

Programme Specification

Programme title: Postgraduate Certificate Diagnostic Hysteroscopy and Therapeutic Management

Academic Year:	2019-20
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 Certificate (PGCert) Diagnostic Hysteroscopy and Therapeutic Management
Programme accredited by (if appropriate):	N/A
Programme duration:	Up to 5 years Part Time
QAA Subject benchmark statement(s):	N/A
Date last confirmed and/or minor modification approved by Faculty Board	April 2019

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

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 Certificate Diagnostic 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 Certificate Diagnostic Hysteroscopy and Therapeutic 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, though 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 study 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 aims of the PG Certificate Diagnostic Hysteroscopy and Therapeutic Management programme is:

Level 7

- A1 To develop the multi-professional (i.e. RN,ODP,GP) in order to practice & lead a 'see and treat service'.
- A2 To develop interpersonal skills whilst extending their scope of practice.
- A3 To extend current knowledge of relevant gynaecological anatomy & physiology & co-pathologies & empirical evidence base to enable the safe diagnosis & management of women with abnormal uterine bleeding.
- A4 To master clinical skills in all aspects of hysteroscopic examination including clinical reasoning, differential diagnosis, insertions & removals of IUS/IUDs within an outpatient hysteroscopy setting.

Programme Learning Outcomes

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

- LO1 Critically evaluate current empirical research and their implications and application to the management of specific pathologies
- LO2 Critique and analyse existing protocols, being mindful of best practice in order to facilitate appropriate treatments.
- LO3 Complete all aspects of clinical practice to demonstrate safe ethical practice in the ability to diagnose & treat women with abnormal uterine bleeding, including differential diagnosis.
- LO4 Critically reflect on how critical decision making skills in outpatient clinical situations have been utilised.
- LO5 Critically analyse own management of hysteroscopic cases providing rationale for decision making & problem solving skills used when managing women with complex pathologies.
- LO6 Audit & critique practice against national or local standards illustrating safe & ethical evidence based practice.
- LO7 Propose or critically evaluate protocols to secure a safe practice environment.
- LO8 Critically reflect factors associated with developing and changing practice.
- LO9 Communicate effectively through a variety of presentation styles.

Curriculum

The curriculum for the PG Certificate enables students to extend their scope of practice to lead a see and treat hysteroscopy service. The programme will require that they are in an appropriate area of practice or that they can access a practice setting. Students will be eligible for the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

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

Learning and Teaching Strategy

The curriculum is a single 60 credit for practitioners. Attendance for this module is in blocks of 5, 3, and 2 days. 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 module. 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. The curriculum has been designed to ensure that it is the application of learning from 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, 2 7, 8, 9), advance their knowledge and critical thinking (Programme LOs 3, 4, 5, 6) and to develop a range of skills appropriate to their professional field in hysteroscopy and their organisation and workplace setting. The core module is taught using a modified model of problem based learning to meet the needs of Practitioner Hysteroscopists. The content is heavily research informed. The 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 programme in order to meet both the aims 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.
- 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.

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

Assessment Strategy

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:

Audit of practice

Reflective Case Studies

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

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

<https://www.brad.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 resubmit 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. 40% pass mark on each component of assessment.

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

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.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
2	Updated name of the host School. Minor typographical errors. Updated aims and outcomes from the module descriptor. Removed the Postgraduate Diploma from the specification. Clarification of admissions requirements	April 2019