

## **Programme Specification**

### **Post Graduate Certificate in Children's High Dependency Practice**

Valid from: March 2015

**Faculty of Health and Life Sciences**

## SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Final award:	Post Graduate Certificate
Programme title:	Children's High Dependency Practice
Interim exit awards and award titles:	n/a
Brookes course code:	HL96
UCAS/UKPASS code:	
JACS code:	B730
Mode of delivery:	Face to face
Mode/s and duration of study:	Part time
Language of study:	English
Relevant QAA subject benchmark statement/s:	None
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	None
Faculty managing the programme:	Health and Life Sciences
Date of production (or most recent revision) of specification:	March 2015

## **SECTION 2: OVERVIEW AND PROGRAMME AIMS**

### **2.1 Rationale for and/or Distinctive features of the programme**

The Post Graduate Certificate in Children's High Dependency Practice offers compulsory modules that will enable graduates to achieve professional development and experience in the specialist area of children's high dependency care. Students will have the opportunity to develop their knowledge, skills, and understanding of assessment, planning, delivery, and evaluation of care. This is pertinent to the management of critically ill patients with complex care needs being cared for in a high dependency care environment. Students at Oxford Brookes University are able to learn by participating in clinical practice activities within their own children's practice area and are able to develop new clinical skills.

The programme curriculum ensures there is an emphasis on practice-focused learning throughout, with learning and assessments being based around practice and the workplace. The programme identifies the importance of developing the skills of the practitioner for practice to enable the transferability of the programme to direct service provision.

The curriculum content is informed by relevant national and international research and evidence-based literature (RCPCH, 2014). This is in an attempt to help students to expand the breadth of their studies and develop a depth of critical analysis and evaluation of practice. The programme identifies the importance of the individual person within the educational process and the journey of life-long learning from both a personal and professional perspective.

### **2.2 Aim/s of the programme**

To educate practitioners to develop a critical understanding of Children's High Dependency Practice and through the utilisation of evidence based practice, deliver the best outcome of care for the patient and their family.

To facilitate the acquisition of knowledge and skills needed to foster a higher level understanding of the complexities of health care, enabling the practitioner to appraise and challenge practice and deliver person-centred care.

## SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

### **3.1 Academic literacy (1)**

- In-depth exploration of knowledge relevant to children's high dependency practice in applied Anatomy and physiology, pathophysiology, assessment and management of care
- Critically analyse and apply knowledge in their own clinical practice in children's high dependency practice, demonstrating leadership through sharing knowledge with others
- Develop a theoretical base to facilitate problem solving and promote autonomy to act with minimal supervision or direction, within agreed guidelines in children's high dependency practice
- Engage effectively in debate in a professional manner using analytical skills

### **3.2 Research literacy (2)**

- Critically analyse theory and the evidence-base for practice, and synthesize and apply the outcomes to inform children's high dependency practice

### **3.3 Critical self-awareness and personal literacy (3)**

- Critically evaluate their own beliefs and values, and articulate the development and influence of those values on children's high dependency practice, applying a range of reflective frameworks
- Demonstrate initiative in making evidence-based, ethical decisions in partnership with patients/clients and/or colleagues while exercising sensitivity to cultural and lifestyle diversity
- Deal with the complex and unpredictable nature of the children's high dependency practice environment, systematically and creatively to make sound judgements from a diverse range of innovative or standard techniques and communicate these effectively

### **3.4 Digital and information literacy (4)**

- Engage in online learning activities, developing confidence in e-learning abilities, and becoming an active member of the online community
- Use appropriate technology to search for and critically evaluate high quality information relevant to children's high dependency practice

### **3.5 Active citizenship (5)**

- Comprehensive awareness of current children's high dependency practice within a multicultural context, considering the political, economic, social and technological aspects that influence critical and specialist care
- Develop a systematic knowledge and understanding of ethics and the legal issues that impact on children's high dependency practice delivery in an international / intercultural context

## SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

### 4.1 Programme structure and requirements:

Module Code	Module Title	Credits	Level	Status*	Semester of delivery
P44017	Perspectives in Children's High Dependency Practice	20	7	Compulsory	1
P44018	Assessment and Management of the Child requiring High Dependency Care	40	7	Compulsory	2

Students will normally complete the programme in 2 semesters, however there is a maximum period for completion of 5 years.

### 4.2 Professional requirements

N/A

## SECTION 5: PROGRAMME DELIVERY

### 5.1 Teaching, Learning and Assessment

The teaching, learning and assessment strategy of the programme reflects its student centred, patient-centred and practice-focused approach. Each module has an appropriate division between structured learning activities and private study. Opportunities for sharing existing and developing skills, knowledge and experience, are maximised. In order to make the most of the range of experience, skills and knowledge within the group, a variety of teaching and learning strategies will be employed. This is to encourage development of critical self-awareness and personal literacy within the context of both academic and research literacy. The following outlines how the teaching and learning strategies link with the following post graduate attributes:

1. Academic Literacy
2. Research Literacy
3. Critical self-awareness and personal literacy
4. Digital and information literacy
5. Active citizenship

- Critical self-reflection is encouraged as a means of keeping a focus on the development of an individual's clinical practice (1,2,3).
- An opportunity to negotiate the specific details of some assessments to ensure that they are relevant to the development of individual practice and service development (1-5).
- Tutorials are used to develop the student's focus on their own practice, and their own learning needs (1, 3).
- Presentation skills are developed through student-led seminars, presentations to peers, and assessments (1-4)

The principles of Brookes Assessment Compact are demonstrated in this programme through:-

- I. Emphasis on formative assessment and feedback
- II. Support in developing self-assessment skills
- III. Student input into the design of assessment and marking processes
- IV. Negotiation of placement learning experiences

Students will be assessed in each of the modules. There is a mixture of assessment strategies depending on the module concerned. These are chosen because of their appropriateness for an individual module and programme learning outcomes and content, the academic standard expected and the different styles of learning that students' exhibit. Assessments are used to give an opportunity to demonstrate knowledge as well as the critical and reflective analysis required for professional practice. The assessments will also provide an opportunity to experience a range of post graduate attributes that will prove valuable in the student's future career.

Each practice module also has a practice learning contract negotiated with the student and the practice supervisor, with the support of the module leader, to assess individualised learning in practice in relation to the module learning outcomes. The negotiated outcomes will need to be achieved in order to pass the module.

Comprehensive details of module assessments will be offered in the programme and module handbooks.

## **5.2 Assessment regulations**

The programme conforms to the University Regulations:

<http://www.brookes.ac.uk/regulations/current/specific/b4>

# **SECTION 6: ADMISSIONS**

## **6.1 Entry criteria**

- UK or overseas degree from a recognised institution or equivalent professional or other qualification.
- Students must hold professional registration with the relevant Nursing and Allied Health Professional Body in the UK.
- Students will normally have a minimum of 12 months post-registration experience in a relevant children's clinical area
- Be working in a relevant clinical environment in which they can achieve the clinical skills required.
- Have access to an appropriate practice supervisor within that area
- Support of their line manager
- Have British Council IELTS: overall score of level 7 or above if English is not the first language.

## **6.2 DBS checks**

We require students to have an up to date DBS check. This will need to have been completed prior to commencement, organised through the employer.

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

Sources of help and advice available for students include:-

- On being made an offering by the University the prospective student is given access to a google docs website which provides information on academic skills development, learning resources, module timetables and reading lists.
- Induction – students are provided with small group workshop activities which address resources and support mechanisms available to Brookes learners.
- Handbooks – each module handbook provides clear contact information, learning outcomes and assessment details.
- Moodle sites for each module to enable on-line two way communication and learning between and with students
- Subject Coordinators, Academic Advisors and Course leaders all provide consistent support with students throughout the programme.
- The Skills Lab. Facilitators provide opportunities for students to practise the development of clinical skills in a safe environment using high fidelity simulation and role play.
- Practice learning support is offered by practice supervisors and module leaders
- Central support services include: Upgrade, Student Disability Services, Student Finance, Student Accommodation, Student Health and Dentistry, Counselling and Careers.
- Study skills development/support sessions are incorporated into modules and available from library staff and Upgrade.

## **SECTION 8: GRADUATE EMPLOYABILITY**

Students who have completed the course have been employed within the speciality both locally and nationally. The course enables practitioners to work through the Agenda for Change grading bands to gain career progression

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

A valuable part of the course team is that it is comprised of lecturer practitioners who hold joint posts with the university and a local NHS trust. This ensures that the delivery of the course is current and relevant to the employer. The programme leader has regular contact with all trusts within HETV geographical area and is actively involved in the partnership with research and education with a large local teaching trust.

All students studying on the course have a requirement to be employed in a relevant clinical setting and have their manager's support to undertake the course, thus ensuring close links with the team and employers. All practice supervisors undertake an induction course delivered by the Programme team. Following, induction all supervisors are given a supervisors handbook and have access to a google docs site design and developed for the support of practice supervisors.

NHS trusts that regularly support students to complete the course are invited to programme meetings and annual reviews to ensure partnership working.

## **SECTION 10: QUALITY MANAGEMENT**

### **Indicators of quality/methods for evaluating the quality of provision**

- This programme is validated by the University and is then subject to the annual quality monitoring processes.
- Internal quality processes are the agreed University processes and include student members of programme committees, module and course evaluation, annual and periodic review.
- The programme is subject to scrutiny by an External Examiner according to sector requirements in order to ensure that standards are comparable to other institutions and that the assessment process is fair and consistently applied.
- All evaluation processes are jointly managed with relevant commissioners, students and partners (clinical colleagues in partner trusts).