

Programme Specification

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Please check the Programme Directory for the most up to date version:

UG Programme Directory

PG Programme Directory

Section 1 – regulatory details			
1.1	Awarding body	Wrexham University	
1.2	Teaching institution	Wrexham University	
1.3	Final award and programme title (Welsh and English)	Tystysgrif Ôl-radd mewn Gofal Brys Post Graduate Certificate Emergency Care	
1.4	Exit awards and titles	N/A	
1.5	Credit requirements	60 credits at Level 7	
1.6	Intake points	September and January.	
1.7	Mode of study	Part time	
1.8	Length of delivery	One year	
1.9	Location of delivery	Plas Coch / Optic Centre	
1.10	Mode of delivery	Part time	Blended
1.11	Language of delivery	English	
1.12	Faculty	Faculty of Social and Life Sciences (FSLs)	
1.13	Subject area	Nursing	
1.14	HECoS Code	100260	
1.15	Suitable for applicants requiring a Student Visa? (Home programmes only)	No	
1.16	Is DBS check required on entry?	Yes All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University. Type of check required: - Enhanced Check for Child Workforce - Enhanced Check for Adult Workforce	
1.17	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.	
1.18	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. Welsh Language/Welsh landscape considerations The Welsh Language standards, issued by the Welsh Language Commissioner (2019), will be carefully considered throughout the programme. Additionally, they will be approved by the University Welsh Language Champion to ensure equity throughout.	

Section 1 – regulatory details		
		- Many of our students will be working in Wales, with support from practitioners from the Health Boards/Trusts, thereby benefitting from Welsh vocational opportunities. - We aim to ensure that Welsh speaking staff on the post-graduate team are available to act as personal tutors as requested. This enables us to support Welsh speaking students in their first language. - Teaching of simulation-based education may also, with notice, have a Welsh speaker available. The simulation uniforms clearly identify those instructors who are Welsh speakers.
1.19	External reference points	QAA Characteristics Statements Higher Education Credit Framework CQFW
1.20	Derogation to Academic Regulations	N/A
1.21	Foundation Year route	No
1.22	Placement / Work based learning	Clinical / Practice Placement – a placement in a clinical or practice setting, embedded within the programme, which must be completed for students to achieve the intended award.
1.23	Length and level of the placement	Each module has 60 hours of practice-based learning. These hours will be collected in a clinical log within the student's portfolio.
1.24	Collaborative arrangement	N/A

Section 2 – programme details
2.1 Aims of the programme
The overall aim of this programme is to prepare the nurses/ allied health professionals to work with individual patients or groups of patients without direct supervision in the emergency care setting. This includes initial assessment and the provision of treatment (but not diagnosis) for patients. In emergency settings, this is likely to include working with patients in the resuscitation room, those with major illness or injury and those with minor presentations. Over 20 million patients access emergency and urgent care in the NHS each year in a range of settings and services. Central to each of these services are the nursing teams working alongside other professional colleagues to ensure that these patients and their families receive world-class care. The increasing demands and challenges on the NHS emergency care system have seen it evolve significantly in the last twenty years in the United Kingdom. Technological and clinical advances, coupled with the introduction of integrated emergency care networks, involving major trauma centres, and other centres of excellence, with emergency departments and urgent care centres, ensure patients can expect to receive quality and compassionate care responsive to their needs. Alongside these clinical and service developments, emergency care has also progressed, both in terms of its ability to improve outcomes for patients and their families, and to enrich the profession of nursing and allied health care itself, through evidence-base and role development. There is now an increasing diversity of health care roles required in emergency care settings, demanding specialist and advanced skills and knowledge. Each brings a significant contribution to the multi-professional team in the modern emergency care environment (Royal College of Nursing (RCN) 2017).

2.2 Programme structure and diagram, including delivery schedule						
Part-time Programme Structure (Sept Intake)						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	NHS7G7	Emergency Care Part One	20	Core	1	1
7	NHS7G8	Emergency Care Part Two	20	Core	2	1
7	NHS7G6	Quality and Service Improvement in Emergency Care	20	Core	Summer period	1

2.2 Programme structure and diagram, including delivery schedule						
Part-time Programme Structure (January Intake)						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	NHS7G7	Emergency Care Part One	20	Core	1	1
7	NHS7G8	Emergency Care Part Two	20	Core	2	1
7	NHS7G6	Quality and Service Improvement in Emergency Care	20	Core	3	1

2.3 Programme Learning Outcomes						
No.	Learning Outcome	K	I	S	P	PG Cert (L7)
1	Demonstrate a systematic understanding of biological, physiological, psychological, sociological and socio-political knowledge to justify and underpin emergency nursing practice. 1. In the biological sciences as it pertains to human physiology and pathophysiology in order to enable them to initially assess and manage a range of conditions; .of theories drawn from the behavioural and social sciences that will enable them to understand and care effectively, ethically and sensitively with patients from diverse cultural and socio-economic backgrounds; of theories pertaining to decision making in professional practice; of the theory and practice of health promotion.	☒	☐	☐	☐	☒
2	Utilise a comprehensive knowledge and understanding of techniques applicable to research, of research planning, execution and reporting and emergency care scholarship to investigate clinical practice; demonstrating a critical awareness of current problems and/or new insights informed by the current evidence base, practice experience and scholarly enquiry	☒	☐	☐	☐	☒
3	Synthesise and apply knowledge to solve practice problems and to form safe and effective solutions within the emergency care setting. Evaluate and critique methodologies, propose, develop and implement new areas of enquiry in an aspect of emergency care	☒	☐	☐	☐	☒
4	Evaluate and critique methodologies, propose, develop and implement new areas of enquiry in an aspect of emergency care.	☒	☐	☐	☐	☒
5	Deal with issues both systematically and creatively, make sound judgements, possibly in the absence of complete data, and communicate their conclusions clearly to professional and non-professional individuals/groups.	☐	☒	☐	☐	☒
6	Demonstrate self-direction and originality in tackling and solving problems in clinical practice	☐	☒	☐	☐	☒
7	Analyse critically the theoretical, research and practice underpinnings of emergency care as a means of developing their professional knowledge and understanding, and developing new skills to a higher level	☐	☒	☐	☐	☒
8	Demonstrate competence in the skills required to carry out an initial assessment and carry out technical procedures required in the treatment of patients/clients in the emergency setting.	☐	☐	☒	☐	☒
9	Demonstrate a high level of inter-personal communication skills.	☐	☐	☒	☐	☒
10	Demonstrate the research skills to propose and execute a systematic process of enquiry into an area of emergency care.	☐	☐	☒	☐	☒
11	Exercise initiative and personal responsibility.	☐	☐	☒	☐	☒
12	Communicate with others in a clear and articulate manner, both verbally and in writing and use appropriate academic conventions in the production and presentation of work.	☐	☐	☐	☒	☒

2.3 Programme Learning Outcomes						
No.	Learning Outcome	K	I	S	P	PG Cert (L7)
13	Exercise a reflexive capacity by the recognition of 'self' and 'others' in considering issues in emergency nursing, Demonstrate effective reflective practice skills within a professional /research setting	☐	☐	☐	☒	☒
14	Demonstrate independent learning ability required for continuing professional development within emergency care	☐	☐	☐	☒	☒
15	Make decisions using available evidence and be able to provide a sound rationale for those decisions	☐	☐	☐	☒	☒

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

The learning and teaching strategy for the programme has been developed with relevant QAA subject benchmark statements, WGU's Strategy for Supporting Student Learning and Achievement (SSSLA), and the Active Learning Framework (ALF). The SSSLA sets out the intentions, ambitions, and implementation plan in relation to the University's approach to teaching, learning and the development of the academic portfolio. The learning and teaching strategy will recognise, reward, and further support the development of great teaching. The aim is to balance high challenge, with commensurate support for our students, providing a truly blended learning experience. The learning and teaching strategy aims to foster a student centred, creative approach, which will enhance the capabilities and employability of practitioners. As students taking this programme will be registered nurses/ registered allied health professionals, it is essential that the approach to learning and teaching used throughout reflects and builds upon students' prior learning and clinical experience. It will continue to build on knowledge gained by these emergency nurses / allied health care professionals and because of the strong practice element in the programme, they must be able to provide evidence of competence in practice, be able to teach others, contribute to the innovation and research agenda within the rapidly evolving healthcare context. The spiral curriculum will build on knowledge previously gained, whilst simultaneously building the student's confidence and competence, the spiral curriculum affords the opportunity to revisit prior learning and to develop this in increasingly complex contexts. This design affords an opportunity to revisit and consolidate learning to the benefit of the student (Coelho and Moles, 2016) and works well where there needs to be integration of different theoretical foundations into practice. The spiral curriculum will weave through all practice throughout the programme, re-visiting content to ensure the student gains more detailed knowledge and understanding of topics with the opportunity to explore application with more complexity each time. This has the benefits of reinforcing information over the period of the curriculum and use prior knowledge to inform future learning rather than starting anew in each module.

According to Van Manen (1990) theory must be assimilated to inform practice; thus, reflection on practice and integration of new knowledge throughout the programme is imperative. The curriculum is planned in order to operationalise this model, with the added advantage that, as described by Woodward (2019) "In medically related education, a spiral curriculum that repeatedly exposes the students to some of the same concepts in different thematic contexts, is likely to enhance learning and the connection between different facets of the same problem" (page 19). Modo and Kinchin (2011) and Masters and Gibbs' (2007) work investigates the utility of a spiral curriculum in interdisciplinary education and online

learning, both areas of vital importance to meet the needs of today's NHS. The students on the Post Graduate certificate emergency care, come with some prior beliefs and assumptions about that practice. Through a process of raising awareness of the student's epistemic beliefs it is common for the student to begin to question their abilities as the programme progresses, raising what is referred to by Krewer et al (2020) as epistemic doubt. This doubt arises when individuals are confronted with information contradicting their prior assumptions; by encouraging epistemic volition to question these assumptions, the student becomes aware of their current beliefs, stays aware of their doubts, reflects upon them and devises aims/goals in place to come to a resolution strategy to address their doubt, this ideally results in a change towards advanced beliefs (Kerwer et al 2020). The spiral curriculum will serve to enhance this epistemic change by giving the student opportunity to revisit prior learning and to develop this for a new context, whilst aiding the opportunity for a resolution strategy.

The spiral curriculum and the aforementioned National Curriculum and Competency framework, based on the Emergency Nursing Level (RCN 2017), will be woven together to explore the main themes of good emergency care practice, cross cutting themes such as patient assessment, pain assessment and management, medicines management, moving and handling patients, Infection prevention control, safeguarding in the child and adult, documentation and record keeping and controlling and management of

2.4 Learning and teaching strategy

violence and aggression. The third and final module will build further on the spiral model and deepen their theory to practice and ask them with their new knowledge to look at what does good quality emergency care look like and how will they bring about a service change through a root cause analysis. The student's focus is on enhancing their professional practice and quality improvement, utilising the skills learned in practice and developing the learning from previous modules, to consolidate their practice. In terms of the Modular Curriculum Framework the teaching hours are in all three modules 66 hours. This is essential to ensure their practice to theory gap is addressed. The day will be split between theory in the morning and embedded with the practice with case studies and simulation-based education in the afternoon.

2.5 Assessment strategy

Innovative Assessment

Over the course of the programme, students will develop comprehensive portfolios, which will comprise of developments in competency. The National Curriculum and Competency Framework for Emergency Nursing (RCN 2017) will be used to basis of the structure the portfolio but will apply to the allied health professional applicants too.

Formative Assessment

Formative feedback is provided on all modules through sampling the student's formative academic writing and through group feedback on progress. Students who are struggling to achieve academic level, particularly those lacking study skills will be referred to study skills tutors or the wider student support services. Where students are undertaking practice-based learning, portfolio development and Objective Structured Clinical Examination (OSCE) practice assessment, Clinical mentors will be expected to provide regular feedback on their student's progress and discuss with the Module Leader at the earliest opportunity, if a student is not making good progress. A tripartite action plan will be made between the clinical mentor, student and Module leader. Formative feedback dates are also applied to all practice assessments, to ensure that all students have maximum support and opportunity to meet the assessment criteria. Feedback is provided on draft work in the form of written or verbal commentary and this will normally be at least 3 weeks before submission. Work submitted for formative feedback in the week prior to the summative submission date will no longer be reviewed due to its probable near completeness.

Summative Assessment

The summative assessment strategy provides a variety of assessment methods to enable the demonstration of programme outcomes, including knowledge and understanding, intellectual and subject specific skills and transferable professional development. As identified in module specifications, assessment methods demonstrate achievement of module learning and outcomes commensurate with the award. The assessment strategy is student centred, with assessments designed so that students can select, a relevant practice focus. Assessment has also been designed to ensure that students have a feasible but relevant workload, with connections drawn between theory and practice throughout each module. To ensure equity and fairness, all assessments, including observations of practice are criterion referenced. Students will be provided with their assessment brief at the beginning of the module, to give them the maximum time to complete the assessment task.

Theoretical assignments and portfolios will be marked against level 7 assessment criteria. Feedback on summative work is provided through Moodle three weeks following the hand in date.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- Academic Regulations
- The University Skills Framework
- Welsh Language Policy
- Equality and Diversity Policy
- The Student Union offers support for students

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME042
3.2	Cost centre	GANG
3.3	Course type (HESA)	N/A <i>For HESA guidance refer to the following:</i> https://www.hesa.ac.uk/collection/22056/datadictionary?element=Course
3.4	Fee model	PGT: Fee Band B FT/PT (Fee as specified on website)
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Yes
3.6	Student funding model	Other - please specify Workplace Funded / Self-funded
3.7	Mode of Attendance (Funding)	In person attendance
3.8	Does the Suitability for Practice Procedure apply to the programme?	Yes, the Suitability for Practice Procedure will apply to the programme. This procedure applies to students enrolled on a programme of study who undertake placements or professional practice as part of their studies, and whose professional conduct and practice during the period of academic study is a key element of their satisfactory progress, toward an award and toward professional recognition. All the Post Graduate Certificate students are engaged within professional practice and are subject to PSRB requirements adhering to codes of conduct. Therefore, any student who falls below the 6 standards of behaviour and practice expected of them may be referred to Suitability for Practice scrutiny.
3.9	Programme Leader	Danielle Leboutte
3.10	Date of Approval	08.08.2022
3.11	Date and type of Revision	04.06.2026: CMAP approval to change the programme title from Emergency Nursing (AM2 modification) 11.01.2025: Addition of January intake point from Jan 2024 onwards