

Programme Specification for PGCert Enhanced Clinical Practitioner

This document applies to Academic Year 2024/25 onwards

Table 1 Programme Specification for PGCert Enhanced Clinical Practitioner

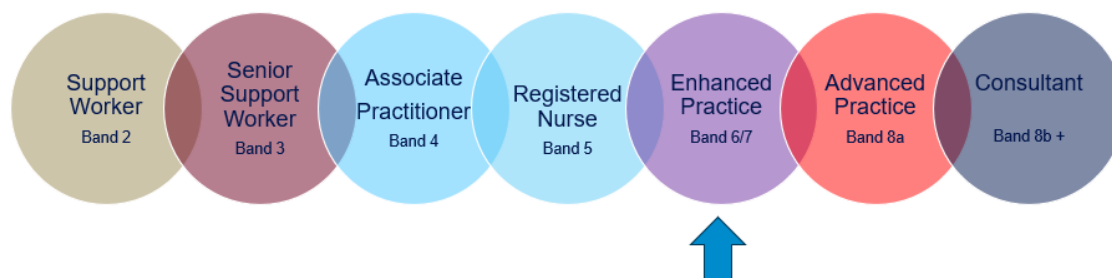
1.	Awarding institution/body	University of Worcester
2.	Teaching institution	<i>University of Worcester</i>
3.	Programme accredited by	N/A
4.	Final award or awards	PG Cert
5.	Programme title	PG Cert Enhanced Clinical Practitioner
6.	Pathways available	NA
7.	Mode and/or site of delivery	A highly blended learning approach, with theory delivered mainly online, supplemented with on campus skills and simulation days at the University of Worcester Work-based learning will be facilitated in the students place of employment
8.	Mode of attendance and duration	<i>Part time over 1 year</i> <i>Maximum duration 2 years</i>
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	QAA 2020 Masters Degree Characteristics download available from www.qaa.ac.uk). QAA 2024 UK Quality Code for Higher Education
11.	Date of Programme Specification preparation/ revision	Approved January 2025

12. Educational aims of the programme:

The Enhanced Clinical Practitioner (ECP) programme is built on the principles of [Enhanced Level Practice \(HEE 2022\)](#) incorporating the 4 pillars of advanced practice (clinical, leadership, education and research). It is therefore designed to support experienced healthcare practitioners explore the advancing practice agenda with an emphasis on application of knowledge and skills to complex situations to support risk management and decision making within their sphere of practice. The ECP role differs to the Advanced Clinical Practitioner (ACP) role in that they contribute to and manage episodes of care and defer to others, such as an ACP for the overall plan (HEE 2022). The ECP programme is multi-professional and aimed at registrants who aspire to enhance their scope of practice and work at an enhanced level of practice, working independently and autonomously within multidisciplinary teams which will benefit nurses, allied health professionals (AHPs) and midwives.

The educational theory underpinning this programme stems from the work of Dreyfus (2004) and Benner (1984) on the continuum of 'Novice to Expert,' where the enhanced practice level is aligned to proficient as opposed to competent for example as newly qualified registrant. The diagram below is an illustration of advancing levels of practice in the healthcare sector linked to agenda for change banding pay structure.

Advancing Levels of Practice:



The programme has been developed in response to local health care providers' requirements to develop an enhanced practice workforce which links to practitioner development and models of care provision. This educational model aims to provide a career framework allowing practitioners to access a flexible learning route from registration through to enhanced, advanced and consultant level practice roles (HEE 2022). The programme has therefore been developed with a distinctive and inclusive structure and sequencing of modules starting with a 15 credit Clinical Assessment module at level 6 to focus on the development of core knowledge, skills and behaviours applicable to a variety of settings applicable to the ECP role. Access at level 6 will also promote widening participation for those who wish to build on existing academic skills towards level 7 study. Furthermore, the programme will be delivered using a highly blended teaching approach, with a work-based learning component to meet the needs of professionals balancing work and studying towards this award.

Programme Aims:

- Provide an opportunity for practitioners to build on competence and develop and demonstrate proficiency and capability at an enhanced level of practice.
- Encourage intellectual challenge through the promotion of critical analysis, evaluation and problem solving of complex situations.
- Encourage critical appreciation of the varying perspectives and values of health and social care professionals, service users, carers and cultures.
- Develop practitioners who can act as leaders to initiate change management opportunities within the clinical setting
- Develop practitioners as role models and educators to support the development of other health care professionals in the clinical setting
- Provide a flexible, multi-professional, student centred route to postgraduate achievement.
- Promote opportunities for career development as an Enhanced Clinical Practitioner and Advanced Clinical Practitioner.

13. Intended learning outcomes and learning, teaching and assessment methods

Table 2 knowledge and understanding outcomes and which module/code they relate to

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1	Critically appraise the core knowledge and principles related to anatomy, physiology and pathophysiology underpinning the role of the enhanced clinical practitioner	MECP3001 MECP4002
2	Critically reflect on professional, legal, and ethical frameworks applied to one's own role and scope of practice as an enhanced clinical practitioner	MECP3001 MECP4003
3.	Critically explore advanced principles, concepts, theoretical frameworks, and best available evidence to inform enhanced clinical assessment and judgment within scope of practice.	MECP3001 MECP4003

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
4.	Apply the principles of evidence-based practice to assessment, investigation, diagnosis, and interventions related to complex patient-centred care	MECP3001 MECP4002 MECP4003
5.	Critically evaluate and apply theories and models of leadership, change management and service improvement to unpredictable and challenging health and care environments	MECP4004
6.	Critically explore theories of learning, teaching, coaching, and mentoring and apply to the role of the enhanced clinical practitioner	MECP4004

Table 4 learning skills and capabilities related to employability outcomes for module code/s

Skills and capabilities related to employability		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
7.	Demonstrate advanced communication and clinical assessment skills to undertake effective person-centred history taking and consultations	MECP3001 MECP4003
8.	Critically examine the role of human factors and risk management in enhanced clinical practice	MECP4003

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
9.	Critically reflect on enhanced personal and professional decision-making and clinical reasoning and their application in complex patient care and/or challenging healthcare settings	MECP4003 MECP4004
10.	Critically evaluate own contribution to working in partnership with the multi-disciplinary team and co-producing health and care strategies with diverse populations of people who use services and their families/carer	MECP3001 MECP4003

Learning, teaching, and assessment

The programme is aligned to the [University of Worcester Teaching and Learning Strategy 2020-25](#) and therefore adopts a flexible and student-centred approach to learning, teaching and assessment, working with students to achieve their potential. The programme incorporates a balance of approaches, including constructivist, where construction of knowledge occurs through experiences and engagement progressively through the programme, where students are encouraged to take the initiative for their own learning experiences and behaviours, which focuses on learning that is observable.

Teaching

Theory

A highly blended approach to learning and teaching reflects the enhanced clinical practitioners' need to develop generic knowledge and skills as well as specific skills based on their roles, setting and scope. The blended approach consists of a combination of synchronous online lectures, and interactive workshops and seminars, complemented by on campus teaching, focusing on the opportunity to complete enhanced clinical skills, in our skills and simulation suites. Interactive workshops take a variety of formats and are intended to enable the application of learning through

discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures. A range of online directed activities to support both online and on campus delivery, using the Virtual Learning Environment (VLE) Blackboard Ultra. Asynchronous delivery will be facilitated through flipped classroom approaches, guided reading, online discussion forums and e-learning packages.

The inclusion of a Level 6 module at the start of this programme, widens access to post-graduate study. Modules run consecutively across the programme, allowing students to gain confidence and competence in post-graduate study. Students are facilitated to focus on their learning journey by the development of an Individual Learning Plan, which is reviewed by the student's Personal Academic Tutor and Clinical Supervisor.

Worked Based Learning

Students will undertake supervised work-based learning in their placement of employment for module MEC3001. This is supported by e-learning resources hosted in Blackboard Ultra, ClinicalSkills.Net and work-based resources. A Clinical Supervisor will be required to support work-based learning and assessment of clinical competencies within this module. The Clinical Supervisor will be nominated by the student and role preparation will be provided by the course team.

Contact time

Students will typically complete 6 hours (one day) contact time per week during theory blocks, which usually consist of 6 - 8 weeks. 75% of the taught sessions are delivered synchronously online and 25% on campus (MECP3001).

On a typical campus-based day, contact time will be structured around:

- Lead lecture
- Interactive workshop or clinical skills and simulation
- Seminar or tutorials

On a typical day online day, contact time will be structured around:

- Flipped classroom
- Lead lecture available synchronously or asynchronously via the VLE
- Virtual workshops, seminars, or tutorials
- Asynchronous online discussion forum

Students will also complete 30 hours of supervised work-based learning, in their place of employment, for MEC3001, over 9 weeks, equating to 3-4 hours per week.

Independent self-study

In addition to the contact time, students are expected to undertake around 11-12 hours of personal self-study per week. Typically, this will involve asynchronous directed study, independent study, and preparation for assessments.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course.

Teaching is informed by research and consultancy, and 100% of lecturers on the course have a higher education teaching qualification or are Fellows Advance HE.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment(s) which is graded and counts towards the overall module grade.

A student-focused, inclusive approach to assessment is key to developing skills for the real world of practice as an Enhanced Clinical Practitioner. A range of assessment strategies recognise that students learn in different ways. Summative assessment includes, Objective Structured Clinical Examination (OSCE), clinical competency document, presentations, and a negotiated study.

A typical formal summative assessment pattern for the PG Cert is:

- OSCE
- Clinical competency document
- E-poster presentations
- Case-based presentation and supporting paper
- Negotiated study.

14. Assessment strategy

The assessment strategy reflects the requirements of the [University's Assessment Policy](#). Assessment forms an integral part of the programme design and underpins authentic and holistic learning, facilitating the integration of post-graduate study with knowledge, skills and attributes required by an Enhanced Clinical Practitioner. Inclusivity is central to the assessment strategy and involves the teaching team and students working in partnership, promoting engagement in a dialogue around assessment and feedback. Peer and tutor led approaches, including group and individual tutorials, support success, allowing students to make critical judgements about their own and others' work.

A range of formative and summative assessments recognises that students are unique in their approach to learning and permits students to identify approaches to assessment which fit in with their personal, learning requirements promoting inclusivity. Assessment for, assessment as and assessment of learning are central to student success.

Assessment of work-based learning

Assessment of work-based learning is contained within one module (MECP3001), which focuses on clinical assessment. Students are supported by a workplace Clinical Supervisor to complete the required competencies. The competency document uses an electronic platform, PebblePad. Students can demonstrate their competence via direct observation, case discussion or question and answers. The assessment of work-based learning is pass/fail only.

The programme utilises the [university generic grade descriptors](#) at levels 6 and level 7 to inform marking rubrics within the modules.

15. Programme structures and requirements

Table 6 award map for each level of the course

Module Code	Module Title	Level	Credits (Number)	Mandatory (M) or Optional (O)
				PG Cert
MECP3001	Clinical assessment skills for enhanced practice	6	15	M
MECP4002	Pathophysiology for enhanced practice	7	15	M
MECP4003	Clinical reasoning for enhanced practice	7	15	M
MECP4004	Leadership, change and education for enhanced practice	7	15	M
Total Credits			60	
PG Certificate To be awarded the PG Cert Enhanced Clinical Practitioner students must successfully complete 60 credits at Level 6 and 7 as listed in Table 6 above.				

Students can register for each module as a standalone module, without registering for the full award.

16. QAA and professional academic standards and quality

This award is located at Level 7 (60 credits and at least 40 credits at level 7) of the [OfS sector recognised standards](#).

The following sources have been used throughout the programme:

Apprenticeship Standard [ST0895 Enhanced Clinical Practitioner \(IFATE 2021\)](#)

NHS England (2024) Workforce, training and education [Enhanced Practice Health Education England \(2019\) Enhanced Practice. A workforce modelling project.](#)

[Health Education England \(2022\) Principles of Enhanced Level Practice](#)

[Multiprofessional framework for advanced practice in England \(2017\)](#)

[RCN \(2024\) Professional Development Framework Enhanced Level Nursing](#)

17. Support for students

Personal Academic Tutors

Students are allocated a Personal Academic Tutor (PAT) at the beginning of the programme who will meet with the student for a minimum of two meetings, timed to coincide with key points such as induction to discuss the Individual Learner Plan (ILP) in collaboration with the Clinical Supervisor and to discuss assessment feedback. The PAT may also support discussion on further study for students attending modules as stand-alone options.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services, Library Services, and the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Clinical Supervisors

Registered healthcare professionals who support and assess students during work-based learning which is attached to MECP3001. Clinical supervisors are suitably prepared for the role, by undertaking a short training session and being provided with written guidance, by the course team.

University based student support is available from:

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

18. Admissions

Admissions policy

The university aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it.

Applicants may apply for either the full PG Cert or individual 'standalone' modules.

The PG Cert Enhanced Clinical Practitioner seeks to recruit registered healthcare professionals working or self-employed in a health or care environment.

Applicants need to be working a minimum of 20 hours a week, as the course requires completion of a minimum of 30 hours of work-based learning in own place of employment for MECP3001.

Applicants studying the PG Cert or MECP3001, as a 'standalone' module, will be required to nominate an experienced registered healthcare professional as their Clinical Supervisor.

Learning in the workplace underpins development as an Enhanced Clinical Practitioner.

Entry requirements

Applicants must hold an existing professionally regulated qualification e.g., NMC/HCPC which allows them to undertake the Enhanced Clinical Practitioner Role

Either

A lower second-class honours degree (2:2) in a health-related subject or an overseas equivalent

OR

Qualification and experience considered to be equivalent to the above. All students applying via this route will be assessed and where necessary interviewed by the programme team.

See [Admissions Policy](#) for other acceptable qualifications.

When assessing a non-standard entrant's suitability onto the programme applicants will need to demonstrate their potential to achieve the aims and learning outcomes of the programme. The following criteria will be taken into consideration:

- Evidence of successful academic study and professional qualification at level 6 or equivalent.
- Experience of working in a health setting, the roles undertaken and the level of decision making undertaken
- Awareness of the demands of studying at postgraduate level
- Interest and motivation for successful study on the course
- Support from employer to undertake course or individual standalone modules.

Disclosure and Barring Service (DBS) requirements

The PGCert Enhanced Practitioner does not require students to undertake clinical placements, but one module on the programme use work-based learning in areas, where students are already employed/self-employed. All applicants must have a declaration of good character.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

- Academic decisions are made by the Course leader, in collaboration with and support from the Admissions Office.
- All applications must be via the online application system. These are seen firstly by the Admissions Office and then reviewed by the Course Leader and assessed against the course entry requirements.
- Students with non-standard qualifications but who believe they have the requisite experience and potential for development are encouraged to discuss their application with the Course Leader ahead of submission online.
- Candidates where admission is not appropriate at the time of application can seek advice from the Course Leader on how to prepare for a subsequent application and a suggested time frame for application.
- All applicants will be invited to an interview (telephone, face to face, or virtually via Teams) to discuss their application, realistic expectations of the course, appropriateness of the course for their role and to ensure that they have an appropriate mentor/supervisor arranged to support them throughout the course.

Admissions/selection criteria

Process and criteria for making an offer to applicants:

- Actual or expected academic or professional qualifications and grades, to meet the entry requirements above
- Relevant work or other experience specific to the entry requirements as above
- Applicants' own statements of interest in the course
- Written reference of suitability from employer which includes confirmation of good character and support to undertake course or individual standalone modules.
- Name and email address of the nominated clinical supervisor (MECP3001)
- An interview or, where appropriate, portfolio of the applicants' work (applications for stand-alone module study will be judged on the basis of the applicant's documentation only)

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and, a pass mark in each item of assessment is required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

This course is subject to the University's fitness to practice procedures

Requirements for Awards

Table 7 requirements for awards

Award	Requirement
PG Cert Enhanced Clinical Practitioner	Passed a minimum of 60 credits (15 at level 6 and 45 at level 7), as specified on the award map.

The PG Cert Enhanced Clinical Practitioner permits 15 credits at level 6 to be included within the final award.

PG Cert awards are unclassified.

20. Graduate destinations, employability and links with employers

Graduate destinations

All students are already in employment, or self-employed. Their aim following the course, is usually to focus on obtaining an Enhanced Clinical Practitioner role within their employing organisation, if not already working at this or an equivalent level. Completion of this programme equips students to access other level 7 optional modules for example, 30 credit MACP4007 Independent and supplementary prescribing module (NMC/HCPC approved V300) or 15 credit MACP4010 Professional Advocate level 7 module as stand-alone or as part of MSc Advanced Clinical Practice programme. As part of the journey of professional and role development students are encouraged to continue their academic journey through access to a range of higher degrees including PhD, professional doctorate and other taught doctorates.

Student employability

The PG Cert Enhanced Clinical Practitioner programme and the MSc Advanced Clinical Practitioner programme/apprenticeship (MSc ACP/A) have been developed in partnership with local employers and as such are closely mapped to both the needs of the student and the employer in relation to employability, required attributes and work-based learning. On completion of the PG Cert Enhanced Clinical Practitioner students will have developed specific, focused knowledge, skills and proficiency to meet the needs of local employers and the wider health and social care community. It is anticipated that many students will continue their studies onto the MSc ACP/A in preparation for seeking employment in Advanced Clinical Practitioner and Consultant roles as part of their career trajectory.

Links with employers

The course development team have worked closely with existing learners, employer partners in the local NHS and Independent sector to ensure the programme was co-produced and is current and meets national and local policy drivers. The relationship between university and employers locally and regionally is a mature one that has grown over several years to include the addition of apprenticeship provision since 2018. Employers are closely involved in programme recruitment, management activities, programme development and evaluation, curriculum design and delivery as required (via appropriate HR process). The course development team for this programme has included an external consultant and local employer representatives engaged in supporting the development of a staff development framework for advancing levels of practice. Employers also contribute to the annual review process and departmental periodic review and associated apprenticeship activity e.g., employer reviews and employer partner meetings.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.