transferable skills necessary for employment requiring:

- The exercise of initiative and personal responsibility
- Decision-making in complex and unpredictable situations
- The independent learning ability required for continuing professional development

Throughout the course students will have the opportunity to develop and demonstrate a number of key skills to enhance their current and future employability, some of these are listed below:

- Working effectively as part of a group and being involved in inter-professional working practices and educational opportunities.
- Demonstrate teamwork, leadership skills and be able to manage and resolve conflict.
- Be independent and self-directing in their own learning.
- Develop effective communication skills both written (via reports etc.) and oral (through formal presentations).
- Problem-solve and make sound judgements and complex decisions.
- Develop IT skills (which include use of virtual learning environments etc.)
- Time management and show the ability to be able to prioritise.
- Manage change and seek out innovative opportunities in order to enhance practice and service delivery.

These are reflected in the University's Graduate Attributes Framework (see Graduate Attributes Framework)