

Course Specification

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Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	NH007M31UV	Part-time	2 Years
Course Title:	BSc (Hons) Emergency Practitioner (Top up)		
Hierarchy of Awards:	Bachelor of Science with Honours Emergency Practitioner Bachelor of Science Emergency Practitioner University Statement of Credit Undergraduate Credit		
Language of Study:	English		
Date of DAG approval:	11/Aug/2017		
Last Review:	2019/0		
Course Specification valid from:	2012/3		
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Mr Jim Bethel
Head of Department:	Dr Julian Barratt

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)

- You must be a registered nurse level 1, paramedic or other allied health professional with appropriate current professional registration with a statutory regulator, such as the NMC, HCPC or GPhC.
- You must have a minimum of 24 months post-registration experience, and be working in a primary care, emergency care, urgent care, unscheduled care, first contact or pre-hospital care setting.
- If you have trained as a nurse or other healthcare registrant overseas or are an international applicant you must provide evidence of your current NMC or HCPC registration status to practice in the UK and evidence of achieving the minimum standards set out by the NMC/HCPC in the International English Language Testing System (IETLS) academic examination.
- If seeking financial / practice support from an employer you must have agreed this in advance of the application.
- For the BSc Honours Emergency Practitioner (top up) you must have evidence of 120 credits at Level 4 and 120 credits at Level 5 (i.e. a completed Diploma/Foundation Degree from your professional qualification).

Distinctive Features of the Course:

The aim of this course is to enable you to build on previous studies to gain a degree as an Emergency Practitioner. We have both your current and future career development aims in mind, and the course offers a unique opportunity to explore contemporary issues in emergency care. By improving your own effectiveness you can begin to improve the effectiveness of those within your sphere of influence and enhance your employability.

Emergency care is a dynamic and challenging environment in which to work and time for continuing professional development and academic study is limited. The flexible course delivery enables you to continue in practice whilst benefitting from part-time, flexible study. The coursework is designed to enable you to identify your strengths and weaknesses and tailor your studies to reflect your individual learning needs as you developing your role as an Emergency Practitioner.

Practice-based learning is a strong theme throughout the course; your studies will encourage you to adopt an enquiring attitude to established practice in order to ensure that service users and their carers get the best service and the best health outcomes possible as emergency care is delivered at the point of need.

The specialist content of the programme related to Emergency Practitioner care is delivered in the 1st year of study (BSc degree), comprising 60 credits of study in relation to minor illness and minor injuries theory and practice. Progression to the 2nd year of study (BSc Honours) enables you to build upon your studies in Emergency Practitioner care to further develop your clinical role in relation to research and workforce development areas such as clinical leadership, prescribing, mental health and long term conditions.

You may submit a claim for up to 50% APL against the Honours award (your Course Leader will advise you).

If you wish to undertake the V300 Prescribing options you must be a Healthcare registrant, currently registered with the NMC or HCPC. For the V300 prescribing modules at least 1 year post registration clinical experience will be required. You will also be required to meet the specific professional entry requirements for the V300 prescribing modules as laid down by the NMC/ HCPC. Health service/Practice Partner nomination and support by a designated independent prescriber/Assessor is expected in line with professional standards which will underpin prescribing to allow you to gain skills and knowledge for independent/supplementary prescribing from the British National Formulary. Please seek further information regarding the prescribing modules from the Professional Practice Navigator.

Educational Aims of the Course:

This innovative and exciting course facilitates the development of professional and clinical knowledge and skills important for the role of the Emergency Practitioner. It is designed to enable and empower you to safely and effectively fulfil this dynamic role in practice, facilitating the links between specialist theory and practice and enhancing your critical thinking and decision-making skills.

The course is suitable for experienced staff from a variety of unscheduled care settings including first contact and urgent care centres, minor injury units, primary care, pre-hospital care, out-of-hours services, and emergency departments.

As a graduate you will reflect a knowledgeable and enterprising approach to emergency healthcare and adopt a critical, analytical and imaginative approach to your developing practice.

Intakes:

September
January

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
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00

PSRB:

None

Course Structure:

January (Part-time)

Year 5

Part Time students normally study between 20 and 80 credits per Academic Year. Completion of the core emergency practitioner modules (year 1), is seen as equivalence to 6HW047 Health Assessment and Examination Skills within Clinical Practice, for the professional entry requirements for entry to the V300 modules.

Module	Title	Credits	Period	Type
6HW067	Minor Injuries for Emergency Practitioners	20	SEM2	Core
6HW151	Minor Injuries for Emergency Practitioners (Practice)	10	CRYRA	Core
6HW068	Minor Illness for Emergency Practitioners	20	SEM1	Core
6HW153	Minor Illness for Emergency Practitioners (Practice)	10	YEAR	Core

January (Part-time)

Year 6

Part Time students normally study between 20 and 80 credits per Academic Year.

Module	Title	Credits	Period	Type
6NH033	Clinical Pharmacology for Healthcare Professionals (V300)	20	SEM2	
6NH047	Developing Health Assessment and Examination Skills within Clinical Practice	20	SEM2	
6NH081	Contemporary Issues in Mental health	20	SEM2	
6HW147	Enhancing health care for people with a learning disability and/or Autism	20	SEM2	

Linked Option Group Rule: Select a minimum of 40 credits and a maximum of 40 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

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6NH026	Non Medical Prescribing Practice (V300)	20	SEM3	
6NH047	Developing Health Assessment and Examination Skills within Clinical Practice	20	SEM3	

6HW032	Research and Evidence Based Practice	20	SEM1	Core
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For this option group you must choose a minimum of 0 credits and a maximum of 40 credits

6HW149	Fundamentals of Leadership in Healthcare	20	SEM2	
6NH047	Developing Health Assessment and Examination Skills within Clinical Practice	20	SEM2	
6HW148	Long Term Conditions	20	SEM2	
6NH079	Recognition, Assessment and Interventions for the Deteriorating Patient	20	SEM2	

September (Part-time)

Year 5

Part Time students normally study between 20 and 80 credits per Academic Year. Completion of the core emergency practitioner modules (year 1), is seen as equivalence to 6HW047 Health Assessment and Examination Skills within Clinical Practice, for the professional entry requirements for entry to the V300 modules.

Module	Title	Credits	Period	Type
6HW067	Minor Injuries for Emergency Practitioners	20	SEM1	Core
6HW068	Minor Illness for Emergency Practitioners	20	SEM2	Core
6HW051	Return to Nursing Practice	20	YEAR	Core
6HW153	Minor Illness for Emergency Practitioners (Practice)	10	CRYRA	Core

September (Part-time)

Year 6

Part Time students normally study between 20 and 80 credits per Academic Year.

Module	Title	Credits	Period	Type
6HW032	Research and Evidence Based Practice	20	YEAR	Core

Linked Option Group Rule: Select a minimum of 40 credits and a maximum of 40 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

6HW149	Fundamentals of Leadership in Healthcare	20	SEM1	
6NH047	Developing Health Assessment and Examination Skills within Clinical Practice	20	SEM1	
6HW148	Long Term Conditions	20	SEM1	
6NH079	Recognition, Assessment and Interventions for the Deteriorating Patient	20	SEM1	

***For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

6NH033	Clinical Pharmacology for Healthcare Professionals (V300)	20	SEM2	
6NH047	Developing Health Assessment and Examination Skills within Clinical Practice	20	SEM2	
6NH081	Contemporary Issues in Mental health	20	SEM2	
6HW147	Enhancing health care for people with a learning disability and/or Autism	20	SEM2	

***For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

6NH026	Non Medical Prescribing Practice (V300)	20	SEM3	
6NH047	Developing Health Assessment and Examination Skills within Clinical Practice	20	SEM3	

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 1.2.3 - Exemption from the standard University Academic Calendar allowing for the Year Long delivery of 6HW151 and 6HW153 (using semesters 1/2 and 2/3).

Section 1.3.1 - Exemption from the standard University Academic Framework allowing for the use of some 10 credit modules at Level 6.

Section 4.4.4 - Exemption in accordance with timescales for practice activity within NHS Trusts. Compensation will not be permitted on any modules. Repeats will be allowed by exception for practice modules 6HW151 and 6HW153 (additional third attempts are permitted for theory modules 6HW067 and 6HW068).

APPROVED (by Chair's Action on 8/4/2020).

Reference Points:

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010).

- University of Wolverhampton (2016-2021) learning and teaching strategy
- University of Wolverhampton (2010-2011) general examination and assessment regulations
- The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) (second edition revised August 2008)
- QAA (2006) Statement of common purpose for subject benchmark statements for the health and social care profession. Available at;
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/StatementofCommonPurpose06.pdf>

Subject Specific:

- College of Paramedics (2015) *Post-registration career framework* 3rd ed. Available at <https://www.collegeofparamedics.co.uk/publications/post-reg-career-framework>
- College of Paramedics (2018) *Improving patients' access to medicines: a guide to implementing paramedic prescribing within the NHS in the UK*. Available at <https://www.collegeofparamedics.co.uk/publications/independent-prescribing>
- Health Education England (2017) *Multi-professional Framework for Advanced Clinical Practice in England*. Available via https://www.lasepharmacy.hee.nhs.uk/dyn/_assets/_folder4/advanced-practice/multi-professionalframeworkforadvancedclinicalpracticeinengland.pdf
- Royal College of Emergency Medicine (2015) *Non-medical Practitioners in the Emergency Department*. Available at <https://www.rcem.ac.uk/docs/Workforce/Non%20medical%20practitioners%20in%20the%20ED.pdf>
- Royal college of Emergency Medicine Clinical Standards and Guidelines. Available at https://www.rcem.ac.uk/RCEM/Quality_Policy/Clinical_Standards_Guidance/RCEM/Quality-Policy/Clinical_Standards_Guidance/Clinical_Standards_Guidance.aspx?hkey=9c68a641-1003-468a-81dc-48e3b4926c01
- Royal College of Nursing (2017) *National curriculum and competency framework: Emergency Nursing*. Available at <https://www.rcn.org.uk/professional-development/publications/pub-005883>
- Royal Pharmaceutical Society (2016) *A Competency Framework for all Prescribers*. Available at <https://www.rpharms.com/resources/frameworks/prescribers-competency-framework>
- Transforming urgent and emergency care services in England (2013)
- Skills for Health (2018) Paramedic Specialist in Primary and Urgent Care Core Capabilities Framework. <https://www.hee.nhs.uk/sites/default/files/documents/Paramedic%20Specialist%20in%20Primary%20and%20Urgent%20Care%20C>

Learning Outcomes:

Ordinary Course Learning Outcome 1 (ORDCLO1)

Critically reflect on professional expertise, clinical judgement and ethical decision-making skills used in the collaborative provision of healthcare in the multicultural setting.

Ordinary Course Learning Outcome 2 (ORDCLO2)

Critically evaluate the evidence underpinning practice and modern healthcare and apply knowledge in an enterprising way (including the use of advanced technologies appropriate to the role).

Ordinary Course Learning Outcome 3 (ORDCLO3)

Apply skills in physical examination, history taking and appropriate documentation to make a holistic, patient

focused assessment of need in traumatic injury and undifferentiated illness in both the adult and the child.

Ordinary Course Learning Outcome 4 (ORDCLO4)

Collate evidence gained during clinical examination, order appropriate investigations, arrive at a working diagnosis and thereby justify an individualised plan of care.

Ordinary Course Learning Outcome 5 (ORDCLO5)

Utilise a sound evidence base for practice and advanced diagnostic skills that enable safe and effective discharge or referral of patients with traumatic injury and undifferentiated illness.

Ordinary Course Learning Outcome 6 (ORDCLO6)

Critically reflect on the role of the Emergency Nurse Practitioner as a role-model to provide guidance and support; to nurture your own and others intellectual curiosity in accordance with your Professional Code.

Honours Course Learning Outcome 1 (DEGCLO1)

Critically reflect on professional expertise, clinical judgement and ethical decision-making skills used in the collaborative provision of healthcare in the multicultural setting.

Honours Course Learning Outcome 2 (DEGCLO2)

Critically evaluate the evidence underpinning practice and modern healthcare and apply knowledge in an enterprising way (including the use of advanced technologies appropriate to the role).

Honours Course Learning Outcome 3 (DEGCLO3)

Apply skills in physical examination, history taking and appropriate documentation to make a holistic, patient focused assessment of need in traumatic injury and undifferentiated illness in both the adult and the child.

Honours Course Learning Outcome 4 (DEGCLO4)

Collate evidence gained during clinical examination, order appropriate investigations, arrive at a working diagnosis and thereby justify an individualised plan of care.

Honours Course Learning Outcome 5 (DEGCLO5)

Utilise a sound evidence base for practice and advanced diagnostic skills that enable safe and effective discharge or referral of patients with traumatic injury and undifferentiated illness.

Honours Course Learning Outcome 6 (DEGCLO6)

Critically reflect on the role of the Emergency Nurse Practitioner as a role-model to provide guidance and support; to nurture your own and others intellectual curiosity in accordance with your Professional Code.

Overview of Assessment:

Module	Title	Course Learning Outcomes
6HW032	Research and Evidence Based Practice	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6
6HW067	Minor Injuries for Emergency Practitioners	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO5
6HW068	Minor Illness for Emergency Practitioners	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO5
6HW147	Enhancing health care for people with a learning disability and/or Autism	DEGCLO1, DEGCLO2, DEGCLO3
6HW148	Long Term Conditions	DEGCLO1, DEGCLO2, DEGCLO3
6HW149	Fundamentals of Leadership in Healthcare	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5
6HW151	Minor Injuries for Emergency Practitioners (Practice)	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW153	Minor Illness for Emergency Practitioners (Practice)	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH026	Non Medical Prescribing Practice (V300)	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6
6NH033	Clinical Pharmacology for Healthcare Professionals (V300)	DEGCLO1, DEGCLO2, DEGCLO3
6NH047	Developing Health Assessment and Examination Skills within Clinical Practice	DEGCLO1, DEGCLO3, DEGCLO5, DEGCLO6
6NH079	Recognition, Assessment and Interventions for the Deteriorating Patient	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO5, DEGCLO6
6NH081	Contemporary Issues in Mental health	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO5

Teaching, Learning and Assessment:

As part of your studies you will come into contact with a range of activities designed to promote and enhance your learning experience. Our use of blended learning activities encourages you to identify and address particular learning needs related to your practice.

Formal learning - we promote a blended approach to learning; some core content will be delivered in the 'face to face' traditional teaching style but will include interactive activities to challenge your knowledge and practice in the emergency care setting. Formative activities are designed to guide and prepare you for summative coursework.

Applying theory to practice – we use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to inform practice. You will make use of a range of electronic resources to investigate the influence and impact of global healthcare communities on national and local policy.

Problem solving and decision making – Problem based learning is an engaging and dynamic tool that can be an effective way to enhance your understanding of real practice issues affecting the role of the Emergency Practitioner in practice. It provides an opportunity to develop your skills in clinical decision making within a safe environment, and to apply knowledge to deliver and lead quality initiatives to improve the experience of the patient (and family) in the emergency care setting.

Student-led activities

We expect you to contribute to discussions (face to face and online) in a positive and professional manner. Being part of a learning community will increase your awareness of different points of view, and help you to affirm your own personal and professional values. You will complete directed and guided study which will sometimes require working with others in your peer group.

Research skills –you will be supported in the preparation of a detailed evidence based intervention or research proposal which will develop and expand your theoretical and practical knowledge of the research process.

Use of the virtual learning environment

The integration of computer based technology, directed studies and traditional teaching can enhance the quality and efficiency of your learning experience. You will be encouraged to access virtual and electronic learning resources within both University and the healthcare environment. Canvas offers e-mail access and discussion forums to communicate with fellow professionals in the learning community and develop your personal and professional values.

The ability to use digital resources and equipment is a key attribute of a graduate nurse or allied health professional and reflects the need for the Emergency Practitioner to use advanced technologies in areas such as record keeping, delivery and management of emergency care.

Workplace learning – we hope that as you develop graduate skills during your course, you will be able to apply your learning to your normal activities in the practice setting. You will be able to reflect on personal and professional learning, the development of knowledge and skills and identify strategies to develop emergency care in the future. The support of a clinical assessor / supervisor is critical to this.

Assessment methods:

Coursework

We aim to develop your academic skills through carefully linked coursework and a range of learning opportunities. As you progress through the research and evidence-based practice module for example, you will develop skills in literature review and preparing an evidence based intervention or research proposal based on your practice. These appraisal skills will help develop your coursework in other modules.

We use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to inform your role and position within the multi-professional emergency care team. The use of formative activities such as formative assessments enables you to test yourself and receive feedback from your tutor.

Multiple Choice Questionnaires

The use of multiple choice questionnaires tests your ability to differentiate between different conditions, presenting symptoms and their underlying altered anatomy and physiology.

Short answer questionnaires

Short answer questionnaires help you to use clinical reasoning skills acquired during classroom activities to select appropriate responses when given multiple choices.

Portfolio of Evidence

In order to provide evidence of your developing role as an Emergency Practitioner you will compile a portfolio of evidence in support of your assessed practice. You will be expected to reflect on personal and professional learning, the Emergency Practitioner role, and identify strategies to enhance the quality of emergency care in the future. You will need the support of a clinical mentor(s) to achieve outcomes in the portfolio.

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:

Our [Libraries](#) combine traditional library services with [IT](#) facilities to focus on the ways students choose to study. There is a Library on each campus, with 24/7 access provided during peak times of the year at Wolverhampton and Walsall. Each Library provides subject-specific book and journal resources, as well as diverse study environments including IT suites and group/single study rooms. In addition to our physical stock, the University Library provide access to over 8,000 full text electronic journals, 100 online databases and e-book versions of all reading list titles where available. Our [online services](#) are available both on and off campus. Our Library staff provide day to day support to students, and our [ASSIST](#) online chat service operates on a 24/7 basis. Our [Skills for Learning](#) service helps students to develop the skills required for successful academic study, including; Academic, Information and Research Skills. Students can access workshops and drop-in sessions facilitated by experienced learning support staff, as well as appointment slots including via Skype. Workshops can also be run as part of modules, at the request of tutors. Further support is provided by online skills resources including guides, tip sheets, and interactive materials and each Library has a designated collection of study skills books.

The Student Support and Wellbeing webpages, located below;

<https://www.wlv.ac.uk/current-students/student-support/student-support-and-wellbeing-ssw/>

offers students advice on a variety of matters linked to their Health and Wellbeing.

Please [contact the Team](#) to:

- discuss disability or specific learning difficulty support
- access advice and support for a mental health condition
- access information about supporting your mental health and wellbeing
- connect with our Chaplaincy service
- seek advice on funding and financial support
- seek advice as a [D/deaf or hearing impaired student](#)

Working in partnership with you

The pathway towards achieving your degree is one with highs, lows and everything in between. However, you are not alone! Obtaining a degree is a partnership between the University and you. This student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter: <https://www.wlv.ac.uk/about-us/student-charter/>.

Student Advisors

<https://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-education-health-and-wellbeing/fehw-student-services/>

There are student advisors within the Faculty of Education Health, and Wellbeing. They are here to support you in a professional and confidential way by either resolving or referring your query to one of our many professional services within the University. The student advisors work closely with the various support networks within the University and are supported by our graduate interns. Please see the points below for some examples of their support.

- Sign posting to Support and Wellbeing Services
- Support with progression
- Advice on extensions and extenuating circumstances claims
- Support students with attainment and retention

Advisors and interns can be contacted via email (FEHWstudentservices@wlv.ac.uk).

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 their Faculty and the wider University. You can find out who your personal tutor is by visiting [e:Vision](#).

Module leader

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. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your [Course Guides](#), along with their contact details.

Course leader

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Student Enabling Tutors

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW 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 is designed to enhance the employment prospects of registrants completing the course, through enabling them to work in autonomous clinical roles in a variety of emergency and urgent settings such as primary care centres, walk-in centres, minor injury units, out-of-hours services, the Prison service, Emergency Departments and Urgent Care Centres.

The impact of recent change and modernisation on the health services has inevitably affected the management and delivery of emergency care. Many emergency practitioners now need to be able to work in a variety of settings and independently manage a caseload of patients attending for urgent and emergency care. This is reflected in the flexibility of the course and will enhance your employability in the future.

As nursing and allied health professions have now become all-graduate, studying this award will ensure that you will have comparable academic qualification to newly registered staff and enable you to guide and support students undertaking degree level studies.

