

## Faculty of Health Studies

### Programme title: Postgraduate Diploma Hysteroscopy and Therapeutic Management

Academic Year:	2018-19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	None
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7]  Postgraduate Diploma Hysteroscopy and Therapeutic Management  Postgraduate Certificate Hysteroscopy and Therapeutic Management
Programme accredited by (if appropriate):	N/A
Programme duration:	3 years Part Time
QAA Subject benchmark statement(s):	N/A
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	May 2018

### Introduction

The programme is for experienced nurses and healthcare practitioners who have the opportunity to take on challenging roles in women's outpatient services, working across professional boundaries to meet the change in management of Gynaecological services. There are currently at least 70 nurses in the UK and Ireland undertaking a lead role in outpatient hysteroscopy and with women's services, all of whom have graduated from this programme, many of whom have gained promotion as a result of their clinical skills and development of outpatient services. There are also a small number of General Practitioners who have completed programmes of study. This programme is focused on a work-based curriculum that has key distance learning elements so enabling a national profile of students within each intake. The course team work closely with the British Society of Gynaecological Endoscopy (BSGE) to ensure their best practice standards are achieved. Students will need to be a member of the BSGE to complete the programme and once they have successfully completed this programme students

should continue their membership of the British Society of Gynaecological Endoscopy. This provides students with affiliation with the European and American Society of Gynaecological Endoscopy. This programme is available for non- UK nationals who can meet all the part time study, attendance and placement requirements.

Healthcare practitioners working towards advanced practice roles are expected to undertake Master's level education (Department of Health, 2010, International Council of Nurses, 2008, Royal College of Nursing, 2012). The PG Diploma/PG Certificate Hysteroscopy and Therapeutic Management Programme is designed to develop skills in complex reasoning in case management, critical thinking and analysis required for undertaking these roles. The award offers students the opportunity to apply knowledge and clinical reasoning to a core set of gynaecological clinical conditions and manages professional situations through reflection and practice experience, supported by an experienced mentor. Learning and teaching is designed to equip students with skills in using a range of information, data, tools and techniques to improve the quality of patient care and health outcomes as well as demonstrate impact and value. There is a focus on patient differential diagnosis, patient safety, and treatment selection within a clinical governance context.

### **Faculty of Health Studies Specialist Skills and Post Registration Development (SSPRD) Framework for Flexible Learning**

The PG Diploma/PG Certificate Diagnostic Hysteroscopy and Diagnostic Management is part of the multidisciplinary SSPRD Framework within the Faculty of Health Studies. The Framework enables students to undertake a named award or create an individualised programme of study that will meet either individual student needs and/or their employer's needs for a changing diverse workforce within a modern organisation. On completion of this programme, students may be eligible to transfer to one of the Master routes offered within the framework.

The Faculty of Health Studies is a major provider of education and training for individuals working within the health, social, independent and community/voluntary sector organisations across, the Yorkshire and Humber Region and wider. The School's focus on excellence through knowledge, practice, research, leadership and management aims to support the future sustainability of individuals, through lifelong learning and improved employability and thereby influence the future adaptability of individual organisations and service delivery to promote change.

The SSPRD framework offers a structure within which the majority of the named awards are provided across the Faculty in conjunction within a large number of modules available to students. The modules are presented in themed areas representing employment, practice or work based disciplines. As part of the Diploma, students will have the opportunity to studying at least one module from across the Faculties portfolio of modules.

The course of study and the collection of modules that students may choose to study will contextualise their learning by addressing the Aims and Learning Outcomes for the programme which are outlined in the next section of this document. This is particularly so if students choose one of the modules from the Faculty of Health Studies' SSPRD framework. Modules in research or work based project modules, for example, enable students to shape their own focus of study

within the module aims and learning outcomes by learning the principles being taught and applying them to their own professional/employment area.

The flexibility offered by the Faculty of Health Studies' SSPRD framework will enable students to take forward their current experience whatever the area of work in collaboration with the University of Bradford. Students will be able to obtain credits for short episodes of study, transfer credits from prior certificated or experiential learning, undertake a single module or combine studying a choice of modules over time. An academic advisor will discuss with students and support their choices.

### Programme Aims

The PG Diploma/PG Certificate Hysteroscopy and Diagnostic Management and the Faculty of Health Studies' SSPRD framework share the same aims. There are several aims for the programme and these are contextualised within the aims of the modules and the routes of study that students choose to take. If students study a Faculty SSPRD framework module, alongside students from different professions/employment areas, it is the application of the Aims and Learning Outcomes to their own subject area that maintains the focus on their area of interest on the PG Diploma/PG Certificate Hysteroscopy and Diagnostic Management.

The SSPRD programme aims are applied to address the requirements for the PG Diploma/PG Certificate Hysteroscopy and Therapeutic Management:

	<b>Level 7</b>
A1	Provide a flexible educational framework that is vocationally relevant, which meets the professional development needs of the student, as well as the organisational needs of employers.
A2	Stimulate students to become autonomous self-directed learners who are motivated to sustain and advance their own continuous professional learning with a confidence to support the professional development of colleagues and the work of their organisations.
A3	Develop the skills, knowledge, critical understanding and awareness of the depth and breadth of knowledge applicable to their own fields of practice.
A4	Further develop the student's cognitive and practical skills to undertake data synthesis, complex problem solving, the articulation of competing perspectives and competence in their field of practice.
A5	Provide opportunities for inter-professional teaching and learning to share the knowledge, skills and experience common to a range of different health and social care disciplines.
A6	Develop critically reflective, competent practitioners, managers and leaders who will inform and shape or change inclusive, fair and ethically sensitive service provision.

A7	Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies such as the NMC and HPC or is kite marked by the CMI.
A8	Develop the skills required for life-long learning and professional development.
	<b>Additionally if students wish to study one or more core research modules or management modules for a postgraduate diploma or undertake a Masters dissertation.</b>
A9	Develop an understanding of the theoretical constructs underpinning research or project management which will inform the undertaking of an ethical piece of research or a work based project and the ability to demonstrate how the findings can influence practice and policy.

### Programme Learning Outcomes

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

- LO1 Develop a detailed knowledge and understanding of the literature that relates to hysteroscopic practice.
- LO2 Critically analyse research and synthesise the research evidence that informs the development of policy and service delivery in their specialist field of practice or employment.
- LO3 Evaluate and critically apply theoretical concepts and where appropriate, for their field of practice, master practical skills for the management of complex issues within hysteroscopic practice.

Additionally, to be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

- LO4 Reflect upon and demonstrate knowledge of values, ethical thinking, equality awareness, inclusive practice and demonstrate mastery within hysteroscopic practice.
- LO5 Develop and demonstrate the ability to articulate sound arguments using a variety of formats including written and oral communication skills.
- LO6 Demonstrate management and leadership through effective communication, problem solving, and decision making.
- LO7 Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs.

### Curriculum

The curriculum for the PG Diploma and PG Certificate enables students to study a defined combination of modules to create a specific Hysteroscopy and Therapeutic Management award. Some modules will require that they are in an appropriate area of practice or that they can access a practice setting. The modular format of the programme and its position with the Faculty of Health Studies SSPRD Framework also enables students to study a range of other Faculty modules that suit their

particular learning or employment needs. For example it is possible for students to combine their hysteroscopy modules with modules in dementia or diversity, if employment is in a related field of practice. The curriculum has been designed to ensure that it is the application of learning from each of the modules students study into their specific field of Hysteroscopy and Therapeutic Management or nursing that enables them to develop their knowledge and/or skills to meet services demands. The flexibility and range of options means that it is not possible to show a map of all potential possibilities.

### Postgraduate Certificate

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

Postgraduate Certificate: Students will take the one 60 credit core module

FHEQ Level	Module Title	Type (Core/ Option/ Elective)	Credits	Semester (s)	Module Code
7	Outpatient Diagnostic Hysteroscopy and Therapeutic Practices	C	60	varies	MID7003-E

### Postgraduate Diploma

Postgraduate Diploma: 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.

Of the additional 60 credits required students will take at least 10 credits of additional hysteroscopic clinical skills development through independent study. If Students are planning to transfer to an MSc award, they may need to undertake either of the \* core research modules for the Degree of Master. Student should discuss this with their Personal Academic tutor.

FHEQ Level	Module Title	Type (Core/ Option/ Elective)	Credits	Semester (s)	Module Code
7	Outpatient Diagnostic Hysteroscopy and Therapeutic Practices	C	60	varies	MID7003-E
7	Independent Study	C	10/20/30	1 or 2	HES7001-A HES7003-B HES7004-C
7	Safeguarding People	O	30	Sem 1 or 2	NUR7030-C
7	Woman, Health and Wellbeing	O	30	Sem 1 or 2	REH7001-C
7	*Preparing for Primary Research	O	30	Sem 1 or 2	RES7009-C

7	*Preparing for a Systematic Review	O	30	Sem 1 or 2	RES7006-C
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Students on the PG Diploma Hysteroscopy and Therapeutic Management may transfer through the Recognition of Prior Learning (RPL) process to an Advanced Practice (Nursing) masters award. If planning a research emphasis to the degree students would usually undertake one of the Faculty's taught 30 credit research modules at Postgraduate Diploma stage in order to be able to make that transfer in preparation for the final stage. There is an option to undertake a final stage project where the research skills are integrated. Students will need to discuss the requirements with the Programme Leader prior to transfer.

### Learning and Teaching Strategy

The curriculum provides a range of modules that are combined to provide an individualised award. The core module for the Postgraduate certificate is a single 60 credit for nurses. Attendance for this module is in blocks over a 15 week period. The content is taught using the case based approach to the module content with key supporting lectures. This student-centred approach to learning is a key feature of the modules. Students will be expected to take responsibility for their learning as they develop their academic skills. The clinical competencies will be developed along with their approved BSGE trainer; there is a phased approach to skills development that is set out in the competency log book. Other modules have different approaches, some modules of which are available by distance learning packages. When devising the individual study plan, students will be informed about when the chosen modules are being delivered. Students will also be informed about dates and times of compulsory attendance at the university and (or) practice placement. Further information is available on request.

The curriculum has been designed to ensure that it is the application of learning from each of the modules students study into their specific field of hysteroscopy that enables them to develop their knowledge and/or skills.

The aims of the teaching and learning strategies for the programme have been designed so that students will be given the opportunity to develop theoretical and experiential understanding (Programme LOs 1, 3, 7), advance their knowledge and critical thinking (Programme LOs 2, 4,) and to develop a range of skills appropriate to their professional field in hysteroscopy and their organisation and workplace setting (Programme LOs 5, 6). The core module is taught using a modified model of problem based learning to meet the needs of Nurse Hysteroscopists. The content is heavily research informed. Other modules and programmes nested within the framework offer students the capacity to acknowledge and build upon the knowledge and skills they may have acquired through previous learning experiences including those in the work place. The core module for this programme has a key element of competency based work and will be supported by clinical expertise within their host trust using guidance provided by the University.

The course of study will expose students to a range of different teaching, learning and assessment strategies required to achieve the learning outcomes. The teaching approaches that are used across the Faculty of Health Studies are informed by the University core values which are for teaching and learning to be: Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. Students may experience these across their choice of modules in order to meet both the aims of the

programme and learning outcomes which may include any number of the following:

- Lectures: To a group of students where information will be presented and discussed whilst informed by the core values.
- Facilitated seminars and group discussion: Where learning will be through the interpretation and critical application of information and group learning.
- Tutorial: Where small group number of students reflect and discuss issues related to their learning.
- Work-based learning: Where learning is directed within the work environment and is reflected upon and then reported on. Or where skills are taught in relation to theory and best practice enabling students to advance their competence in their field of practice.
- Use of Web based virtual learning environments such as Canvas: To access information and to interact with other students undertaking group work or developing wikis.
- Distance learning packages: Where clearly defined directed study and tasks are available for the student to undertake.
- Directed reading: Where set reading may be recommended.
- Self-Directed learning: Where students are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed.
- Undertaking a work based project or a research module: which is shaped by self-directed learning needs and the learning outcomes at MSc level.

Students will be expected to develop an autonomous learning style and become self-directed as a learner.

### **Assessment Strategy**

The University has a scheme where students will be able to have some discretion on how they are assessed within modules. Students will be able to negotiate the assessments choices within the module descriptor but there will be some areas that can only be assessed through one method. Assessment will be against the learning outcomes and programme aims through the use of a range of different assessment techniques which may include one or more of the following approaches:

Written essay

A reflective case study

The development of a reflective portfolio

Completion of a set number of competencies

Completion of a set number of clinical contacts

Practical examination (Objective Structured Clinical Examination (OSCE)

Multiple - Choice Question Examination

Computer based open book examination

Seminar presentation

Written project report

Some of these teaching and assessment strategies may change over time and through the ongoing development of the programme Assessment Regulations

## 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, the programme has two exceptions to these regulations as listed below:

1. Where part of the module assessment has not been achieved at the required 40% for written theoretical components the student will be permitted to re submit the supplementary attempt within a time scale agreed by the Board of Examiners and notified to the student. This will be more than 4 weeks from receipt of the confirmed marks.
2. For all modules students are required to pass all components and elements of assessment with a minimum mark of 40%.

## Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

- A first degree in a relevant subject area, NVQ level 6 or equivalent or a relevant postgraduate qualification.
- A registered qualification with a UK professional regulatory organisation if a professional practice award is applied for that enables the student to practice in the UK. E.g. Registration with the NMC to undertake a named nursing award.
- If the applicants qualifications do not meet the entry requirements above but you have significant experience and other evidence of ability to study at this level.
- Students for whom English is not a first language must have an IELTS score of 6.5 or equivalent.

Programme Specific:

- Be prepared to take membership of the British Society of Gynaecology Endoscopy BSGE by the start of the programme.
- Be working in or appointed to a post in gynaecological services and have a recognised BSGE trainer allocated at the host organisation.

Meet the placement environment requirements for Outpatient Hysteroscopy. Computer literacy courses are available for people new to information technology and both the Learner Development Unit and the Disability Office can provide support to those who have a disability. Dyslexia screening is also available. For further information please see <http://www.bradford.ac.uk/disability/>

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

### 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		