

## **Programme Specification**

### **MSc Infection Prevention and Control**

Valid from: for validation 3/2/2014

**Faculty of Health and Life Sciences**

## SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Final award:	Master of Science
Programme title:	Infection Prevention and Control
Interim exit awards and award titles:	<b>PG Certificate:</b> Infection Prevention and Control <b>PG Diploma:</b> Infection Prevention and Control
Brookes course code:	TBC
UCAS/UKPASS code:	TBC
JACS code:	B900
Mode of delivery:	Distance Learning – Online via Moodle
Mode/s of study:	PT
Language of study:	English
Relevant QAA subject benchmark statement/s:	This course follows the QAA reference point Master's degree Characteristics (2010)
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	N/A
Faculty managing the programme:	Faculty of Health and Life Sciences
Date of production (or most recent revision) of specification:	October 2013

## SECTION 2: OVERVIEW AND PROGRAMME AIMS

### 2.1 Rationale for/distinctiveness of the programme

The Master of Science in Infection Prevention and Control is designed to develop a focussed approach to the essential elements of an effective infection prevention and control (IPC) management service, using robust evidence base.

The course addresses the necessary competencies for practice for IPC in an international context (Burnett 2011, Murphy et al 2012). It aims to equip graduates with the specialist evidence based knowledge, HCAI awareness, clinical governance principles, current approaches and skills with which to confidently devise or select the appropriate IPC management strategy.

The course will address the increasing problems with the prevention and management of infection in a variety of clinical healthcare settings. There is a strong focus on practice to enable graduates to integrate theoretical perspectives with practice. This means that graduates can use their professional

experience as a source of knowledge and students will be encouraged to integrate new knowledge and skills, developed during the programme, within practice.

The course is delivered using a dialogic mode of distance learning to enable students to blend study and professional demands, so that students have significant interaction, direction and guidance from on-line tutors as the modules progress. The modules within the course have timetabled activities and are designed to be completed within a set period of 12 weeks so tutors will guide students through these.

## 2.2 Aim/s of the programme

The programme aims to

- develop practice that is safe and effective.
- develop evidence-based practice that is current and provided in an environment, which is conducive to patient needs, whilst safeguarding public health.
- develop practice with an understanding of the significance of effective infection prevention and control in all primary, acute care and public health settings.
- develop the specialist knowledge and skills to enable critical reflection and challenge to existing IPC practices, developing the ability to design, implement and evaluate an effective IPC management strategy.
- enable effective collaboration within a multi-professional environment.
- prepare students for professional roles in IPC in clinical and healthcare settings.
- cultivate elements of good research practice which include: experimental design, data collection and analysis techniques, research presentation skills, and production of research proposals.

## SECTION 3: PROGRAMME LEARNING OUTCOMES

Postgraduate attributes are developed throughout the programme across all of the taught modules. The skills and abilities needed to perform effectively in the field of infection prevention and control and for further study are taught and practised within the curriculum such as critically evaluating research papers, analysing and presenting strategies, and imparting knowledge, however it is during the research dissertation that students will begin to really use, apply and refine these skills as they work on an independent original research study with supervisory guidance. On graduating from the Masters we anticipate graduates will have developed the skills required to operate collaboratively and effectively in an infection prevention and control healthcare environment working towards a leadership or management role.

### **Knowledge, understanding and skills:**

*On satisfactory completion of the programme, students will be able to:*

#### **3.1 Academic Literacy**

- critically appraise infection prevention and control knowledge, theories, models and strategies for evaluation with reference to their relevance to healthcare settings (also meets Research Literacy)
- critically review the literature in the area of infection prevention and control in healthcare settings (meets Research Literacy)
- examine the organizational systems necessary to support evidence-based practice in infection prevention and control including clinical governance, audit, surveillance and risk management (also meets Critical and Self awareness and Personal Literacy).

### **3.2 Research Literacy**

- critically examine and evaluate the research process (meets Digital and Information Literacy)
- discuss and evaluate the mechanisms for quality control in research and development (also meets Digital and Information Literacy).
- identify, evaluate and critique research findings to provide evidence based practice
- use a range of evidence to formulate research questions and justify changes in practice of IPC

### **3.3 Critical self-awareness and personal literacy**

- make informed decisions about the application and relevance of research to collaborative professional practice in Infection Prevention and Control (also meets Research Literacy)
- identify and discuss contextual issues and the important factors underpinning the development of evidence based practice in Infection Prevention and Control and the research agenda in this multi-disciplinary professional arena (meets Research Literacy and Academic Literacy).
- implement IPC within professional multidisciplinary settings

### **3.4 Digital and information literacy**

- effectively locate sources of information, current and relevant to contemporary infection prevention and control practice using systematic manual and electronic searching techniques and synthesise this knowledge to develop coherent arguments (also meets Research Literacy).
- apply a range of generic and publishing IT skills
- utilise specialist IT systems in the professional environment

### **3.5 Global citizenship**

- critically discuss the nature of international evidence for professional infection prevention and control practice (meets Academic Literacy)
- critically examine current trends in the international development of evidence based practice in infection prevention and control practice as it relates to the delivery of healthcare and Public Health practice (also meets Academic and Research Literacy).
- articulate global perspectives that relate to particular international issues relating to IPC such as emerging disease, antibiotic resistance, vaccination.

## **SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM**

### **4.1 Programme structure and requirements:**

The course is comprised (subject to validation) M level modules as follows

#### **Single modules worth 20 credits.**

A single module usually requires 200 hours of student effort, which includes reading, study, online discussion participation, individual tutorials by Skype, Google video (Hangout) , telephone or email (2 hours).

#### **Treble module worth 60 credits (Research and Dissertation)**

600 hours of student effort.

**Award Postgraduate Certificate in Infection Prevention and Control**

Module Name	Module Number	Status	Credits (CATS)	Semester of Delivery
<b>An Introduction to Microbiology and Immunology</b>	PXXXX	Compulsory	20	1
<b>Evidence-based Practice</b>	P49203	Compulsory	20	2
<b>Infection Prevention and Control</b>	P44617	Compulsory	20	3

**Award Postgraduate Diploma in Infection Prevention and Control**

A pass in all the above modules plus the following

Module Name	Module Number	Status	Credits (CATS)	Semester of delivery
<b>Communicable Diseases and Public Health</b>	PXXXX	Compulsory	20	1
<b>Applied Epidemiology for IPC</b>	PXXXX	Compulsory	20	2
Module Name	Module Number	Status	Credits (CATS)	Semester of delivery
<b>Optional module from approved list</b>		Acceptable	20	1, 2, or 3
Independent study	P10188		20	
Advanced health promotion	P44164		20	
Leadership in health and social care	P44820		20	

**Award Master of Science in Infection Prevention and Control**

Progression to dissertation module requires successful completion of the taught modules above (120 credits) plus PXXX Applied Research Methods for Infection Prevention and Control

Module Name	Module Number	Status	Credits	Semester of delivery
<b>Applied Research Methods for IPC</b>	TBA	Compulsory Pre-requisite for PXX Dissertation in IPC	10	1, 2 and 3

Dissertation for IPC		Compulsory	50	1, 2, and 3
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**SECTION 5: PROGRAMME DELIVERY**

**5.1 Teaching, Learning and Assessment**

The course is entirely web-based. The programme learning outcomes will be addressed via a stable, informative and user friendly virtual learning environment, Moodle, for each module. Content has been developed to provide a wide range of scholarly materials from experts and academics prominent in the field, promoting critical discussion on relevant topics to enhance understanding and encourage synthesis and application of theories concepts and principles to a clinical setting. Students are encouraged to work collaboratively to develop group discussions relating to the content of the course, sharing experiences and resources, critically discussing the evidence base for IPC and its implementation in a variety of settings.

Students will be expected to engage in up to 200 hours (per single module) of guided reading and activities, self-study and research, online discussion participation, and preparation of the final assessment.

This course will offer a student-centred approach to teaching and learning and will be strongly focused on encouraging each individual to attain their full potential as life-long learners. To facilitate this, a variety of rich media may be used in course delivery including:

- Guided reading from e-books, and the literature.
- An online collaborative discussion platform.
- Video presentations, and micro movies from publishers to support text book content.
- Podcasts and articulate presentations (PPT with audio)
- A number of synchronous online tools will be utilised e.g.
  - Wimba classroom technology for synchronous session delivery
  - Google video, group Google video (Google Hangout, via your Brookes email address)
  - Skype and group Skype

The social aspects of online learning will be addressed and promoted to mitigate the potential for feelings of isolation while undertaking the course. Regular on-line contact between the group, individuals and tutors will be supported and encouraged via mechanisms such as those described above. Tutors will also set seminar times when they are available for contact to discuss aspects of the course. Optional synchronous seminars (using Wimba classroom or group Skype) will be offered to facilitate networking and knowledge transfer amongst the student cohort.

The teaching and learning strategies will reflect the realities of clinical practice, and the use of day-to-day examples from practice will be a key part of the course. This will enable the student to reflect on both the necessity and the benefits of multidisciplinary, inter-professional and collaborative approaches to addressing infection related problems and minimizing the transmission of organisms within healthcare settings.

**General statements in relation to graduate attribute attainment within the programme**

A key driver for the course is the development of a challenging, relevant and internationalised curriculum to develop graduates that are able to apply the theories and concepts of infection management to clinical health settings and take a leadership role within this specialism. The University will also seek to provide an appropriate curriculum for the 21st Century which will enable

Oxford Brookes' graduates to demonstrate the skills and adaptive expertise that will enable them to take up valuable and satisfying careers, and contribute to society and the economy.

The programme develops students ability so that graduates have the skills to

- engage in current critical debates within the Infection control discipline and the ability to communicate complex ideas to both expert and non-expert in healthcare and public health settings.
- design and undertake a research project in the infection prevention and control discipline, use appropriate methodology and solve complex problems in novel situations.
- demonstrate commitment to continuous self-improvement as lifelong learners

Our graduates will be able to lead and organise self and others; take personal responsibility in unpredictable and complex situations; make sound and appropriate decisions; and to inspire, and effectively interact with others in diverse healthcare environments.

### **Assessment regulations**

The programme conforms to the University PGT Regulations available at:

[www.brookes.ac.uk/students/graduate-office/current-students/taught-postgraduate-students/regulations/](http://www.brookes.ac.uk/students/graduate-office/current-students/taught-postgraduate-students/regulations/)

The assessment strategy will include:

- written assignment on a given or chosen topic
- assessed online discussion participation
- online multiple choice questionnaires

Assessments will provide students with a focus for study, reading, learning, analysing and assessing IPC practice. Self-assessment will be encouraged. Critical thinking and analysis from the core of online discussions and formative feedback will be provided at various stages on the programme.

Students will be offered opportunities to submit formative work for feedback from the module tutor and all assessment strategies will be in line with the Oxford Brookes Assessment Compact.

The Assessment Compact can be found at:-

<http://www.brookes.ac.uk/aske/documents/BrookesAssessmentCompact09.pdf>

## SECTION 6: ADMISSIONS

### 6.1 Entry criteria

Normally hold a UK honours degree or equivalent overseas degree from a recognised institution or an equivalent professional or other qualification.

Other qualifications may be considered when accompanied by relevant professional experience.

Applicants should be employed in current clinical practice in a healthcare setting and should have at least one year post qualification clinical experience.

The general principle is that there should be a reasonable expectation that students will be able to fulfil the objectives of the programme and achieve the standard required for the award. To do this students will need to be proficient in the use of internet based resources and other interactive technologies eg Moodle, Skype, Google video. Access to the Internet should be reliable and stable.

Applicants whose home language is not English must demonstrate that their level of English is appropriate for study at postgraduate level with appropriate writing skills. In addition to the academic entry qualifications, applicants must have one of the following or an equivalent qualification acceptable to the University as set out in the list produced by the International Centre for English Language Studies (ICELS).

The English Language requirements are IELTS: level 6.5 or above, TOEFL for the computer –based version only at 87 or above; or equivalent. For details please contact the Programme Administrator [lcrrilly@brookes.ac.uk](mailto:lcrrilly@brookes.ac.uk)

It is possible for a student to enter the programme with prior credit for previous studies undertaken at Oxford Brookes University or other institutions or with accreditation or prior experiential learning (APEL), providing this meets the requirements and practices established by the Faculty of Health and Life Sciences Brookes University for APEL credit.

**Note for International applicants.** This course **does not:**

- lead to registration with the Nursing and Midwifery Council
- have a practice based component
- lead to employment within the UK while studying or after the course is successfully completed.

**Computer requirements.**

- You will need reliable access to IT technology capable of accessing the course material on our Moodle platform. Access the following link to the minimum current requirements.

- <https://radar.brookes.ac.uk/radar/items/8d950f8d-b94b-508e-5c5d-f88f745cfa1b/1/>

### 6.2 DBS checks

Not applicable



## **SECTION 7: STUDENT SUPPORT AND GUIDANCE**

Sources of help and advice will be:

- Induction will be by Skype or Google video by the module leader prior to the commencement of the first module in addition to a group Skype/Google video which will cover use of Moodle, PIP, and programme specific information.
- Handbooks will be available through Moodle
- Student Support Coordinators, Academic Advisors will be identified and contact details highlighted.
- Central support services.
- Study skills development/support – advised through the upgrade service and electronic resources through the Library.
- UPGRADE services.
- Careers Centre.

## **SECTION 8: GRADUATE EMPLOYABILITY**

Applicants will be already employed (registered healthcare professionals) in various healthcare settings e.g. primary care, acute care or in the tertiary or Independent sectors or specifically the field of Infection Prevention and Control, either in the UK or elsewhere.

The programme offers professional specialism and continuing professional development, allowing students to enhance career progression in an IPC role in a variety of healthcare settings.

## **SECTION 9: LINKS WITH EMPLOYERS**

Employer stakeholders and other professional experts contribute to the programme.

- Lecture presented by relevant professional and well published experts in the field.
- Student-led short laboratory and Central Sterilising Department observation visit in their own local area.
- Online discussion participation facilitated by recognised international experts.

## **SECTION 10: QUALITY MANAGEMENT**

The Faculty of Health Life Sciences programmes benefit from rigorous quality assurance procedures and regularly receive excellent feedback from external examiners, employers, and students.

Quality assurance of the Programme is addressed in a number of ways:-

- Subject Committee meetings held once a semester to enable staff and students to feedback on the programme.
- A rigorous annual and periodic review process to ensure the currency of the programme.
- An external examining process that follows the university guidelines to ensure fairness and consistency of assessment, and comparability with other HE institutions.
- Systematic end of module and end of programme monitoring and evaluation.
- Employer/other stakeholder engagement.

### **References**

Burnett E (2011) Outcome Competencies for practitioners in infection prevention and control: Infection Prevention Society and Competency Steering Group. *Journal of Infection Prevention*. 2011 12:67.

Murphy D, Hanchett M, Olmsted R, Farber M, Lee T, Haas J, and Streed S (2012) Competency in Infection Prevention: A conceptual approach to guide current and future practice. *American Journal of Infection Control* 40. 296-303