

Programme Specification

Post Graduate Certificate in Minor Injury and Illness Management

Valid from: March 2015

Faculty of Health and Life Science

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Final award:	Post Graduate Certificate
Programme title:	Minor injury and Illness Management
Interim exit awards and award titles:	n/a
Brookes course code:	HL68
UCAS/UKPASS code:	
JACS code:	B790 B990
Mode of delivery:	On Campus
Mode/s 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/distinctiveness of the programme

The Post Graduate Certificate in minor injury and illness management offers compulsory modules that will enable graduates to achieve professional development and experience for preparation to practice as an Emergency Care Practitioner (ECP) or within minor injury or illness focused care within urgent or acute care. Students will have the opportunity to critically analyse the assessment, diagnosis, management and treatment of patients with a range of minor injury and illness conditions across the age-range. Students at Oxford Brookes University are able to learn by participating in clinical practice activities within their own clinical area and are able to learn new clinical skills within dedicated skills laboratories, using high fidelity scenario teaching and learning techniques.

2.2 Aim/s of the programme

To educate practitioners to be knowledgeable and competent in managing the care of patients and families in minor injury and/or minor illness environments, utilising evidence based practice and working effectively with colleagues.

To educate and develop practitioners to deliver evidence based care ensuring best outcome for the patient and their family through challenging boundaries, developing service delivery, clinical leadership and role progression.

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 Minor Illness and Injury Management in applied anatomy and physiology, pathophysiology, assessment and management of care
- Critically analyse and apply knowledge in their own clinical practice in Minor Illness and Injury Management, 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 assessment and management of minor injuries and illnesses
- Critically evaluates a variety of history taking, assessment and consultation theories and demonstrates the appropriate selection and application of these within the diverse clinical environment of minor injury and illness management

3.2 Research literacy (2)

- Critically analyse the evidence base for practice in relation to minor injury and illness assessment and management applying the outcomes to promote and inform minor injury and illness 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 clinical practice, applying a range of reflective frameworks
- Demonstrates initiative in making autonomous, evidence-based, ethical decisions in partnership with patients/clients and/or colleagues while exercising sensitivity to cultural and lifestyle diversity
- Operates in a complex and unpredictable minor injury and illness environment, demonstrating effective decision making in the selection and application of a diverse range of innovative or standard clinical techniques, evaluating own role within the interprofessional team

3.4 Digital and information literacy (4)

- Engage in online learning activities, developing confidence in e-learning abilities, to become an active member of the online community
- Uses appropriate technology to search for and critically evaluate high quality information relevant to the assessment and management of minor injuries and illnesses

3.5 Active citizenship (5)

- Critically analyses current practices in Minor Illness and Injury Management within a multicultural context, considering the political, economic, social and technological aspects that influence care
- Develops a systematic knowledge and understanding of ethics and the legal issues that impact on minor injury and illness delivery in an international / intercultural context

SECTION 4: PROGRAMME STRUCTURE AND

CURRICULUM 4.1 Programme structure and requirements:

Provide a list of modules at each level, showing their credit value and status (core/compulsory, optional/acceptable etc). Indicate any specific requirements for progression and awards in respect of the modules that must be passed, including any requirements that must be met to qualify for interim/exit awards.

Module Code	Module Title	Credits	Level	Status*	Semester of delivery**
P44011	Advanced History Taking and Assessment	20	7	Compulsory	1 or 2
P44015	Assessing and Managing Minor Injuries and Illnesses	40	7	Compulsory	2 and 3

Students will normally complete the programme in 3 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 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.

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 or Allied Health Professional Body/Council in the UK.
- Students will normally have a minimum of 3 years post-registration experience in a relevant care environment.
- Employed in a role that will support development of Clinical Skills during the programme
- 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 Post Graduate Certificate 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 and positions such as Emergency Nurse Practitioners/Advanced Paramedic Practitioners, Advanced Care Practitioners in an Emergency Department or Practitioners in urgent or acute care specialities.

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 by the agreed University processes and include student members of course 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 stakeholders, students and partners (clinical colleagues in partner trusts).