

Course Specification

Published Date:	10-Jun-2022
Produced By:	Multi Type Usr Record For All Personnel
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	NH123N31UV	Part-time	1 Years
Course Title:	Graduate Certificate Emergency Practitioner		
Hierarchy of Awards:	Graduate Certificate Emergency Practitioner University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	08/Apr/2020		
Last Review:			
Course Specification valid from:	2019/0		
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Mr Alan Clarke
Head of Department:	Robert Corbett

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 or 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 (IELTS) academic examination.
- If seeking financial / practice support from an employer you must have agreed this in advance of the application.

The Graduate Certificate is the appropriate award for applicants who meet the above requirements but do not have verified Diploma of Foundation Degree credits from their professional qualification to bring into the BSc (Hons) top-up award. (This would include students whose previous study has not achieved diploma/foundation degree equivalence or those whose credits at levels 4 and 5 are contained within a previously awarded undergraduate degree, but who wish to continue their studies at level 6 instead of undertaking level 7 study).

Distinctive Features of the Course:

The aim of this course is to enable you to build on your previous studies to gain a Graduate Certificate 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.

The specialist content of the Graduate Certificate Emergency Practitioner course, in relation to the assessment and management of a range of minor injuries and illnesses, is delivered over one year of study (comprising 60 credits of level 6 study in total).

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
2021/2	H	31	£2183.00
2022/3	H	Part Time	£2665.00

PSRB:

None

Course Structure:

January (Part-time)

Module	Title	Credits	Period	Type
6HW068	Minor Illness for Emergency Practitioners	20	SEM2	Core
6HW153	Physical Assessment and Clinical Skills for Emergency Practitioners (Minor Illness)	10	SEM2	Core

January (Part-time)

Module	Title	Credits	Period	Type
6HW067	Minor Injuries for Emergency Practitioners	20	SEM1	Core
6HW151	Physical Assessment and Clinical Skills for Emergency Practitioners (Minor Injuries)	10	SEM1	Core

September (Part-time)

Module	Title	Credits	Period	Type
6HW067	Minor Injuries for Emergency Practitioners	20	SEM1	Core
6HW151	Physical Assessment and Clinical Skills for Emergency Practitioners (Minor Injuries)	10	SEM1	Core
6HW068	Minor Illness for Emergency Practitioners	20	SEM2	Core
6HW153	Physical Assessment and Clinical Skills for Emergency Practitioners (Minor Illness)	10	SEM2	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 1.2.3 - 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>

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.

Learning Outcomes	Modules
GCERT01 Critically reflect on professional expertise, clinical judgement and ethical decision-making skills used in the collaborative provision of healthcare in the multicultural setting.	
GCERT02 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).	
GCERT03 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.	
GCERT04 Collate evidence gained during clinical examination, order appropriate investigations, arrive at a working diagnosis and thereby justify an individualised plan of care.	
GCERT05 Utilise a sound evidence base for practice and advanced diagnostic skills that enable safe and effective discharge or referral of patients with traumatic injury or undifferentiated illness.	
GCERT06 Critically reflect on the role of the Emergency Practitioner as a role-model to provide guidance and support; to nurture your own and others intellectual curiosity in accordance with your Professional Code.	

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. 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.

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.

Assessment methods:

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 will enable you to test yourself and receive feedback from your tutor.

Coursework

We aim to develop your academic skills through carefully linked coursework and using a range of learning opportunities. As you progress through the Minor illness for Emergency Practitioners module for example, you will develop your academic writing and critical thinking/appraisal skills.

Individual Presentation

The use of an individual presentation will help you to develop your ability to present and communicate information effectively and encourage you to examine the delivery of emergency practitioner care and to analyse and evaluate your clinical reasoning and decision making.

Observed Structured Clinical Examination (OSCE)

The use of OSCEs allows you to develop and demonstrate your clinical examination skills in relation to the assessment of a range of minor injuries and minor illnesses.

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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:

[University Learning Centres](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

The development of academic study skills is embedded into the module/course design. Resources that will help you to develop these skills will be available electronically via Canvas and the Skills for Learning pages of the university website. You are encouraged to identify your own learning requirements in regards to study skills and academic practice at undergraduate level and to seek the necessary support to develop these. The module team can sign post you to the relevant guides and workshops that are available.

Tutorial support for assignment work will be available with the module team and details of how to arrange

these will be provided in the module materials and in Canvas. Similarly you will be assigned a personal tutor who will be able to provide pastoral support during your course and sign post you to university services as appropriate.

Employability in the Curriculum:

This course is designed to enhance the employment prospects of registrants completing the course, through preparing them to work in clinical roles across 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 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.

