



University of the
West of England

PROGRAMME SPECIFICATION

Part 1: Information	
Awarding Institution	University of the West of England, Bristol
Teaching Institution	University of the West of England, Bristol
Delivery Location	Glenside Gloucester Campus South West of England Partnerships sites
Study abroad / Exchange / Credit recognition	n/a
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Nursing and Midwifery
Professional Statutory or Regulatory Body Links	Nursing and Midwifery Council Health and Care Professions Council General Pharmaceutical Council
Highest Award Title	Postgraduate Certificate Health and Social Care
Default Award Title	None
Interim Award Titles	None
UWE Progression Route	n/a
Mode of Delivery	PT/FT
ISIS code/s	
For implementation from	September 2017

Part 2: Description

The Postgraduate Certificate Health and Social Care is a multi-professional programme for all professional, statutory and regulatory body registered practitioners working towards Advanced Practitioner status. The programme is modular, and learners either study full or part time. The learner will be encouraged to focus on advancing their knowledge and understanding of current issues related to their own field of practice, and that of the wider context of health and social care.

The programme aims to offer flexibility, by enabling students to choose from a range of optional modules so that they can tailor the programme to meet their individual and employer needs in distinct and different care environments.

Students can progress to the PG Diploma or MSc Advanced Practice, to enable them to develop their professional practice alongside their academic profile through a staged approach, which will give them more flexibility to manage their programme.

Students are advised that if they accept the award of the Postgraduate Certificate in Health and Social Care, but later choose to progress to a Postgraduate Diploma OR MSc in Advanced Practice, the marks associated with the credits used to achieve the PG Certificate in Health and Social Care cannot be used to determine the classification of the award.

The aims of the programme are to:

1. Provide a stimulating, supportive and sensitive learning environment that will enable learners to maximise their learning, and facilitate their development as self-directed and reflective learners.
2. Produce post graduates who demonstrate a comprehensive understanding of complex and specialist areas of knowledge and skills, necessary to practice competently in their specific field of practice.
3. Enable learners to develop the knowledge and higher level critical thinking skills required for autonomous and independent decision-making, demonstrating creativity and originality in tackling and solving problems in the absence of complete data.
4. Enable learners to become independent and self-critical reflective practitioners, who have the ability to question and challenge practice and evidence, with confidence and courage.

Distinctive features:

The programme is designed to optimise the demands of those individuals requiring health and social care service provision, by encouraging practitioners to personalise their programme to meet their professional practice needs, over a negotiated time period. Such flexibility permits practitioners to move beyond traditional boundaries whilst working within their own scope of practice. The multi-professional education provision enables a contemporary and person-centered approach to meet local and national drivers and workforce development needs.

Learning on the programme is based around reflection as well as interactive and proactive approaches and is central to ensure students engage in the development of their role at an advanced level of practice. In discussion with the programme leader, learners can select from a wide range of optional modules that best meets their needs. Thus each learner's journey will

Part 2: Description
have focus and develops them ready to transition to an advanced practice role. This includes a wide range of health care professionals such as physiotherapists, occupational therapists, registered nurses, registered midwives and paramedics.
Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)
This is a post graduate professional practice programme for those students working in a variety of care settings who are registered with the Nursing and Midwifery Council, the Health and Care Professions Council or the General Pharmaceutical Council.
Regulations
Approved to University Regulations and Procedures

Programme learning outcomes

	Optional module
Knowledge and understanding:	
Demonstrate an in depth knowledge and understanding of their discipline	✓
Explore the impact and influence of policy and practice on their field of practice	✓
Demonstrate a systematic understanding of knowledge, and a critical awareness of current issues and developments in their professional discipline	✓
Intellectual Skills	
Work across professional, organisational and system boundaries and proactively develop and sustain new partnerships and networks to influence and improve outcomes for patients and service users	✓
Synthesise information from a variety of perspectives in order to contextualize practice	✓
Subject and Professional Skills	
Have the confidence, knowledge and skills to challenge accepted wisdom when developing practice	✓
Demonstrate self-direction and originality in tackling and solving problems	✓
Transferable skills	
Actively seek and participate in peer review of their own practice	✓

Part 4: Programme Structure

The student journey through the programme is flexible. On acquiring 60 credits the student will exit with a Postgraduate Certificate in Health and Social Care, or continue to Postgraduate Diploma OR MSc in Advanced Practice.

ENTRY	Compulsory Modules	Optional Modules	Award
GRADUATION	None	<p>In negotiation with the programme leader, students select 60 credits of optional modules available within the Faculty of Health and Applied Sciences Continuing Professional Development Portfolio.</p> <p>The Optional Modules selected must meet the programme learning outcomes for PG Certificate Health and Social Care</p>	<p>Award: Postgraduate Certificate Health and Social Care (60 credits)</p>

Part 5: Entry Requirements

The University's Standard Entry Requirements apply.

The normal entry requirement is a first degree from a recognised institution of higher education or its equivalent in a relevant subject area. This will constitute standard entry to the postgraduate programme.

Additional requirements:

- Professional body registration e.g. Health and Care Professions Council, Nursing and Midwifery Council, General Pharmaceutical Council

Non-standard entry to the postgraduate programme:

Exceptionally, students without traditional degree level qualifications may be admitted to the programme provided they can demonstrate that they can benefit from study at the appropriate level and are likely on the evidence presented to achieve the required standard.

All non-standard entry students will be assessed on an individual basis.

In addition, individuals must have experience of, or be working in an area that enables students to meet the learning outcomes of the programme.

Part 6: Reference Points and Benchmarks

The design of the Post Graduate Certificate in Health and Social Care is flexible and as such

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the reference points and benchmarks for the programme are aligned to a wide range of health and social care documents. Professional body requirements (Nursing and Midwifery Council [NMC]; Health and Care Professions Council [HCPC]; General Pharmaceutical Council [GpHc] and QAA benchmarks (2001) have also been considered.

- Department of Health (2016) *NHS Outcomes Framework 2016/17*. London: Department of Health
- General Pharmaceutical Council (2017) Standards for Pharmacy Professionals, available from https://www.pharmacyregulation.org/sites/default/files/standards_for_pharmacy_professionals_may_2017_0.pdf .
- HCPC (2016) *Standards of conduct performance and ethics* <http://www.hcpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/>
- Health Education England (2016) *Investing in people for health and healthcare. Work Force Plan 2016/17* available from <https://www.hee.nhs.uk/sites/default/files/documents/Workforce%20Plan%20for%20England%202016-17.pdf>
- Leadership Academy NHS (2014) *Responding to Francis, Keogh and Berwick reviews* [online] available from <http://www.leadershipacademy.nhs.uk/about/our-work-and-its-impact-on-the-nhs/responding-to-francis-keogh-and-berwick-reviews/>
- NHS England (2017), *Allied Health Professions into action: Using Allied Health Professionals to transform health, care and wellbeing* available from <https://www.england.nhs.uk/wp-content/uploads/2017/01/ahp-action-transform-hlth.pdf>
- NHS England (2017) *Next steps on the Five year Forward View*, available from <https://www.england.nhs.uk/wp-content/uploads/2017/03/NEXT-STEPS-ON-THE-NHS-FIVE-YEAR-FORWARD-VIEW.pdf>
- NHS England (2014) *Five year Forward View*, available from: <http://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf>
- NHS Wales (2014) *Framework for Advancing Nursing, midwifery and Allied Health Professional practice in Wales*, available from: <http://www.wales.nhs.uk/sitesplus/documents/829/NLIAH%20Advanced%20Practice%20Framework.pdf>
- NMC (2015) The Code <https://www.nmc.org.uk/standards/code/read-the-code-online/>

[QAA UK Quality Code for HE](#)

- QAA (2008) Benchmark mapping for Higher Education: The Framework for Higher Education Qualifications in England, Wales and Northern Ireland.
- QAA (2014) UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards Part A The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
- QAA (2015) Characteristics Statement. Master's Degree

[Strategy 2020](#)

Part 6: Reference Points and Benchmarks

UWE Strategy 2020 has four key priorities - outstanding student learning, ready and able graduates, research with impact and strategic partnerships, connections and networks. Programme learning, teaching and assessment strategies relate to all four of these key priorities. A number of modules are run in partnership with clinical or business partners in the NHS and some lecturing staff have joint appointments and strong links with practice. Secondly, the programmes offer a great degree of flexibility and learners have the freedom to apply their own practice experiences to develop their service as part of the assessment strategies for the compulsory modules. Learners are asked to consider the impact of their learning on the service they provide, identifying service improvements and to investigate and apply research with impact to their practice.

[University policies](#)

The programme aligns to UWE's strategic ambition through ensuring that students experience outstanding learning and teaching. Advanced Practice graduates will be ready and able to make a positive contribution to society through their scope of practice.

University of the West of England (online) Vision and Mission. Available <http://www1.uwe.ac.uk/aboutus/visionandmission>

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First CAP Approval Date	20 July 2017		
Revision CAP Approval Date	Version	1	Link to RIA 11908
Next Periodic Curriculum Review due date	2021		
Date of last Periodic Curriculum Review	2016		