



Programme Specification

**A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from
The University of Sheffield**

This programme specification covers the subject curriculum in **health and social care** for the following post graduate certificate in long term conditions programme and should be read in conjunction with the relevant specification for the second subject:

1	Programme Title	Long Term Health Conditions
2	Programme Code	NURT86
3	JACS Code	B700
4	Level of Study	Post graduate
5a	Final Qualification	Postgraduate Certificate in Managing Long Term Health Conditions
5b	QAA FHEQ Level	Not applicable
6	Intermediate Qualifications	None
7	Teaching Institution (if not Sheffield)	Not applicable
8	Faculty	Medicine, Dentistry and Health
9	Co-ordinating Department	School of Nursing and Midwifery
10	Other Departments involved in teaching in the subject	None
11	Mode of Attendance	Part-time
12	Duration of the Programme	2 years
13	Accrediting Professional or Statutory Body	None
14	Date of production/revision	February 2017 / Revised February 18

15. Background to the programme and subject area

Approximately 15.4 million adults and significant numbers of children in Great Britain are living with chronic illness, almost one in every three people, many having more than one condition, and numbers are expected to rise due to an ageing population and certain lifestyle choices (DH2012). People living with long term conditions have a range of complex and intricate health and social difficulties posing challenges to care practitioners. It has been shown that there is a risk for both the client and their carers of uncoordinated or fragmented care; insufficient information and support; and poor quality of life.

The Government priority is to improve care for those living with long term conditions, by moving away from reactive care, towards a systematic, patient centred approach. The “Long term conditions strategy” (DOH, 2012) and the “Long term conditions NSF” (DOH, 2012) aim to transform the way health and social services support people, with the emphasis being around primary and community person centred care. This programme has been developed in response to these strategies and will follow their principles.

Facilitated by experts in this field, this course aims to give health professionals opportunities to explore knowledge and skills necessary for proactively managing and supporting those with long-term health issues. It also addresses organisational and managerial issues involved in co-ordinating a quality service of individualised care and support for clients with long-term health conditions.

This programme is delivered by the School of Nursing and Midwifery and is aimed at health care professionals who have already successfully achieved a first degree or accrued 120 credits at level 6. It is anticipated that students to this programme will already have clinical experience in caring for and managing patients and clients with long term health conditions and are wishing to develop the cognitive skills that are representative of a reflective, autonomous, advanced practitioner in this field.

The School already has a pathway by which successful students to this PGCert will be able to continue to pursue their studies and gain a Masters degree award should they wish to do so.

16. Programme aims

1. Enable practitioners to develop analytical reflectivity in the consideration of best care practices, managerial and organisational strategies relating to long-term health conditions.
2. Enable practitioners to critically discuss the complexities and dilemmas associated with caring for and managing people and their families who are living with long-term health conditions.
3. Enable practitioners to critically evaluate the contribution of contemporary theories and strategies within long-term health conditions to the development of quality care within their sphere of practice.

17. Subject learning outcomes

By the end of the programme, students should have a sound knowledge and critical understanding of:

K1	Critically evaluate the relevant body of research and literature, and analyse the complexities of implementing research findings into clinical practice.
K2	Critically analyse current strategies, protocols, policies and guidelines and how these impact upon improvements of care provision and delivery.
K3	Critically evaluate the implications of ethical and legal issues within the sphere of care and management of patients and families living with long term health conditions.
K4	Critically evaluate the application of health promotion theories within the practitioners' role.
K5	Critically evaluate the application of contemporary therapies within the clinical setting.
K6	Critically evaluate the role of the health care professional, patient, families and carers within the context of the multi-disciplinary team and the issues of enablement and empowerment facilitation.
K7	Critically evaluate how future developments may impact upon current practice and make recommendations for local, national or international clinical arenas.

Skills and other attributes. By the end of the programme, students will be able to:

S1	Locate, review and reflect upon relevant literature and policy through synthesis of research and its impact upon practice and develop coherent evidence based arguments in writing.
S2	Articulate an analytical and theoretical position in relation to contemporary care and management of long term health conditions.
S3	Systematically and creatively deal with complex issues, make informed judgements and communicate conclusions clearly.
S4	Critically evaluate research and the ability to continue to advance own knowledge and understanding and develop skills to a higher level.

18. Teaching, learning and assessment

The programme's teaching is research led. Research led teaching is fostered by the scholarly activity of staff, appropriate use of research in the relevant fields and the development of the students' own research skills. Students are encouraged to develop as active and independent learners. The learning resources have been developed to provide opportunities for student reflection on material in the light of their own professional contexts.

The teaching methods used will be a combination of lectures, seminar presentations, peer-shadowing, individual tutorials and small group workshops. Lectures will cover the knowledge based material. Seminars and group work will enable students to explore more complex and inter-related themes in order to enhance their understanding. It will also enable students to share their experiences from a variety of health and social environments, thereby enriching their learning. Individual or small group tutorials will be used to prepare the student for their academic assignment. Participants will be encouraged to take a critical stance in relation to their own development and to explore a range of teaching, learning and assessment interactions. Students are not assessed in clinical practice but their assignments must demonstrate clinical reflection and this is encouraged through student discussion of clinical issues with peers in clinical settings other than just their own. The programme will provide an arena in which participants can explore their own practice experiences in the light of current theory, literature and policies for advancing practice.

The principle intention is to harness the knowledge and expertise of course members particularly as students come from different clinical backgrounds and their experiences differ. Health care professionals are also involved in facilitating others as part of their role therefore it is important that they are offered the opportunity for experiencing a variety of learning methods.

This programme uses many different clinical experts to facilitate the sessions, as well as experienced lecturers from the University, to ensure that the learning remains fresh, accurate, research lead and is directly applied to the student's clinical practice.

Lectures

Used to deliver the theoretical content and engagement with key information and to facilitate the student's knowledge, understanding, cognitive and analytical skills whilst also stimulating critical discussion of the indicative content.

Small group tutorials

Used to develop the students' subject specific knowledge and understanding whilst encouraging closer reflection on personal clinical practice and a range of transferable skills.

Individual tutorials

Students will be allocated a personal tutor who will offer academic and pastoral support. Communication may be face-to-face; or via the telephone or email. This will give students the opportunity to present and discuss their ideas, and provides a platform for feedback and academic discussion between student and tutor.

Case study analysis

Clinical case studies will be used to facilitate reflective analysis of organisation and delivery of care.

Seminars

Presentations by tutors, guest speakers or students which is followed by a question and answer session and are used to develop students' subject specific knowledge and understanding, cognitive and analytical skills and a range of transferable skills.

Peer shadowing

Where this is included in a unit, this involves educational visits to different clinical environments elected by the student, who negotiates and agrees both the visit and their personal learning outcomes. Students are not assessed in clinical practice but their assignment must demonstrate clinical reflection and this is encouraged through students discussing clinical issues with peers in clinical settings other than just their own.

Student presentations

Where these are included in a unit, students will present either individually or as a group. The intention is to encourage students to look in depth at particular issues and demonstrate their skills at facilitating the learning of their peers.

Opportunities to demonstrate achievement of the programme learning outcomes are provided through the following assessment methods:

Testing of the compulsory knowledge base (K1-K7) depends fundamentally on academic written assignments and presentations. There will be the requirement to produce an assignment for each of the 4 units and individual titles are negotiated with the unit leaders reflecting the practice area of the participants. Participants will be expected to reflect on their own clinical practice and experiences in order to enhance the analytical discussion. The work is also expected to put forward suggestions and recommendations for changes to clinical practice in the light of the reading, searching and issues raised. Assessment of skills and other attributes also rests primarily upon the submitted assessed assignments and presentations.

Where, student lead seminars and peer shadowing are used, learning and skill acquirement are not formally assessed but feedback and/or informal assessment (by tutor; peer; or self assessment) will be given to enable participants to reflect on their learning needs. Assessment is formal and each assessment must demonstrate reflection upon the unit learning outcomes, and consideration of the implications for their own clinical practice.

All participants are supported during the programme through individual and group tutorial opportunities with the unit leaders or the programme leader.

19. Reference points

The learning outcomes have been developed to reflect the following points of reference:

- Changes in the context and modes of delivery of health care as reflected in research and policy documents from the Department of Health, Department of Education, Royal College of Nursing,
- National level standards and guidance from relevant professional bodies such as the Royal College of Nursing and the Community Practitioner's and Health Visitors Association.
- The QAA Framework for Higher Education Qualification, Subject Benchmark Statements and Masters Level Qualification Descriptors.
- University of Sheffield Mission Statement.
- University of Sheffield Learning and Teaching Strategy.

20. Programme structure and regulations

The programme is offered in part-time study mode only. All students take units to the value of 60 credits. Participants choose 4 units each worth 15 credits at M level. These explore the specific clinical and organisational issues relevant to the field.

Managing diabetes as a long term health condition snm614

Managing chronic heart failure as a long term health condition snm611

Care and Management of the renal patient snm659 (online)

Managing respiratory disease as a long term condition snm615

Evidence based stroke care snm612

Palliative and supportive care snm681

Due to the clinical nature of the programme and the expectation for participants to reflect on clinical practice, it is a requirement of the programme that participants work within a relevant field of practice.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at <http://www.sheffield.ac.uk/calendar/>

21. Student development over the course of study

Students choose the units that are most relevant to their area of expertise and the assessments expect a level of critical clinical reflection and discussion about changing practice in the light of completing that unit. This ensures that practitioners return to their practice with both knowledge about the subject area and how to improve patient care.

Completing this PG Certificate will give the students skills and experience in M level academic study that will enable them to continue onto the MSc in Advanced Nursing if they so wish to do so.

22. Criteria for admission to the programme

Detailed information regarding admission to the programme is available at <http://www.shef.ac.uk/hsccpd>

A person may be admitted as a candidate who is registered on the appropriate part of the professional register and who has a degree; or holds 120 credits at level 6; or can demonstrate the ability to study at this level (as demonstrated by good grades at previous level 6 study and academic references).

23. Additional information

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.