

University of the West of Scotland

Postgraduate Programme Specification

Session: 2022/23

Last modified: 28/09/2022 17:13:28

Status: Proposal

Named Award Title:	PG Cert Neonatal Care QiS (Qualified in Speciality)
---------------------------	--

Award Title for Each Award:	PG Cert Neonatal Care QiS (Qualified in Speciality)
------------------------------------	--

Date of Validation:	October 2022
----------------------------	--------------

Details of Cohorts Applies to:	January 2023
---------------------------------------	--------------

Awarding Institution/Body:	University of the West of Scotland
Teaching Institution:	University of the West of Scotland
Language of Instruction & Examination:	English
Award Accredited By:	UWS
Maximum Period of Registration:	3 years
Mode of Study:	Part Time
Campus:	Lanarkshire

School:	School of Health and Life Sciences
Programme Board	Midwifery & Specialist Nursing
Programme Leader:	Karen Tosh

Admission Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualification

A degree in a relevant health care specialty.

Other Required Qualifications/Experience

- Applicants must be registered Health Care Professionals and hold active registration with the Nursing & Midwifery Council (NMC).
- Applicants must be working in the field of Neonatal Care and have a minimum of six months current experience, as assessed by the Programme Leader.
- Prior Learning may be accepted for the purpose of gaining credit towards the academic award in line with Chapter two of the UWS Senate Regulatory Framework 2021/22.
- Applicants must have the support of their employing organisation and appointed QiS mentor(s) who will provide supervision, support and opportunities to develop competence appropriate to role. This must be organised and agreed with the Line Manager prior to commencement on the programme. A signed tripartite agreement between the student, the programme lead, and the employer will be required on commencement of the programme.
- Verification of OH clearance and Protecting Vulnerable Groups (PVG) disclosure (required if undertaking practice placement in an area other than their employing health board).
- Applicants must have the language, literacy and IT skills to access and understand the written material utilised in the learning and teaching of the programme and be able to communicate clearly and accurately in spoken and written English.

Please note that the Post Graduate Certificate Neonatal Care programme admission criteria requires registration with a professional body such as the NMC. The NMC require professional registrants to demonstrate a minimum IELTS overall score of 7.0. Which is pertinent to the following:

'Regulation 2.12 (UWS Regulatory Framework, 2021/22), for all programmes of the University, except for International Foundation, research and doctoral programmes a minimum IELTS comparable score of 6.0 or above (with a minimum of 5.5 in each component) is acceptable as evidence of proficiency in English. The programme specification will outline the English language requirements for the International Foundation Programme. Chapter 4 sets out the requirements for English Language for Research Degree and Doctoral programmes.'

Further desirable skills pre-application

General Overview

In the NHS Long-Term Plan (NHS, 2019), which included a maternity and neonatal services review, the NHS pledged to develop the expert neonatal nursing workforce and support and promote expanded roles for those working in the neonatal field. It is appreciated that this development of essential staff cannot be achieved without specific specialist programmes of education. This aligns with the UWS Education Enabling Plan 2015-2020 of providing opportunities and advancing knowledge as well as developing student skills and graduate attributes.

This PGCert programme will provide direction, leadership and academic advancement for registered health care professionals working in neonatal care environments to enhance their professional development within the speciality. The course is designed as a year-long programme across three terms, commencing with the module Special and Transitional Care of the Neonate which will provide the essential underpinnings of neonatology. This will support progress to the subsequent module, High Dependency and Intensive Care of the Neonate, which will consider the complexities of care for the sick and premature infant. The final module Neonatal Care: Work-Based Learning, will support the achievement of key practice competencies required to be considered 'Qualified in Speciality' (QiS) and evidencing of 400 hours of clinical practice. Competencies are currently aligned with those set out in 'A Core Syllabus' by the British Association of Perinatal Medicine (2012), they will continue to be aligned with any future updated national frameworks.

Detailed and specialised learning will focus explicitly on embryology, physiology, and pathophysiology of the sick and premature neonate. There will also be application of theory to practice and thorough interrogation of the research base that supports clinical care strategies procedures and policy. A variety of Learning, Teaching and Assessment methods will be used within the programme, delivered within a flexible hybrid learning approach. This includes live teaching sessions, small work-group tutorials, clinical simulation sessions in the skills laboratories and student-centred activities. There will be a combination of synchronous live online tutorials and asynchronous student directed activities. These activities require engagement with assigned pre-reading, discussion boards and generation of group resource materials, for example, to test understanding of the module content and provide opportunity for further clarification of specific topic areas. There will be the opportunity to attend workshops and clinical skills days on campus, in order to stretch and develop clinical skills in a safe simulated clinical environment.

Students will utilise the Virtual Learning Environment (VLE). An induction day will assist students to become confident in its use to enable them to actively engage and participate in this form of communication and learning. With the support of the Programme Leader (PL), the Academic Librarian, and Academic Skills Advisor, there will be opportunity for students to develop their skills in critical appraisal, analysis and synthesis of the evidence that supports their clinical practice. The academic skills and knowledge acquired from the theoretical modules will prepare student's for a higher level of study at master's level and beyond. This will ensure that practitioners who choose to, can pursue an advanced practice, leadership, academic or research career in the future.

Graduate Attributes, Employability & Personal Development Planning

Students on this programme are experienced practitioners who will be seeking to influence clinical theory and practice within the specialist area in their organisations, in different partnerships across regional and national domains.

Within the programme, students will be enabled to develop capacities and skills which transfer to the world of practice. Through the use of a Personal Development Plan, and a tripartite learning agreement, students will

engage in discussions with personal tutors and their employer to ensure that support will be provided to meet the professional aspirations of the student. Furthermore, facilitating progressive development within the desired career structure in health care. Registered practitioners have a mandatory requirement to maintain a professional portfolio in order to demonstrate current knowledge and skills, as required by their relevant professional councils (i.e. the NMC). It is envisaged that students will use their own professional e-portfolio profile rather than using a UWS version.

UWS Graduate Attributes aim to prepare graduates who will be Universal, Work Ready and Successful. Therefore, through studying the Post Graduate Certificate in Neonatal Care programme at UWS, students will develop attributes across three dimensions which encapsulate the breadth of learning experience at university level i.e. Academic, Personal and Professional. Therefore, within the context of neonatal care this programme develops graduates with the necessary skills to ensure they are capable of being 'Qualified in Speciality' within the neonatal setting.

Employers are required to specifically support students engaged in work-based learning, and students are required to be cognisant of being released from the work place to attend any mandatory skills sessions on-campus across the whole programme. Support includes allowing the student protected time to engage with learning and to facilitate access to appropriate clinical environments with provision of a named mentor (Advanced Neonatal Nurse Practitioner (ANNP) or experienced QiS staff member).

The above skills acquisition contributes to the development of the **UWS Graduate Attributes: Universal** - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible; **Work-Ready** -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and **Successful** -autonomous, incisive, creative, resilient and daring.

Work Based Learning/Placement Details

A work-based learning placement for this module will be undertaken within the student's own normal working environment. This will be effective from January 2023. Students will be required to evidence 400 clinical practice hours, which will be achieved over the duration of the whole programme. Thus, enabling the hours to be evidenced across special care, high dependency and intensive care settings, dependant on the individual student's learning needs.

Arrangements for successful completion of work-based learning will be agreed by the student, mentor and personal tutor to ensure opportunities to access relevant practice learning and meet minimum hours required for completion (working within any regulatory body requirements) and supported by a tri-partite agreement. Where work-based learning does occur within modules, this is set out within the module descriptors, the plans for which are congruent with university policy for work-based learning and will be completed within the maximum time allocated for completion of the Post Graduate Certificate as indicated in the normal time of study, namely one year.

Engagement

In line with the **Academic Engagement Procedure**, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

Where a programme has Professional, Statutory or Regulatory Body requirements these will be listed here:

The University's general guidance on engagement applies to students undertaking this programme. There are no regulatory body requirements, however students should be cognisant that supporting employers have agreed to release students from paid employment to attend synchronous teaching sessions and in many cases asynchronous activities. This programme therefore requires mandatory attendance at any on-campus skills sessions. Students also assume primary responsibility for logging hours and competency completion for the work-based learning module.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: **UWS Equality and Diversity Policy**

Anticipatory adjustments have been made and reasonable individual adjustments to attendance and/or assessment will be available to students following discussion with a Disability Services Co-ordinator. Module

materials comply with University and NHS guidance on inclusive content, learning and teaching. Specialist assistive equipment (for example electronic stethoscopes), support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. All campus-based activities take place within accessible rooms and facilities. Where a module includes a teaching modality or assessment that may cause accessibility issues (such as practical classes or practical assessment) this will be detailed in the relevant module descriptors and handbooks. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation. Students will be encouraged to discuss such issues with their personal tutor and Disability Services staff. Digital learning activities and assessments will be designed such that no student is disadvantaged by lack of access to personal IT resources.

Students are required to share this information with mentors involved in work-based learning placements, with support from their personal tutor if required. Practice partner staff, expert clinical contributors and work-based learning students (who are also NHS employees) have their own mandatory board training and development for example unconscious bias, equality and diversity and health and safety. Health Board staff work in adherence to Health Board Codes of Conduct including the NMC Code (2015). In work-based learning environments, all students are expected to respect diversity and treat all people as individuals. The student should expect the same from staff, clients and the general public.

Processes and procedures are subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation and feedback by all key stakeholders is central to meeting our commitments to maintain E&D standards and ensure issues are effectively identified and addressed.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (**Chapter 1, Regulatory Framework**)

A. PG Cert

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding	
A1	Critically appraise physiological and pathophysiological processes underpinning neonatal care.
A2	Critically evaluate management and care regimes employed within all neonatal care settings.
A3	Critically reflect upon the nature of neonatal care knowledge and practice, in relation to your own professional domain.
A4	Critically evaluate governance, ethical, moral, and legal issues relating to neonatal care provision.
A5	Critically appraise the drivers and political influences that govern neonatal care provision.
Practice - Applied Knowledge and Understanding	
B1	Formulate developmentally supportive and family integrated care strategies that meet the needs of infants, their families, and carers in the neonatal care setting.
B2	Utilise a wide range of skills, tools, and instruments, to critically identify and assess complex healthcare needs in neonatal care.
B3	Critically evaluate the best available evidence to optimise safe and effective neonatal care.
B4	Engage in effective multiagency and interagency team work to provide holistic care across all areas of neonatal service provision.
B5	Instigate and evaluate (within own scope of practice) appropriate management and treatment pathways in emergent situations.
Communication, ICT and Numeracy Skills	
C1	Participate in online discussion and dialogue.
C2	Develop comprehensive skills in literature retrieval, appraisal and academic writing.
C3	Communicate effectively across disciplines utilising a variety of techniques.
C4	Develop digital literacy and numeracy skills to inform practice and for personal and professional development.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	

D1	Apply self-directed learning approaches to learning and studying at masters' level.
D2	Engage in critical analysis, reasoning and reflection.
D3	Apply theoretical knowledge and principles to neonatal care provision.
D4	Apply problem solving and clinical judgement to neonatal care delivery.
D5	Critically evaluate clinical evidence to inform practice.
Autonomy, Accountability and Working With Others	
E1	Develop independent management of work life balance.
E2	Be accountable to peers for participation and contribution to online activities.
E3	Be accountable for own practice, communication and responsible delegation to other MDT members.
E4	Reflect upon individual role and responsibilities within scope of practice.
E5	Ensure skills and knowledge are current and appropriate to area of practice.

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11		Special and Transitional Care of the Neonate *	20		✓		
11		Neonatal Care Work Based Learning *	20	✓	✓	✓	
11		High Dependency & Intensive Care of Neonate *	20			✓	

* Indicates that module descriptor is not published.

Footnotes

To achieve the award of Post Graduate Certificate Neonatal Care QiS (Qualified in Speciality):

- All modules must be passed at a minimum of 50%
- All clinical competencies must be achieved
- 400 clinical practice hours must be logged

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

NA

Criteria for Progression and Award

B. PG Dip

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding	
A1	
Practice - Applied Knowledge and Understanding	
B1	
Communication, ICT and Numeracy Skills	

C1	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
Autonomy, Accountability and Working With Others	
E1	

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award**C. Masters****Learning Outcomes (Maximum of 5 per heading)**

Knowledge and Understanding	
A1	
Practice - Applied Knowledge and Understanding	
B1	
Communication, ICT and Numeracy Skills	
C1	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
Autonomy, Accountability and Working With Others	
E1	

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Award**Regulations of Assessment**

Candidates will be bound by the general assessment regulations of the University as specified in the [University Regulatory Framework](#).

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for an exit award of PgCert/ PgDip in Combined Studies.

Changes

Changes made to the programme since it was last published:

Version Number: 1