

## Diagnostic Hysteroscopy and Therapeutic Management Postgraduate Certificate Programme Specification

[www.brad.ac.uk/courses/pg/diagnostic-hysteroscopy-and-therapeutic-management/](http://www.brad.ac.uk/courses/pg/diagnostic-hysteroscopy-and-therapeutic-management/)

<b>Academic Year:</b>	2023/24
<b>Awarding Body:</b>	The University of Bradford
<b>Target Award:</b>	Postgraduate Certificate, Diagnostic Hysteroscopy and Therapeutic Management [Framework for Higher Education Qualifications Level 7]
<b>Programme Admissions:</b>	September and February
<b>Programme Modes of Study:</b>	Part-time on campus with distance learning – 1 year (max 5 years)

**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.

### Minor Modifications Schedule

1. April 2019: Updated spec to reflect new Certificate emphasis and revised module descriptor. Clarified admissions requirements
2. January 2021: Specification reformatted
3. July 2021: Annual changes for 2021/22 academic year. Improved layout for details and accessibility
4. May 2022: Annual changes for 2022/23 academic year.
5. March 2023: Annual changes for 2022/23 academic year.

### Introduction

Healthcare practitioners working towards advanced practice roles are expected to undertake Master's level education (DH 2010, International Council of Nurses 2008, RCN 2012). The Postgraduate Certificate in 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 are 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.

The programme is for experienced nurses and healthcare practitioners who can 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 more than 100 nurses in the UK and Ireland undertaking a lead role in outpatient hysteroscopy and with women's services, graduates of the Diagnostic Hysteroscopy and Therapeutic

Management programme and many of whom have gained promotion because of their clinical skills and development of outpatient services. There are also many General Practitioners who have completed our 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. It is recommended that students become a member of the BSGE on commencement of 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.

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

The PGCert in 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 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

**At the end of the programme, graduates are expected to:**

- A1 Develop the multi-professional (i.e., RN, ODP, GP) in order to practice and lead a 'see and treat service'.
- A2 Develop the interpersonal skills of the multi-professional whilst extending their scope of practice.

- A3 Extend current knowledge of the relevant gynaecological anatomy, physiology, co-pathologies and empirical evidence base to enable the safe diagnosis and management of women with abnormal uterine bleeding.
- A4 Master clinical skills in all aspects of hysteroscopic examination including clinical reasoning, differential diagnosis, insertions and removals of IUS/IUDs within an outpatient hysteroscopy setting.

## Programme Learning Outcomes

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

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

## Curriculum

The curriculum is a single 60 credit module for practitioners studied across 2 semesters. The programme requires that students are in an appropriate area of practice or that they can access a practice setting.

Module Code	Module Title	Module Type	Credits	FHEQ Level	Study Period
MID7003-E	Outpatient Diagnostic Hysteroscopy and Therapeutic Practices	Core	60	7	Full Academic Year

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

## Learning and Teaching Strategy

Attendance for the 60 credit 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. The curriculum for the Postgraduate Certificate enables students to extend their scope of practice to lead a 'see and treat' hysteroscopy service.

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 logbook. The curriculum has been designed to ensure that it is the application of learning from the module's 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 Medical and Nurse 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.

## Teaching and Learning Methods

The course of study will expose students to a range of different teaching, learning and assessment strategies required to achieve the learning outcomes. Students will be expected to develop an autonomous learning style and become self-directed as a learner.

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.

Use of a blended learning approach for all delivery of teaching i.e. a combination of on-line and on-campus delivery, a mix of synchronous and asynchronous delivery will be offered. Practical sessions will be delivered face to face and on campus whilst maintaining Health and Safety related to current and changing national guidelines.

## 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 against a local or national standard (2500 words) for 30% of the final grade
- Reflective Portfolio of six case studies (including 2 where IUS is fitted) (6000 words) for 45% of the final grade
- A Multiple Choice Question (MCQ) Examination (30 mins) for 15% of the final grade
- A Completed Competency logbook signed by the lead trainer (pass/fail) for 10% of the final grade.

## Assessment Regulations

This Programme conforms to the standard University Postgraduate Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/> However, the programme has the following variation to these regulations:

- A 40% pass mark applies to each component of assessment. 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 timescale agreed by the Board of Examiners and notified to the student.

## 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.

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

**Please note:** The following information relates to the contemporary recruitment cycle at time of publication and therefore may now be out of date. The current tariff and accepted qualifications for entry onto the programme is published on the programme course listing: PGCert Diagnostic Hysteroscopy and Therapeutic Management, <https://www.bradford.ac.uk/courses/pg/diagnostic-hysteroscopy-and-therapeutic-management/>

## Professional entry requirements

- 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.
- To be working in or appointed to a post in gynaecological services (with agreed access to Outpatient Hysteroscopy clinics) and have a recognised BSGE trainer allocated at the host organisation.
- To have the approval and support of your line manager to undertake the programme.

Students will be strongly recommended to take membership of the British Society of Gynaecology Endoscopy (BSGE) by the start of the programme.

## Access and Alternative Entry

The standard academic entry profile for this programme is a first degree in a relevant subject area, a professional Level 6 NVQ level 6 or a relevant postgraduate qualification. If you do not have these but you do have significant relevant experience and other evidence of ability to study at this level, the Programme Team will review your application and make a decision on an case-by-case basis.

Applications are welcome from mature students returning to study (aged 25 or over upon entry) or students with non-standard qualifications, and the Programme Team have experience in making students with these profiles welcome. You are welcome to email [AdmissionsHealth@bradford.ac.uk](mailto:AdmissionsHealth@bradford.ac.uk) if you want to ask whether this programme can accommodate you.

Outside of the block attendance at the University of Bradford, computing skills commensurate with the demands of distance learning study at postgraduate level, access to a computer with a broadband connection and ability to access the University's online learning platform and on-line resources are all required. Please note that the mobile app for the platform does not allow you to submit assignments, and so laptop or desktop access using a modern web browser such as Chrome, Edge, Firefox or Safari is essential.

The University welcomes disabled students who may wish to access our Disability Service before they apply: <https://www.bradford.ac.uk/disability/before/>

## No Accredited Recognition of Prior Learning

This programme is not eligible for the University's Recognition of Prior Experiential / Certificated Learning processes because it is structured as a single module.

## International students

This programme is open to international applicants. It is available for foreign nationals who can meet all the part-time study, attendance, and placement requirements. For information on what qualifications are equivalent to the above, visit the Entry Requirements page for your country by visiting: [www.brad.ac.uk/international/country/](http://www.brad.ac.uk/international/country/)

Candidates for whom English is not a first language must either have studied previously at Bachelor's degree level or above in English or have an IELTS score of 6.5 or equivalent with no sub-test result less than 5.5. If you do not meet the IELTS requirement, you can take a University of Bradford pre-sessional English course with our Language Centre: <https://www.brad.ac.uk/courses/other/pre-sessional-english-language-programme/>

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