

PROGRAMME SPECIFICATION

for the award of

Post Graduate Certificate in Emergency Nursing Practice

Managed by the Faculty of Health and Life Sciences

delivered by Oxford School of Nursing and Midwifery

Date approved:	Date approval confirmed, on recommendation of University validation panel or other authorised body.
Applies to students commencing study in:	Month/Year List for all cohorts to which the PS applies.

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
21 February 2018	Change to semesters of delivery, from: P44021 in semester 1 and P44019 and P44020 in semester 2. to: P44021 and P44020 in semester 1 and P44019 in semester 2.	In response to feedback from students and practice partners who requested to not have both practice modules in the same semester.
11/07/2018	Update course & module codes	New SRS codes
12/12/18	Add P44011 Advanced History Taking and Assessment as an alternative compulsory to P44019 Children's Emergency Care	In response to feedback from practice partners

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University - Marston Road Campus
Language of study:	English
Final award/s:	Post Graduate Certificate
Programme title:	Emergency Nursing Practice
Interim exit awards and award titles available:	N/A
Brookes course code:	PGC-ENP (Old code - HL98)
UCAS code:	
JACS code:	B773
HECoS code:	See guidance note G2.2, section 1
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus (part-time)
Duration of study:	1 academic year
Subject benchmark statement/s which apply to the programme:	
Professional accreditation attached to the programme:	N/A
Apprenticeship Standard:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

The Post Graduate Certificate in Emergency Nursing Practice offers compulsory modules that will enable graduates to achieve professional development and experience in the specialist area of an Emergency Department. 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 patients with differing care needs being cared for in an Emergency Department. Students at Oxford Brookes University are able to learn by participating in clinical practice activities within their own Emergency Department 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. 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.

SECTION 3: PROGRAMME LEARNING OUTCOMES

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

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3.1 Academic literacy (1)

- In-depth exploration of knowledge relevant to emergency care practice in applied anatomy and physiology, pathophysiology, assessment and management of care
- Critically analyse and apply knowledge in their own clinical practice in emergency 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 emergency care 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 emergency care 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 emergency care 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 emergency care practice environment, systematically and creatively to make sound judgements from a diverse range of innovative or standard techniques and communicate these effectively

3.3 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 emergency care practice

3.4 **Active citizenship (5)**

- Comprehensive awareness of current emergency care 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 emergency care practice delivery in an international / intercultural context

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
NURS7036 (P44019)	Children's Emergency Care	20	7	Alternative Compulsory	100%
NURS7030 (P44011)	Advanced History Taking and Assessment	20	7	Alternative Compulsory	100%
NURS7037 (P44020)	Adult Emergency Care	20	7	Compulsory	100%
NURS7038 (P44021)	Governance in Emergency Care	20	7	Compulsory	100%

4.2 PROGRESSION AND AWARD REQUIREMENTS

N/A

SECTION 5: TEACHING 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 core clinical competencies that will need to be achieved in order to pass that module.

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

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

- 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 an emergency care environment
- 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 AND OTHER PRE-COURSE CHECKS REQUIRED

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: PREPARATION FOR EMPLOYMENT

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.

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.