

Course Specification

Published Date:	04-Aug-2024
Produced By:	Multi Type Usr Record For All Personnel
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Life Sciences		
Course Code(s):	BM051N01UM	Full-time	1 Years
	BM051N31UM	Part-time	2 Years
Course Title:	Graduate Diploma Cardiac Physiology		
Hierarchy of Awards:	Graduate Diploma Cardiac Physiology		
Language of Study:	English		
Date of DAG approval:	09/Sep/2024		
Last Review:			
Course Specification valid from:	2023/4		
Course Specification valid to:	2029/0		

Academic Staff

Course Leader:	Dr Janine Fletcher
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University web pages.

Applicants will need a lower second class or above Honours degree in a related science subject (for example Human Physiology or Exercise Science).

Applicants are required to hold a contract of employment in an appropriate NHS department to complete the clinical components of the course requirements. It is our expectation that applicants will have some clinical experience prior to commencing this course. Applicants without previous clinical experience will only be considered for the part-time route of study. Applications to undertake the diploma should be supported by a letter of sponsorship from a work-based supervisor who will support them in the workplace.

Applicants should have GCSE English and Maths at Grade C/4 or above, or Key Skills Communication and Application of Number at Level 2.

Distinctive Features of the Course:

This course has been designed to provide those with an appropriate science background and experience in a relevant healthcare science setting to develop their knowledge and workbased training to comply with the requirements for the NHS Modernising Scientific Careers initiative. The academic component of the course delivers the scientific underpinning knowledge required in both generic healthcare science and in more specific aspects of physiological sciences. There is also a schedule of workbased training integrated within the course which utilises placement support offered within NHS trusts to enable the student to develop competency in clinical techniques in cardiac or respiratory physiology as specified within the practitioner training manual for that specialism.

Educational Aims of the Course:

This course aims to facilitate your development and progression as an independent, responsible and reflective Healthcare Science practitioner dedicated to delivering high quality person-centred care. The encouragement of good professional practice will be paramount throughout the course and students will be encouraged to enhance interpersonal and communication skills, develop excellent skills of clinical judgement and decision making and understand the importance of continuing professional development and life-long learning. Students will develop competency in a range of techniques outlined in the National School of Healthcare Science Practitioner Training Manual for Cardiac or Respiratory Science through integrated work-based placements in NHS cardiac or respiratory departments. Successful completion of the programme will provide eligibility to apply for registration as a Healthcare Science Practitioner with the Academy for Healthcare Science.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6BM065	Professional and Scientific Basis for Cardiovascular Respiratory and Sleep Science	40	IN YR	Core
6BM066	Work based placement for Graduate Diploma in Healthcare Science	40	IN YR	Core
6BM046	Applying Cardiac Physiology to Practice	40	IN YR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.6 - Exemption from the standard University Academic Calendar in order to enable the completion of block teaching and practice based learning.

Section 4.5.3 - Exemption in accordance with competency requirements stipulated by the NHS National School of Healthcare Science (NSHCS). Second resits (third attempts) will not be permitted on any modules.

Section 4.5.6 - Exemption in accordance with competency requirements stipulated by the NHS National School of Healthcare Science (NSHCS). Re-takes (repeats) will not be permitted for practice based modules

(6BM066).

Section 4.6.2 - Exemption in accordance with competency requirements stipulated by the NHS National School of Healthcare Science (NSHCS). Compensation will not be permitted for any modules.

Approved by AFRSC on 18/7/2024.

Reference Points:

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010).

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

GDIP01 Demonstrate a systematic understanding of key aspects of Healthcare Science (Cardiac Physiology), including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge.

GDIP02 Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within of Healthcare Science (Cardiac Physiology) and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

GDIP03 Demonstrate conceptual understanding that enables the student: • to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of Healthcare Science (Cardiac Physiology) • to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, within Healthcare Science (Cardiac Physiology).

GDIP04 Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences within the context of Healthcare Science (Cardiac Physiology).

GDIP05 Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem within the context of Healthcare Science (Cardiac Physiology).

GDIP06 Demonstrate the qualities and transferable skills necessary for employment as a Healthcare Scientist (Cardiac Physiology) requiring: • the exercise of initiative and personal responsibility • decision-making in complex and unpredictable contexts • the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Teaching, Learning and Assessment:

You will experience a diverse range of different teaching, learning and assessment activities during the graduate diploma course. These include lectures, tutorials, seminars, workshops, problem-based learning, data interpretation, problem solving, debates and directed study. Formative and summative assessment tasks will include written assignments, presentations, online activities and written examinations. The range of assessments have been chosen to ensure you have the skills required as a Healthcare Science Practitioner you will need to present information to the multi-disciplinary team (presentations) and be able to write reports and notes succinctly and accurately (case studies; essays). This inclusive assessment design provides all students with equal opportunities to demonstrate their learning and achievements.

Electronic feedback on Canvas will be provided for coursework aspects, as well as one to one feedback within a support session, with the purpose of helping you understand your grade and also to provide you with ideas for how to improve in future assignments.

Knowledge of the practical skills required within the workplace involving the observation of qualified practitioners, and reflection on student's own learning. As part of your learning you will also successfully complete a portfolio of evidence of clinical competencies in line with the standards set by the National School of Healthcare Science Practitioner Training Programme.

Lectures: You will experience a variety of synchronous and asynchronous lecture formats. Within synchronous lectures, time will be provided where you are encouraged to be interactive with lecturers to aid clarification and extension of your knowledge and understanding. All lecture material will be supported by digital technology to enhance learning, and will be made available for you to access independently throughout our virtual learning environment (VLE).

Seminars: These are opportunities to extend and deepen your understanding of topics covered in a module. In some seminar forums you will be encouraged to take the lead in discussing relevant articles, policies and the theoretical and evidence base that underpins the module.

Workshops: Workshops will allow you to develop skills of interaction and critical debate with a wide variety of academic staff and students, they are essential to developing skills for inter-professional working.

Debate and dialogue: These learning activities are integral to lectures and seminars. The University's virtual learning environment provides a forum for you and your peers to engage in dialogue with each other as well as with academic staff.

Peer-presentations: You will be required to study some aspects of specific modules independently and feedback your findings to the wider group, which allows you to further develop your academic skills and critical approach.

Tutorials: Face to face meetings with Module Leaders, the Course Leader and your Personal Tutor aim to enable the tailoring of academic, personal and professional advice to meet your individual needs.

You will be expected to take responsibility for your own learning throughout the course. You will be required to attend the taught University sessions and actively engage with the teaching and learning activities of the programme throughout your study.

To qualify for the award of a Graduate Diploma and be eligible for registration with the AHCS you must complete all course requirements and pass all modules.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University Support:

The University Library is a key source of academic information for students. It provides students with access, where licensing permits, to a wide range of on-line information sources, including eBooks, eJournals and subject databases as well as printed material. A range of study spaces are available in each of our libraries, including social, quiet, and silent areas. In addition to our day to day 'on campus' support, our online 'Ask the Library' chat service, ASSIST, is staffed 24 hours a day.

The University Library also provides students with academic skills support via the Skills for Learning programme. Students can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Support is available both on campus and virtually via the VLE (Canvas), and a range of

online skills material is also available at: www.wlv.ac.uk/lib/skills

The University also has a host of other services to support you, please look at the Student Support website: www.wlv.ac.uk/current-students/student-support/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Course Specific Support:

Course materials are made available via the University's virtual learning environment (Canvas). Where appropriate these include lecture and tutorial materials, case studies, reading lists, assessment briefs and marking schemes, and past exam/practise questions.

Where appropriate, lecture capture technology is utilised to provide recordings of lectures that you can revisit for revision purposes.

Assessment unpacking and exam preparation sessions are standard for all modules to help you understand and prepare for your assessments.

All assessed work is accompanied by feedback designed to help you understand your grade and how you can utilise feedback to improve your work.

Support in the Workplace

Quality assurance of the workplace will be undertaken via an audit of the clinical practice environment, to ensure that portfolio requirements can be met by the department. Upon entry to the course you will be sponsored by a work-based supervisor, who will support you in the workplace. Training will be provided by the University for your work-based assessors. These procedures will ensure quality, accuracy and consistency of assessment decisions.

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in your Faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. A list of module leaders is available in your Course Guides, along with their contact details.

Faculty Student Enabling Tutor

The Faculty Student Enabling Tutor (FSET) liaises with the Student Enabling Centre (SEC) department regarding provision for specific disabilities and disseminates information from the SEC on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the School.

Employability in the Curriculum:

This course has been developed to support the Department of Health Modernising Scientific Careers initiative. Graduates from this course satisfy requirements to enter the profession as a Healthcare Science Practitioner in Cardiac Physiology in NHS hospital trusts. Healthcare Science Practitioners will work in a range of healthcare settings, with a clearly defined technologically based role in the delivery and technical reporting of quality assured tests, investigations and interventions for patients, on samples or equipment. In a number of disciplines Healthcare Science Practitioners will provide therapeutic interventions, some of which maybe

specialist. Newly qualified Healthcare Science Practitioners the Graduate Diploma and the requisite certificate of achievement of practice-based learning outcomes may be regulated at NHS Career Framework five. There will be scope to progress to Senior Healthcare Science Practitioner roles at NHS Career Framework six within a defined area of practice, including key quality assurance roles. There will also be scope to progress into management or academic training and career pathways. With further education and training graduates can progress through the Healthcare Scientist programme to deliver more highly specialised tests in cardiac physiology. Further advances in careers can be obtained with sufficient experience and completion of assessor qualifications to act as work-based supervisors for trainee cardiac physiologists. Further training and development opportunities exist in specialist areas of practice to undertake Higher Specialist Scientific Training in order to progress to consultant level practitioner.



THE UNIVERSITY OF OPPORTUNITY