

Faculty of Health Studies

Programme Specification

Programme title: PG Dip/PG Cert in Diabetes for Practitioners with a Special Interest

Academic Year:	2017-18
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	The Ridge Training Ltd
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] Postgraduate Diploma Postgraduate Certificate
Programme accredited by (if appropriate):	
Programme duration:	Normally 18 months part-time (maximum 5 years)
QAA Subject benchmark statement(s):	N/A
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	2011

Introduction

This programme is one of a series of programmes taught by The Ridge Training Limited and awarded by the University of Bradford. The programmes fall under the collaborative provision regulations, so although the programmes are taught wholly by the external partner, quality assurance and assessment are governed by University of Bradford regulations.

The Ridge Training Ltd is the host organisation for the PwSI programme. They provide the premises, recruit and support teaching staff, and undertake the administration and management of the courses. Admissions are undertaken by the partner although administered formally by the university. Teaching is carried out by practising subject specialists recruited by staff at The Ridge but subject to approval by the university.

The university is responsible for course and quality management arrangements as well as the coordination of assessment procedures, including committees and exam boards. The university appoints and liaises with external examiners. The Faculty of Health Studies, School of Service Development and Improvement provide academic and administrative support.

This part-time diploma programme contains a large element of work-based learning. Attendance is only required a total of eight study days on five separate occasions throughout the 18 months, and so the programme is accessible to students nationally. This programme enables practitioners to gain a formally recognised standard of competence in the area of Diabetes as a Practitioner with a Special Interest. It is taught and run by advanced clinicians and staff within service improvement.

The programme structure is specifically designed to encourage the development of this specialist practitioner role, by encouraging collaborative clinical work-based training between the practitioner and the clinical mentor. The issues of ethics and informed consent are an integrated part of the students' daily practice, and it is implicit in all the modules that there is conformity to the usual standards and guidelines in these areas.

During the programme the emphasis will lie on critical thinking, reflective learning and the practice of evidence-based medicine. Students are enabled to directly apply their learning to their current and future roles.

Any module can be selected as a standalone module if students do not wish to complete the whole programme. On successful completion of their chosen modules students will be awarded a Certificate. Students who successfully complete all modules gain the Diploma and will be able to progress to the MSc in Diabetes for Practitioners with a Special Interest if they wish.

Students who successfully complete the Diploma will have greater breadth of knowledge of Diabetes care than those who complete the Certificate.

Programme Aims

The programme is intended to:

- A1 develop the specialist knowledge and skills to enable primary care practitioners to practice the management of diabetes at a higher level and to deal with complex clinical situations systematically.
- A2 develop a subject-specific understanding of the role and responsibilities of consultant specialists and the multidisciplinary team in secondary care and to establish appropriate relationships with these professionals;
- A3 position practitioners at the forefront of diabetes knowledge to develop and establish the most appropriate integrated care pathways between primary and secondary care for the patient within current NHS guidelines and structures;
- A4 engage practitioners in life-long learning through the enhancement of key skills, a thorough knowledge of critical appraisal and reflective practice:
- A5 provide practitioners with a special interest with transferable nationally recognised training in the diagnosis and management of diabetes mellitus.

Programme Learning Outcomes

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

- LO1 critically analyse and apply current knowledge and skills with regard to managing patients and dealing with complex clinical situations systematically;
- LO2 contribute to the development of clinical protocols and practice within the care pathway linking primary and secondary care in line with the current recommendations;
- LO3 make strategic and appropriate clinical decisions within the relevant care pathway with regard to the diagnosis, management, treatment and referral of patients with diabetes;
- LO4 Communicate complex clinical conclusions clearly and effectively to patient and the clinical team;
- LO5 Evaluate the PwSI role, and its implications for the whole patient pathway and current techniques for improving the delivery of patient care;
- LO6 Act autonomously and collaboratively in a multidisciplinary context.

Please note: For the award of the Postgraduate Certificate students will have studied ONE clinical module and so will have developed expertise in a single area of diabetes care. For the award of the Postgraduate Diploma students will have studied THREE clinical modules and will have achieved a wider specialist expertise.

Curriculum

The Postgraduate Diploma in Diabetes for Practitioners with a Special Interest is a modular programme encompassing four modules, three of which are clinical and one of which is a service improvement module. Each of the three clinical modules lasts six months. The service improvement module - Applied Methodologies - can be taken alongside one or more of the other modules, over a maximum period of 18 months. To achieve the Diploma therefore all modules are compulsory (core).

For students who wish to exit at Certificate level they can choose to complete only one clinical module (see below: options). The Applied Methodologies module is compulsory (core) at both certificate and diploma level. These students therefore complete one clinical module and the service improvement module.

Postgraduate Certificate

FHEQ Level	Module Title	Type (Core/ Option/ Elective)	Credits	Semester (s)	Module Code
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7	Applied Methodologies	Core	30	1,2,3	PSI7016C
7	Diagnosis & Management of Diabetes; Gaining Glycaemic Control	Option	30	1,2,3	PSI7028C
7	Diabetes Intensification of Therapy and Living with Diabetes	Option	30	1,2,3	PSI7029C
7	Diabetes Care Delivery and the Detection and Management of Complications	Option	30	1,2,3	PSI7030C

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

Postgraduate Diploma

FHEQ Level	Module Title	Type (Core/Option/Elective)	Credits	Semester (s)	Module Code
7	Applied Methodologies	Core	30	1,2,3	PSI7016C
7	Diagnosis & Management of Diabetes; Gaining Glycaemic Control	Core	30	1,2,3	PSI7028C
7	Diabetes Intensification of Therapy and Living with Diabetes	Core	30	1,2,3	PSI7029C
7	Diabetes Care Delivery and the Detection and Management of Complications	Core	30	1,2,3	PSI7030C

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes.

The curriculum may change, subject to the University's course approval, monitoring and review procedures.

Learning and Teaching Strategy

The Postgraduate Diploma is run and delivered by The Ridge Training Ltd and the award is made through the University of Bradford. A key feature of the programme is the development of clinical competence in a work environment.

A variety of teaching methods is employed in the programme, to enable you to fulfil the varied modular learning outcomes. The learning within the programme is gained through:

- 1 Direct tuition: this occurs at the beginning of each module. Tutors are available by email if required during attachment periods to handle learning queries. Tutors are advanced clinicians, allied health professionals and service improvement specialists.
- 2 Work-based learning: this forms the central part of the programme of study, in the form of clinical attachments. Each six month module should contain at least 14 sessions of direct clinical practice in a secondary care environment. This learning is undertaken on attachment in the locality, under the supervision of a clinical mentor. You will approach the mentor in the first instance: they must be a registered advanced clinician in Diabetes who has teaching experience. The clinical mentor will receive a specific Mentor Guide including advice and support from the programme management team in fulfilling the role of mentor.
- 3 Guided reading (given by tutor and mentor): this complements the attachment and enables you to fulfil the theoretical background necessary for your attachment activities, and prepares you for your written and presentational assignments.
- 4 E-learning: the virtual learning environment gives access to the peer group and tutors during attachment, facilitating learning through clinical discussion, as well as providing support.
- 5 Local research and application: The Applied Methodologies module involves working within the healthcare community to apply two different service improvement methodologies: a clinical audit and a patient pathway analysis. Learning takes place during the activities of researching and reading information, planning, preparation and application of these.

LOs 1, 3, and 6 will be developed through lectures, seminars and workshops on the teaching/assessment days; a programme manual; practical engagement with patients in the hospital setting under the supervision and mentorship of the consultant; reflective discussion with the mentor; reflective learning through case study preparation and clinical learning diary recording; the application of learning with patients in general practice and will be supported by guided reading. Outcomes 2 and 5 will be developed through the Applied Methodologies module. Outcomes 3 and 4 will be developed through practical engagement with patients in the hospital setting as well as their own practice under the supervision and mentorship of the consultant and through reflective discussion with the mentor on these and other occasions. Outcomes 4, 5 and 6 will be developed throughout the programme in all modules.

Optionality is available to students studying for the Certificate in their choice of modules. It is available to students studying for the Diploma in the choice of cases for the written reflective studies and the presentations

Assessment Strategy

You will be provided with a detailed student handbook, containing guidance, marking criteria and reading lists. Assessment is designed to enable you to have a rounded measurement of the skills needed for your role in the healthcare community.

Clinical competence is verified through mentor signature after observation and discussion during the attachment periods.

All assessments are of an applied nature. In the clinical modules assessment is in the form of the verification of competence and key skills as observed by the mentor. This is supported by a learning diary which demonstrates both breadth of learning and experience. Reflective case studies are undertaken and presented. These address patients whom students have seen and managed clinically. Students undertake the preparation and presentation of a critical appraisal of a piece of published research to the student group.

In the Applied Methodologies module students submit a clinical audit and a patient pathway analysis in order to demonstrate their engagement with quality improvement procedures in patient care.

Students submit their work electronically and receive a summative % mark and written feedback. A draft may be sent to tutors for formative assessment. Students are awarded a % mark and receive written and verbal feedback.

Students will be provided with a detailed student handbook, containing guidance, marking criteria and reading lists. Assessment is designed to enable students to have a rounded measurement of the skills needed for their role in the healthcare community.

Assessment Regulations

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

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

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

You will be required to pass all components of assessment at 40% or above without compensation, with the exception of the clinical competence element of each module which is marked on a pass/fail basis. All clinical elements must be passed.

If your overall mark for any module is below 40% you will have an automatic opportunity to undertake a second attempt at any assessment or components of assessment you have failed. A date will be given to you by when you will need to submit your second attempt. You will not need to wait until your marks have been presented to a Board of Examiners.

Admission Requirements

The standard entry requirements for the programme are as follows:

- you must be a suitably qualified registered primary or secondary care practitioner, demonstrating successful study skills at level 6, with at least two years relevant work experience in the UK;
- you must obtain written support from an NHS hospital trust consultant (GMC Registered) in Diabetes for mentorship and the provision of a clinical attachment;
- You must produce evidence of relevant registered qualification, currency and academic qualifications:
- As the assessment elements of the postgraduate diploma require a substantial amount of written work at level 7, in accordance with regulations from the University of Bradford we ask that non-native speakers complete an IELTS English Language Exam at a minimum of 6.5 before they begin their studies.

Recognition of Prior Learning

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

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1		