

Programme Specification

Post Graduate Certificate in Trauma Practice

Valid from: September 2016

Faculty of Health and Life Sciences

SECTION 1: GENERAL INFORMATION

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| Awarding body: | Oxford Brookes University |
| Teaching institution and location: | Oxford Brookes University |
| Final award: | Post Graduate Certificate |
| Programme title: | Trauma Practice |
| Interim exit awards and award titles: | n/a |
| Brookes course code: | HL74 |
| UCAS/UKPASS code: | |
| JACS code: | B700 |
| Mode of delivery: | Face to face |
| Mode/s and duration of study: | Part time over 1 year max 5 years |
| 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: | 17 th March 2016 |

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for and/or Distinctive features of the programme

The Post Graduate Certificate in Trauma Practice offers compulsory modules that will enable graduates to achieve professional development and experience in the specialist area of caring for adult trauma patients. 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 acute and critically ill patients with complex care needs being cared for in a trauma environment and beyond with rehabilitation needs. Students at Oxford Brookes University are able to learn by participating in clinical practice activities caring for trauma patients in their own clinical areas; and are thus 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.

2.2 Aim/s of the programme

To challenge and extend the knowledge of practitioners who are caring for patients and families in a trauma environment, through the utilisation of evidence based practice, person-centred care and effective team working.

To educate and develop practitioners to be safe, competent, clinically focused practitioners who can deliver the best outcome of care for the patient and their family.

SECTION 3: PROGRAMME LEARNING OUTCOMES

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

3.1 *Academic literacy (A1)*

- In-depth exploration of knowledge relevant to trauma practice; in applied anatomy and physiology, pathophysiology, assessment and management of care (Also A2)
- Critically analyse and apply knowledge in their own clinical trauma practice, demonstrating leadership through sharing knowledge with others (Also A2,3,4)
- Develop a theoretical base to facilitate problem solving and promote autonomy to act with minimal supervision or direction, within agreed guidelines in trauma care (Also A2,3,4)
- Engage effectively in debate in a professional manner using analytical skills (Also A2,3,5)

3.2 *Research literacy (A2)*

- Critically analyse theory and the evidence-base for practice, and synthesize and apply the outcomes to inform trauma practice (Also A1,3,4,5)

3.3 *Critical self-awareness and personal literacy (A3)*

- Critically evaluate their own beliefs and values, and articulate the development and influence of those values on trauma practice, applying a range of reflective frameworks (Also A1,2)
- Demonstrate initiative in making evidence-based, ethical decisions in partnership with patients /clients and/or colleagues while exercising sensitivity to cultural and lifestyle diversity (Also A5)
- Deal with the complex and unpredictable nature of the trauma environment, systematically and creatively to make sound judgements from a diverse range of innovative or standard techniques and communicate these effectively (Also A5)

3.4 *Digital and information literacy (A4)*

- Develop 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 trauma practice (Also A2,3)

3.5 *Active citizenship (A5)*

- Comprehensive awareness of current trauma practice within a multicultural context, considering the political, economic, social and technological aspects that influence critical and specialist care (Also A1)
- Develop a systematic knowledge and understanding of ethics and the legal issues that impact on trauma practice delivery in an international / intercultural context (Also A1,3)

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

| Module Code | Module Title | Credits | Level | Status* | Semester of delivery** |
|-------------|-----------------------------------------------|---------|-------|------------|------------------------|
| P44004 | Care of Deteriorating or Acutely Unwell Adult | 20 | 7 | Compulsory | 1 |
| P44064 | Trauma Care of the Injured Adult | 40 | 7 | Compulsory | 2 |

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 for Postgraduate Taught Programmes at <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 healthcare registration with the relevant Professional Body in the UK.
- Students will normally have a minimum of 12 months post-registration experience in an adult intensive 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.

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 and periodic review 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 and university policy 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).