Programme Specification

Respiratory Science [Glenside]

Version: 2024-25, v1.0, 07 Jun 2024

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Respiratory Science [Glenside]

Highest award: GradDip Respiratory Science

Interim award: GradCert Respiratory Science

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Applied Sciences, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time

Entry requirements: Recruitment of students will be managed by the NSHCS with NHSE, with details being provided to UWE subsequently in order to compete the admissions process. There may be an opportunity for self-funded students to be admitted onto the course with the relevant degree qualification.

Candidates will already be employed within a healthcare setting and must meet the entry requirements, namely a 1st, 2:1 or 2:2 undergraduate honours degree, or integrated master's degree in a pure or applied science subject relevant to the specialism, a healthcare subject, or equivalent. Applications will be accepted based on predicted results.

A relevant degree is required for admission to the programme. Due to the extensive variation in degrees, a definitive list of relevant degrees cannot be provided.

Applicants will be shortlisted on the basis of the person specification. The degree should include human anatomy and physiology components and research skills.

For implementation from: 01 September 2024

Programme code: B99Z00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: NHS England and NHS Improvement established a national Diagnostics Programme Board to coordinate the implementation of recommendations in the Richard's Report (Diagnostics: Recovery and Renewal - Report of the Independent Review of Diagnostic Services for NHS England), which followed on from the NHS Long-Term Plan. Diagnostics forms over 85% of all clinical activity and is one of the main enablers for restoring patient services.

Developing and growing the current diagnostic workforce is key to achieving this, as well as to meeting the growing needs in relation to the staffing of Community Diagnostic Centres (CDCs), backfilling positions created as existing practitioners move to more advanced positions, and filling gaps in workforce due to retirement of current staff.

Getting it Right First Time (GIRFT) is a national programme designed to improve medical care within the NHS, across all speciality areas. Highlighted within the Long-Term Plan, Richard's Report and GIRFT Programme National Speciality Report for Respiratory Medicine, was the need to expand provision in diagnostic respiratory and sleep services.

Respiratory
Respiratory diagnostics is an essential component of assessing and monitoring changes in lung function of a wide range of disorders, including Asthma, COPD,

Cystic Fibrosis, Lung Cancer, etc with approximately 12.7 million people in the UK (about 1:5) having a longstanding respiratory disease. Respiratory disease accounts for about 20% of all deaths in the UK each year, second only to cardiovascular disease.

Sleep

Sleep Medicine has over 100 recognized disorders, of which the most common respiratory sleep-related condition is obstructive sleep apnoea (OSA), accounting for 4 - 10% of the adult population, increasing with age, particularly in women, and is strongly associated with the increasing levels of obesity. The increasing incidence of OSA is placing huge demands upon diagnostic services. Increased capacity to provide rapid assessment, diagnosis and initiation of treatment (typically continuous positive airway pressure, CPAP) is essential to reduce waiting times and improve quality of life for patients.

To overcome the recognized shortfall in respiratory and sleep-breathing disorder service provision, NHS England commissioned a pathway that will respond more rapidly to the urgent workforce needs.

The aim of this programme is to enable those wishing to work in the Respiratory Science field, who have transferable skills and knowledge to upskill into this area of healthcare provision. UWE is ideally placed to deliver this, as a modern civic university with a focus on partnership working to "transform futures: powering the future workforce, shaping the health of our communities" (UWE Strategy 2030).

The 12-month, full-time postgraduate programme integrates the fundamentals of respiratory and sleep medicine, enabling practitioners to assess and where appropriate treat respiratory and sleep-breathing disorders.

Anticipated outcomes for the wider healthcare system include:

- An increase in the national respiratory science workforce, with the expansion of diagnostics in this area into wider areas of clinical practice (including medical, nursing and allied health professions).
- Stronger collaboration for building provision of quality education between academic

institutes and the wider healthcare system.
- The development of a recognised career pathway for graduates from multiple scientific disciplines.

Features of the programme: This is a fast-track training route for upskilling new healthcare professionals and graduates from related subjects in the theory and practice of respiratory science which will address the significant shortfalls in the respiratory science diagnostic workforce.

The programme development has been informed by accredited clinical scientists, patients, carers and lay associates. The coherent, progressive curriculum ensures competence in core knowledge, together with the personal and practical skills required to enhance the trainees' clinical competence and professional development.

The programme will be delivered by specialist academic staff and clinical practitioners. Trainees will study within specialist areas of respiratory science while maintaining academic breadth and depth of knowledge in the wider discipline. Support will be provided throughout their programme of study.

Educational Aims: This programme will use an innovative, blended learning delivery model. This flexible approach enables trainees to develop, advance and maximise their theoretical and practical knowledge, skills and application in the field of respiratory science, covering both respiratory and sleep science.

The programme is based on, and will deliver, the most current knowledge and evidence in the field. It aims to produce practitioners who are confident in the subject area and who are competent in applying skills with respect to completing practical respiratory science examinations and applying clinical knowledge to interpret the data obtained.

Programme Learning Outcomes:
On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1. Communicate effectively with patients, family members/carers, and fellow healthcare professionals, using primarily verbal communication, and where necessary alternative form of communication, applying appropriate confidentiality.

PO2. Apply a patient-centred approach to practice, considering the patient's experience, quality of life and the impact on family and society.

PO3. Practice effectively in partnership with other clinical specialties and the wider multidisciplinary team to deliver safe and effective patient care.

PO4. Apply instrumentation to lung function and sleep assessments, and perform quality assurance procedures within clinical practice.

PO5. Evaluate patients presenting with respiratory and sleep-breathing disorders including patient history, symptoms, and apply underpinning knowledge in the understanding of test outcomes.

PO6. Undertake assessment of patients with suspected lung-function and sleep-breathing disorders, record measurements and interpret results in-line with national and international standards, produce a quality technical report, and suggest further assessments or treatment where appropriate, within the known pathophysiology of the disorder under investigation

Assessment strategy: All assessments have been designed with a focus on a programmatic approach, to provide a varied experience for learners whilst ensuring all key attributes and skills are appraised. Assessments have been designed to have an applied and practice-led focus, and a range of assessment types are included to accommodate different learner backgrounds and learning styles. The Respiratory and Sleep modules run in parallel, allowing for the integration of knowledge and skills. A focus on applied, problem-based and scenario-based learning lends itself to assessments such as case studies and practical skills assessment, both of which will be included in these modules.

Within assessments such as the case studies and presentation there are opportunities for flexibility, with learners able to tailor their assignment according to their interests and career goals. For example, topics within an assessment can be focused on a particular specialist area of respiratory science relevant to the students

area of practice.

Learners will also be required to complete a work-based portfolio of competence, as part of the assessment for the Respiratory Science modules, which is assessed as pass/fail . Support for this will be provided by a work-based training officer and from the programme team. Final sign off is required in order to complete the programme. It is hoped that this work-based portfolio will be closely aligned to the Association for Respiratory Technology & Physiology (ARTP) practitioner portfolio, which can then be used by each student to seamlessly complete their professional body examination.

Practical activities in block weeks will enable students to develop the skills required to perform and analyse diagnostic tests, and to learn effective communication, patient-centred practice and multidisciplinary working within the context of respiratory science.
Having assessments that include observations of clinical practice and assessment of patient interaction/communication and the formulation/delivery of patient-centred plans.

Student support: The strong partnership between UWE, NHSE, NSHCS, and NHS partners will enable students to access support and guidance from a wide range of stakeholders, as well as from their own place of employment.

Ongoing academic and pastoral support will be provided by staff teaching on the programme and wider professional services at UWE. The latter includes study skills training through the library, wellbeing and disability support, and access to student advisors, student success coaches and the careers service.

Part B: Programme Structure

Year 1

The student must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules
The student must take 120 credits from the modules in Compulsory Modules

Module Code	Module Title	Credit
USSJS5-60-3	Assessment and Management of Respiratory Disorders 2024-25	60
USSJS6-30-3	Assessment and Management of Sleep Breathing Disorders 2024-25	30
USSJS4-30-3	Professional Practice for Respiratory Science 2024-25	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Successful graduates will have developed an in-depth knowledge of respiratory science covering both respiratory and sleep-breathing disorders, which are set within the context of current regulatory frameworks, existing practise and real-world healthcare challenges.

Graduates will have benefitted from working with both academic and practice-based leaders in the field. The applied nature of each module will have enabled analytical and critical evaluation skills to be developed, crucial for a range of careers.

Development of transferrable and leadership skills will have equipped students with a skill set critical for future roles as advanced respiratory scientists, hence developing the leaders of the future in this field.

Part D: External Reference Points and Benchmarks

Learning outcomes have been written in accordance with the UWE Enhancement Framework, and QAA Framework for Higher Education Qualifications (FHEQ). Specifically, the following have also been carefully considered:

- HCPC Standards of Education and Training (June 2017)

QAA subject Benchmark Statement for Health Studies (November 2019).

- NSHCS Guidelines for Higher Education Institutions in England Commissioned to

Provide New MSc Degree Programmes in Clinical Science (January 2016).
- UK Quality Code for Higher Education (October 2019).
- AHCS Good Scientific Practice Standards (April 2021).
- AHCS Standards of Education and Training for Undergraduate and Postgraduate Training Programmes (January 2023).
- UWE Bristol Strategy 2030, aligning particularly with the inclusivity and collaborative focus, with this programme contributing to the key priority areas for course development in ‘health and wellbeing’.

Part E: Regulations

Approved to University Regulations and Procedures: Academic regulations and procedures.