

Programme Specification

Postgraduate Certificate in Urgent and Acute Clinical Care

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	Postgraduate Certificate
5.	Programme title	Postgraduate Certificate Urgent and Acute Clinical Care
6.	Pathways available	N/A
7.	Mode and/or site of delivery	University of Worcester and Health Education West Midlands
8.	Mode of attendance	Part time. Taught sessions and blended learning. Delivery is 5 days per module across the 12 weeks of the semester or in blocks of typically 5 days. Normally 9.30-4.30. Daytime, weekdays.
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	There is no definitive benchmark statement for standards in a professionally orientated Postgraduate Certificate in Urgent and Acute Clinical Care. Please refer to Section 16 for details of key sources. <u>QAA (2010) Master's Degree Characteristics</u>
11.	Date of Programme Specification preparation/ revision	June 2015 August 2016 (Regulations amended - Section 20)

12. Educational aims of the programme

Urgent Care is changing and the National Health Service (NHS) has to adapt and change to take account of increasing demand and complexity of care for its population (NHS England (2014) Five Year Forward View). Traditional urgent care by Accident and Emergency (A&E) and General Practitioners (GP) is making way for a plurality of urgent care providers and settings and an increasingly frail and older population.

This Programme has been designed to influence urgent and clinical care in long term conditions including the frail elderly and those older people with complex co-morbidity. It will reflect on the emergency skills needed by practitioners who may find themselves working in A&E or on ambulances as well as other settings in urgent care.

The programme will be delivered by specialists who work in their field of expertise but led by GPs who have to deal with the day to day assessment of those who may be acutely unwell. It will develop the skills and confidence in those who assess and manage service users with acute and urgent clinical conditions in the community. The programme will enable students to have a deeper understanding of the pathophysiological changes that underpin presentations of urgent and acute illness. Additionally, the programme aims to increase knowledge and confidence in assessing and managing service users with these conditions within a multidisciplinary environment.

The programme aims to:

1. Develop practitioners who can assess and manage urgent care and long term conditions including the frail elderly and those older people with complex co-morbidity.

2. Develop practitioners who can assess and manage patients with acute and emergency conditions in the primary care setting.
3. Cultivate a critical appreciation of pathophysiology and how illness can present acutely.
4. Provide flexible, multidisciplinary, student centred opportunities for students to postgraduate achievement.
5. Ensure that students develop the knowledge, skills and values required to meet the urgent needs of the frail elderly and those older people with complex co-morbidity.
6. Provide a stimulating environment based on the values of academic freedom, ethical awareness and critical appraisal.
7. Encourage intellectual challenge through the promotion of critical analysis, evaluation and problem solving.
8. Develop critically reflective practitioners, with the ability to utilise contemporary knowledge, theory, research and evidence to underpin professional practice.
9. Afford the opportunity for the student to challenge their own values and attitudes and develop new ways of thinking in a supportive environment.
10. Promote a philosophy of partnership working and collaboration which is effective with other health and social care professionals, service users, carers and their families.
11. Develop autonomy, self-management, leadership and decision making skills, advanced communication and dissemination skills and competence in a supportive environment.

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

Learning, teaching and assessment occurs across academic environments, utilising a flexible, blended, integrative approach. It aims to create an inclusive, challenging and transformational learning experience. Both traditional and innovative strategies are employed to meet the diverse learning needs of students. A student-focused approach has been adopted, aligning learning outcomes with learning, teaching and assessment strategies focusing on the essential learning students need to achieve.

Knowledge and understanding:

On successful completion of the course, students will be able to:

1. Diagnose and critically assess urgent presentations including in long term conditions in the frail and elderly.
2. Formulate, implement and critically evaluate current pathways of care according to best evidence.
3. Critically evaluate the complexity of how service users who are frail will develop complex co-morbidity affecting how they present and will be managed.
4. Critically interpret and evaluate the current evidence behind urgent, acute and emergency care.
5. Demonstrate a critical application of a wide and expert knowledge base which generates new insight and enhances professional practice.
6. Demonstrate the value of service user involvement in the development and impact of health care delivery.

Examples of learning, teaching and assessment methods used:

- The use of structured lectures, seminars, case studies, directed study, group work including scenario, problem and enquiry based learning, group and individual tutorials, with the additional support of e-learning strategies using the virtual learning environment.
- Integration of theory to professional practice.
- Opportunity to complete a range of formative and summative assignments including: case discussions, evidence based papers and presentations. Formative assessments will provide the opportunity for students to receive feedback prior to submitting their summative assessment.

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

1. Interpret and critically evaluate evidence and the application of appropriate treatment and assessment.
2. Demonstrate in-depth and wide ranging critical understanding of issues relating to urgent and emergency clinical care needs including in the frail and elderly.
3. Critically reflect on professional practice, professional judgements and decision making whilst demonstrating professional autonomy and leadership of others.

Examples of learning, teaching and assessment methods used:

- The consistent application of learning outcomes which encourage the development of critical, analytical, reflective and evaluative skills.
 - Embedding study skills within the programme and through the induction programme.
 - Students with diverse needs are supported in academic environments by their personal academic tutor.
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Practical skills relevant to employment:

On successful completion of the course, students will be able to:

1. Critically review, evaluate and facilitate the delivery of person centred care provision.
2. Promote and develop collaborative partnerships with the multi-disciplinary team to facilitate the effective contribution of skills from all members of the team.

Examples of learning, teaching and assessment methods used:

- Involvement of service users and carers in the delivery of the programme
 - Opportunities to critically reflect on practical skills.
 - Formative feedback on performance is provided to facilitate safe and effective support.
 - The use of scenario-based learning strategies.
 - Opportunities for inter-disciplinary learning.
 - Flexible, creative assessment strategies which facilitate the development of students' educational skills to promote person centred care.
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Transferable/key skills:

On successful completion of the course, students will be able to:

1. Demonstrate a high level of critical appraisal, self-reflection, competence and judgement in retrieving, evaluating and communicating information.
2. Critically evaluate the impact of working collaboratively, with professionalism, self-awareness and compassion.
3. Work independently, making decisions in complex situations with self-direction and self-management.

Examples of learning, teaching and assessment methods used:

- Assessments both formative and summative offering a range of opportunities to develop communication skills, verbally, visually and written, to a range of audiences.
- Opportunities to take part in self and peer assessment.
- Communication skills, negotiation and professional and ethical values embedded in the programme.
- Opportunities for peer group and whole class discussions.

- Tutorial support fostering personal, professional and academic development.
- Use of electronic submission of assignments, use of virtual learning environment to support all modules, use of student SOLE page to access all student course information, online resources and summative feedback.
- Students can develop their professional responsibility for evaluating their study experiences and the extent to which their learning needs are being met by completing online module evaluations and by evaluating their learning experiences.
- Self-management skills via the meeting of assignment deadlines.

14. **Assessment Strategy**

The programme seeks to meet the assessment requirements of the University's Assessment Policy.

- Assessment is designed to provide students with opportunities to demonstrate their practical, technical, academic and professional progress and achievement in theory throughout the programme.
- Both formative (informal and developmental) and summative (formal) assessment strategies are incorporated.
- A flexible, student-centred combination of traditional, diverse and innovative assessment activities are utilised enabling students to further develop the skills of higher education and those needed for future employment.
- All summative assessment is constructively aligned to the modular learning outcomes and reflects the academic requirements of level 7 study.
- While innovation and creativity of assessments is encouraged, this is within the context of a defined range of assessment strategies providing students with opportunities to master the skills of assessment as identified in TESTA project (Jessop 2010 Transforming the Experience of Students Through Assessment).
- Formal guidance is provided for all assessment activities whether formative or summative. For summative assessments a comprehensive assignment brief is provided containing explicit assessment criteria, aligned to the learning outcomes clearly indicating what students need to do to complete the assessment successfully.
- Formative assessment is an important feature across the programme and the teaching team believe it has a fundamental role to play in student learning and development. Students are strongly advised to engage with all formative assessment. It provides students with regular feedback on their progress, to allow them to self-assess their achievement. Furthermore it is aligned to summative assessments, increasing student confidence in achieving the module learning outcomes. A range of formative strategies are utilised including self-directed, e-learning and in-class activities.

15. **Programme structures and requirements**

Award map

Module Code	Module Title	Credits	Status
UACC 4001	Urgent Care for Adults with Long Term Conditions	20	Mandatory
UACC 4002	Urgent Care and the Frail Elderly	20	Mandatory
UACC 4003	Acute and Life Threatening Care	20	Mandatory

There are three mandatory modules constituting all 60 degree credits that must be completed for this award

Programme delivery

This is a part time course completed over 12 months and within a maximum of four years. It is anticipated that students will complete one 20 credit module per 12 week period. Modules will be delivered through 5 days teaching across the module duration.

The detailed schedule for the programme showing how modules are delivered over the academic year is available in the course handbook.

16. QAA and Professional Academic Standards and Quality

The award is located at Level 7 of the FHEQ and is part of the University of Worcester (UW) Taught Courses Regulatory Framework. This programme has been developed to reflect the QAA guidance on Master's Degree Characteristics.

The learning outcomes for the programme and its constituent modules have been constructed in accordance with the QAA Framework for HE Qualifications (FHEQ). The aims and intended learning outcomes of the course comply with the Framework descriptor for Masters level study and the *Framework for Qualifications of the European Higher Education Area* requirements for completion of a second cycle award.

In addition, the programme has taken account of national, professional and quality drivers including NHS England (2014) NHS Five Year Forward View.

17. Support for students

Student support is a central component of this Postgraduate Certificate programme and is available from within the Academic Unit of Applied Professional Studies, the Institute of Health and Society and from the wider University. Examples of wider University support are Student Services and the Disability and Dyslexia Service

Personal Academic Tutoring

Personal academic tutoring is at the heart of supporting students personally, professionally and academically. The programme team believe that the academic tutor system is fundamental to student success.

Students will be allocated a personal academic tutor and normally this tutor will remain with them throughout their time at the University and will be the student's regular point of contact within the University. Students are advised to maintain regular contact with their personal academic tutor, with email being the communication tool of choice. All tutorial contact is recorded. The focus of the tutorials will be on personal professional development planning <http://www.worc.ac.uk/adpu/689.htm> and reviewing progress and achievement in theory modules.

In addition to supporting the student's academic development, the tutor may also act as the student's first contact point for any other difficulties they may be experiencing during their time as a student. Not only will the personal academic tutor help the student make the transition to Master's level study, but they will also help the student to understand how the Postgraduate Certificate in Urgent and Acute Clinical Care approaches learning, skills development and assessment.

Induction

The programme team offer a one day induction programme for all new students. These induction days provide students not only with an opportunity to share the experiences of

previous cohorts of students, but to meet with members of the teaching team. Students will have the opportunity to attend sessions introducing them to the principles of learning and teaching in higher education; access to learning and teaching resources (including Virtual Learning Environments for example Blackboard and library resources). There will also be presentations from Registry Services, Student Services and the Student Union.

Given the value the programme team place on these induction sessions, there is an expectation that all new students will attend the induction session organised during their first module. An exception may be made if the student has been an undergraduate within the Institute of Health and Society at the University of Worcester in the two years prior to their registration for the current module. Students should contact the Programme Lead for further advice.

Disability and dyslexia support

The University has a Diversity and Equality Policy and does not discriminate directly or indirectly in the admission, progress and assessment of students. The Disability and Dyslexia Service within Student Services provides specialist support on a one to one basis. Additionally the University's Assessment arrangements for disabled students sets out policy and procedures <http://www.worcester.ac.uk/your-home/disability-and-dyslexia-support.html>

Additional course information

All students are provided with a comprehensive course handbook. Module outlines and assessment guidelines are provided for all modules of study and assessments.

All students have access to a personal SOLE page, with a single sign-on to an email account, learning support, course information, life support, recreation and living. This includes links to Blackboard where there are dedicated pages for each module. These are the main way in which both staff and students communicate with each other. A wide range of information and learning services are available to students including e-learning platforms including Blackboard and Pebble Pad. Additionally students have access to IT, media and library resources, including a dedicated Academic Liaison Librarian for health.

Further specific programme information can be found in the following:

- Induction arrangements and/or academic induction day.
- Programme Handbook.
- Module outlines.
- Study skills support through personal academic tutoring system.
- Online support.
- Subject specific ILS support through IHS Academic Liaison Librarian.
- Student Services Support: <http://www.worcester.ac.uk/student-services/index.htm>

18. Admissions

Admissions Policy

Admission is via the University of Worcester Registry Services. Applications forms can be downloaded from the University of Worcester website at www.worc.ac.uk or by contacting Registry Services. Entry to the Postgraduate Certificate in Urgent and Acute Clinical Care programme is governed by The University of Worcester Admissions Policy: <http://www.worcester.ac.uk/registryservices/documents/AdmissionsPolicy.pdf>

Entry requirements

- An honours degree at 2:2 level or above in a health related subject or equivalent professional qualifications, experience and evidence of continuing professional development in appropriate areas.
- Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (e.g. IELTS 7.0, with a minimum of 7.0 in each element, or equivalent).
- In addition, students may be required to undertake the module “English for Specific Purposes – Health and Social Care” during the University Induction period.
- International students must hold a qualification equivalent to a UK first or second class honours degree. Students can check their qualification with the International Recruitment Team at: international@worc.ac.uk
- UK students being sponsored by their employer must provide evidence of employer approval and payment agreement.

Programme specific entry requirements

- Students must be a medical or clinical practitioner.
- Students must have completed an advanced health assessment programme or present a clinical portfolio evidencing health assessment practice.

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

Applicants apply directly to University of Worcester (UW). www.worc.ac.uk

Admissions/selection criteria

Applicants are assessed by the Programme lead on their professional eligibility to access the programme.

Applications are scrutinised and short listed against set criteria which include both educational and professional requirements:

- Applicant meets/working towards academic entry requirements.
- Personal statement has a clear general practice focus.
- Coherent and logical expression of ideas.
- Reference.
- Residency visa expiry dates would be checked for international students and a record entered on SITS.

Students will be invited for interview with the programme leader and another member of the team where further information about the applicant and eligibility to join the course is needed.

19. Methods for evaluating and improving the quality and standards of teaching and learning

An integrated range of strategies are used by the programme team to monitor, evaluate and improve the quality and standards of learning and teaching:

- Informal midpoint and formal, anonymous end of module evaluation by students. Module leaders provide a formal response and action plan which is available for current and future students to access via Blackboard.

- External examiner reports.
- The programme leader presents the overall evaluation of the programme through the Programme Annual Evaluation Report which is presented at the Institute's Quality Committee.
- A sample of all assessments are sent to the External Examiner and a post board moderation committee is held to address, consider and manage any identified issues.
- The programme team are actively involved in staff development activities to enhance the learning and teaching experiences of the students on this programme.
- Scholarly activity is actively encouraged to enhance the learning and teaching experience for students with an emphasis on research activity, conference presentation and writing for publication and doctoral level study.
- Peer learning provides an opportunity for staff to receive feedback on their approaches to learning and teaching and can be used to further development.
- A student academic representative (StAR) is provided with training for the role by the Student Union.
- Course management committee meetings every semester, facilitated by the programme lead, involving StAR's, academic and practice colleagues to allow ongoing monitoring and evaluation of the programme.
- Modifications to modules including assessment strategies are presented at the Institute of Health and Society's Institute Quality Committee.
- Institute of Health and Society student forum.
- Staff can also apply for monies to facilitate the completion of Learning and Teaching Projects, e.g., Students as Academic Partner (SAP) projects and through the Institute's Learning and Teaching Committee.
- A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA.
- Several members of the academic team are external examiners, one member of the academic unit is a Nursing and Midwifery Council (NMC) reviewer and another is a reviewer for Health and Care Professions Council (HCPC).

20. 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 in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- 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 5 days 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 5 days but within 14 days of the due date 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

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded 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.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map

PG Cert awards are unclassified.

21. Indicators of quality and standards

Achievements of Staff

Several members of the programme team are Fellows of the Higher Education Academy, with one member being a University Teaching Fellow. All members of the programme team are research active, with over one third having or working towards doctoral level qualifications.

Working with Practice Partners

The Institute of Health and Society has excellent working relationships with its practice partners, which have been commended by a number of organisations including the NMC, Health Education West Midlands and external examiner reports. Practice partners have been involved in the development of this new Postgraduate Certificate in Urgent and Acute Clinical Care.

External Examiners Reports

The External Examiners' annual reports for existing programmes within the Academic Unit of Applied Professional Studies reflect the positive and constructive relationships between the programme teams and their external examiners. The programme teams have been grateful for the prompt, detailed and constructive feedback they have received from External Examiners, through interim assessment reports, meetings at examination boards, and a range of other communications where advice has been sought regarding course developments (both proposed and already in progress). In turn, the teams have been pleased to note recognition from the external examiners that not only had their support for the external examiners' work been "excellent" but that the feedback received from the programme teams had been timely, appropriate, comprehensive and well-considered. The external examiners also noted that assessment processes are robust, yet supportive of student needs. Students have been given detailed and informative feedback on their work, including feed forward on how future submissions might be further enhanced. Also of note is the recognition that external examiners have given to the involvement of both service users and their carers in the assessment process. External examiners have been involved from the early development stages of this programme.

Health Education West Midland Education Commissioning for Quality (ECQ) annual evaluation report

Across the Institute of Health and Society, the programme commissioners, for Nursing, Midwifery, Paramedic Science and Return to Nursing Practice, have conducted annual review meetings as part of its on-going quality, monitoring and enhancement processes

into its commissioned provision and confirmed confidence in the quality of the provision. A number of notable practices were highlighted within the report along with some recommendations that have been fully engaged with by the relevant programme team.

Graduate Employability

As an example, graduates from Nursing and Paramedic Science have a 98% record of employment at 6 months. Of the 2014 graduating cohort of 12 Masters in Social Work students, all are in qualified social worker positions in the region.

22. Graduate destinations, employability and links with employers

The majority of students accessing this programme will already be in employment and will be looking to further develop their existing qualifications and to satisfy their professional obligations to undertake continuing professional development activities.

The Postgraduate Certificate in Urgent and Acute Clinical Care, programme is designed for healthcare practitioners from a range of professional groups including general practitioners, medics, paramedics, midwives, nurses, occupational therapists, physiotherapists and a range of other health care workers, both from the United Kingdom and from the international market.

Opportunities for further study

Continuing professional development learning opportunities exist on a number of courses available at the University of Worcester:

<http://www.worcester.ac.uk/departments/659.html>.

The University also provides the opportunity to undertake post-graduate academic study including the Master's degree (MSc) in Advancing Practice, MSc Public Health for students <http://www.worcester.ac.uk/courses/8295.html>, through to doctoral level study (including PhD and the Professional Doctorate).

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 the module outlines and the course handbook provided to all students at the start of the course.