Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	PGCert Enhanced Clinical Practice	**Course Code**	PGECPP
FHEQ level and credit of final award	Level 7		
Intermediate awards titles	N/A		
FHEQ level and credit of intermediate award	N/A		
Awarding Institution	Health Sciences University		
Teaching Institution	Health Sciences University		
Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition	N/A		
Duration of PSRB accreditation/ recognition where applicable)	N/A		
Mode of study	Part-time		
Distance Learning course	No		
Standard length of course	14 Months		
Language of delivery	English		
Place of delivery	Health Sciences University - London, Bournemouth		
UCAS code (where applicable)	N/A		
HECOS Code(s)	100260		
Date Course initially approved	30 October 2024		
Version number	1		
Date this version approved	30 October 2024		
Academic year from which this applies	2024-2025		

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Course Overview

1. Admissions regulations and entry requirements

Admissions Regulations
The regulations for this Course are the University's Standard Admission Regulations which may be found from the Latest Policies webpage. These regulations include the general entry requirements and specific requirements regarding English language.

Entry Requirements
The detailed entry requirements for the course may be found from the relevant course page on the University website.

Recognition of Prior Learning (RPL)
Health Sciences University has a Recognition of Prior Learning Policy which can be found from the Latest Policies webpage

2. Additional entry requirements

Not applicable

3. Aims of the course

The Enhanced Clinical Practice course provides a comprehensive pathway for career progression and enhancing clinical expertise, aimed at health and social care professionals wishing to develop their skills and move to an enhanced level of practice. The course aims to equip healthcare professionals with a solid foundation in complex reasoning, education, leadership, and research.

The aims of the course are to help learners be able to:

- demonstrate safe and effective person-centred care with a particular focus on clinical reasoning, decision making and risk management and care management planning
- demonstrate the delivery of enhanced level care, using the application of anatomy, physiology and psychosocial factors within assessment and diagnostic processes, providing interventions and utilising appropriate equipment within your scope of practice
- evaluate the impact of own leadership behaviours to be a confident, inclusive, and supportive leader contributing to a culture of continuous improvement
- use critically informed evidence-based approaches to advocate and lead operational and transformational change in complex situations and systems
- achieve a critical understanding of the principles and theories of education to an enhanced level; to develop, deliver and evaluate effective learning opportunities for all stakeholders
- act as an expert resource, promote, lead, and monitor effective education in challenging environments for specialist and non-specialist audiences; encouraging the use of education to inform innovative clinical practice to enhance the well-being of others
- construct appropriate research design and audit techniques to evaluate practice to identify quality improvement processes to enhance provision
- demonstrate the ability to systematically search, gather and select, and critically appraise data, to inform professional practice, decision-making and service design

4. Course Learning Outcomes – what students will be expected to achieve

This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities,	**The methods used to enable outcomes to be achieved and demonstrated are as follows:**

skills and other attributes in the following areas:	
Subject Knowledge and Understanding Having successfully completed this course, learners will be able to demonstrate knowledge and understanding of: A1 Relevant anatomy and physiology and pathophysiology to apply to the gathering, synthesis, and assessment information for clinical assessment as relevant to the clinical pillar of practice A2 Determinants of health to support health promotion, prevention & rehabilitative measures, empowering individuals towards self-management and behaviour change. A3 Current insights into their scope of practice, including key aspects of professional practice and international, national and local policies, guidelines and evidence informing practice in their profession. A4 The principles that underpin enhanced practice, including person-centred practice, evidence-based practice, decision-making processes, educational theories, and leadership and professional values. A5 The methods, process and factors involved in quality improvement projects	**Teaching and Learning Methods** A1 - practicals, simulation activities, online quizzes, clinical skills, peer discussions, reflections A2 - clinical skills, peer discussions, reflections A3 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections A4 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections A5 - online resources, group discussions, action learning sets **Assessment Methods** A1 - Objective Structured Clinical Examination (OSCE), poster presentation and question and answer session A2 - poster presentation and question and answer session A3 - portfolio and critical narrative, poster presentation and question and answer session A4 - portfolio and critical narrative, poster presentation and question and answer session A5 - portfolio and critical narrative
Cognitive Skills Having successfully completed this course, learners will be able to: B1 Demonstrate originality in the application of the current knowledge base and competence of skills and professional behaviour to their own professional practice area, according to established principles and best evidence. B2 Critically evaluate professional practice, identifying learning needs to develop and improve in a professional role. B3 Demonstrate ability to critically appraise, interpret, and synthesise theory, research, and practice and apply to professional practice. B4 Demonstrate self-direction and originality in tackling and solving complex issues, communicating knowledge, skills, expertise which inform approaches. B5 Reflect on clinical practice, engage with stakeholders and critically analyse literature and policy to plan and design a quality improvement project	**Teaching and Learning Methods** B1 - online resources, group discussions, action learning sets, practicals, simulation activities, online quizzes, clinical skills, peer discussions, reflections B2 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections B3 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections B4 - online resources, group discussions, action learning sets, practicals, simulation activities, online quizzes, clinical skills, peer discussions, reflections B5 - online resources, group discussions, action learning sets **Assessment Methods** B1 - portfolio and critical narrative, Objective Structured Clinical Examination (OSCE), poster presentation and question and answer session B2 - portfolio and critical narrative, poster presentation and question and answer session B3 - portfolio and critical narrative, poster presentation and question and answer session

	B4 - portfolio and critical narrative, Objective Structured Clinical Examination (OSCE), poster presentation and question and answer session B5 – portfolio and critical narrative
Practical Skills Having successfully completed this course, learners will be able to: C1 Critically appraise and demonstrate competence in taking a comprehensive, structured patient history, using therapeutic communication techniques whilst practicing within your scope of practice demonstrating responsibility and accountability for decisions, actions and omissions. C2 Critically reflect on their advanced skills necessary for their scope of practice, including utilising a problem-solving approach, communication, and leadership skills. C2 Critically apply the principles of theories of teaching and learning to develop and deliver effective education interventions. C4 Identify, evaluate and maintain leadership capabilities to support effective working within their scope of practice. C5 Demonstrate advanced skills and originality in quality improvement based on reflective practice and critical thinking.	**Teaching and Learning Methods** C1 - practicals, simulation activities, online quizzes clinical skills, peer discussions, reflections C2 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections C3 - online resources, group discussions, action learning sets C4 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections C5 - online resources, group discussions, action learning sets **Assessment Methods** C1 - Objective Structured Clinical Examination (OSCE), poster presentation and question and answer session C2 - portfolio and critical narrative, poster presentation and question and answer session C3 - portfolio and critical narrative C4 - portfolio and critical narrative, poster presentation and question and answer session C5 - portfolio and critical narrative
Transferable skills Having successfully completed this course, learners will be able to: D1 Demonstrate initiative and personal responsibility to undertake reflective, evidence-based and person-centred practice, and learning ability for continuing professional development. D2 Demonstrate decision-making in complex and unpredictable situations through the effective use of information to make sound judgements and support learning, practice, and research activities. D3 Effectively communicate findings and conclusions to specialist and non-specialist audiences. D4 Apply a systematic understanding and knowledge of theories and the evidence-based surrounding leadership and education within own clinical setting D5 Analyse and critically reflect on current practice and identify potential improvements through the planning and design of a quality improvement project.	**Teaching and Learning Methods** D1 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections D2 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections D3 - online resources, group discussions, action learning sets, practicals, simulation activities, online quizzes, clinical skills, peer discussions, reflections D4 - online resources, group discussions, action learning sets D5 - online resources, group discussions, action learning sets **Assessment Methods** D1 - portfolio and critical narrative, poster presentation and question and answer session D2 - portfolio and critical narrative, poster presentation and question and answer session D3 - portfolio and critical narrative, Objective Structured Clinical Examination (OSCE), poster presentation and question and answer session D4 - portfolio and critical narrative D5 - portfolio and critical narrative

Professional competencies	Teaching and Learning Methods
Having successfully completed this course, learners will be able to: E1 Critically review their person-centred and collaborative approach to diagnostic decision-making, for appropriate management of evidence-based therapeutic interventions. E2 Understand the importance of lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio. E3 Work collaboratively with colleagues, in ways that best serve the interests of stakeholders, demonstrating flexibility, adaptability and a problem-solving approach. E4 Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations. E5 Recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.	E1 - clinical skills, peer discussions, reflections E2 - online resources, group discussions, action learning sets E3 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections E4 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections E5 - online resources, group discussions, action learning sets, clinical skills, peer discussions, reflections **Assessment Methods** E1 - poster presentation and question and answer session E2 - portfolio and critical narrative E3 - portfolio and critical narrative, poster presentation and question and answer session E4 - portfolio and critical narrative, poster presentation and question and answer session E5 - portfolio and critical narrative, poster presentation and question and answer session

Intermediate exit award outcomes
N/A

Course Structure

5. Outline of course content

The aims of this course are mapped directly against the NHS England (2024) Allied Health Professions Enhanced Level Practice Schemas with Model Curricula. The curricula framework is set out across eight core Enhanced Level Practice domains which are aligned to the four pillars of professional practice. Each profession-specific curriculum uses these as a foundation, with the inclusion of additional profession-specific domains to reflect Enhanced Practice within that profession. The course aims are taken from the enhanced level practice domains: clinical practice, leadership, education and research. The content of the units is underpinned by five main areas:

- Advancing your clinical knowledge and skills within your scope of practice
- Encourage proactive leadership within your team and system
- Facilitate education practice
- Develop evidence-based practice
- Support autonomous professional practice

The course consists of four units:
You will first undertake ECP7001 Fundamentals of Enhanced Clinical Practice for AHPs, followed by either: ECP7002 Clinical Assessment for Enhanced Practice or ECP7003 Clinical Assessment for Enhanced Musculoskeletal Practice. You will choose an optional unit based on your scope of practice:

- ECP7004 Enhanced Practice in Acute, Urgent and Emergency Care
- ECP7005 Enhanced Practice for Mental Health Services

5. Outline of course content

- ECP7006 Enhanced Practice for Primary, Community and Social Care
- ECP7007 Enhanced Practice in Frailty and Ageing
- ECP7008 Enhanced Practice in Children and Young People's Services

A course diagram can be seen in Appendix 1.

6. Placements, work-based learning or other special features of the course

Work-based learning and workplace supervision
You will already be working as an allied health practitioner before commencing this course and as such are working in an appropriate workplace setting for your learning and professional development on the course. You will attend Health Sciences University on a part-time basis from your employment. You will be working in an appropriate role where you will be able to professionally develop in your own workplace and will be able to seek out opportunities to observe and undertake learning experiences within other areas of practice on an informal basis.

7. Course structure, levels, units, credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided at Appendix 1.

The **learning outcomes mapping document** at Appendix 2 shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at Appendix 3 shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

Health Sciences University courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). Ten University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to-face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Teams seminars, online discussion forums, webinars, e-mail or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified timeframe.

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email is another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks.

8. Learning hours/student workload

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning.

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

On this course students will normally have around 6 hours of contact time every other week. That may include lectures, seminars, labs, practicals, and workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will have around 1.5 hours of tutor guided time per week, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake around 10 hours of independent study per week. This includes time for revisions/preparation for assessments, as well as activities such as private reading and researching.

More detail about student workload is provided in unit specifications.

9. Staff delivering the course

Students will be taught by Health Sciences University academic staff and qualified professional practitioners with relevant expertise.

10. Progression and assessment regulations

The regulations for this course are the University's Assessment Regulations which may be found from the Latest Policies webpage.

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

11. Employment progression routes

This course will help you gain experience to work as an Enhanced Clinical Practitioner. This can help to facilitate your career progression within your profession and enhance your scope of practice. Those working at enhanced practice level, occupy a space before advanced practice in terms of the management of complexity and uncertainty. Enhanced practice can be a precursor to advanced practice, or it can be a valued workplace destination in itself, offering services and patients a consistent level of expertise. The NHS Long Term Workforce Plan (2023), highlights the future will see more staff in enhanced roles, who will be able to maximise their own skillset. There is a focus in the plan on expanding enhanced, advanced and associate roles to offer modernised careers, with a stronger emphasis on the generalist and core skills needed to care for patients with multimorbidity, frailty or mental health needs.

This course will also provide a foundation of the four pillars of advanced practice, to facilitate learners who wish to progress to an Advanced Clinical Practitioner. Internal progression to our MSc Advanced Clinical Practice or MSc Advanced Clinical Practice (Integrated Degree Apprenticeship). Many employers are now advertising posts for trainee Enhanced Clinical Practitioners at AFC Band 6 with progression to a Band 7 role upon completion. Moving towards an advanced practice role will then lead to career progression to an AFC Band 8a.

12. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the Latest Policies webpage

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- Completing the National Student Survey in the final year of the course (delete where not applicable)
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually)

The ways in which the quality of the University's courses are monitored and assured, both inside and outside the institution, are:

- Annual monitoring of units and courses.
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report.
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board.

14. Inclusivity statement

Health Sciences University is committed to being an institution where students and staff from all backgrounds can flourish. Health Sciences University recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

Health Sciences University seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

15. External reference points

This course is mapped to the descriptors for higher education qualifications at level 7 on the FHEQ set out within the UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024).

The course has been developed in line with the following appropriate external reference points including:

- Knowledge and Skills Framework (2010)
- A Health and Care Digital Capabilities Framework (2018)
- Allied Health Professions Enhanced Level Practice Schemas with Model Curricula (2024)

16. Internal reference points and policy frameworks

Health Sciences University Strategic Plan

Health Sciences University Course Design Framework

Health Sciences University Feedback on Assessments policy

The course conforms fully with the University's academic policies and procedures applicable to Taught Courses.

Record of Modifications

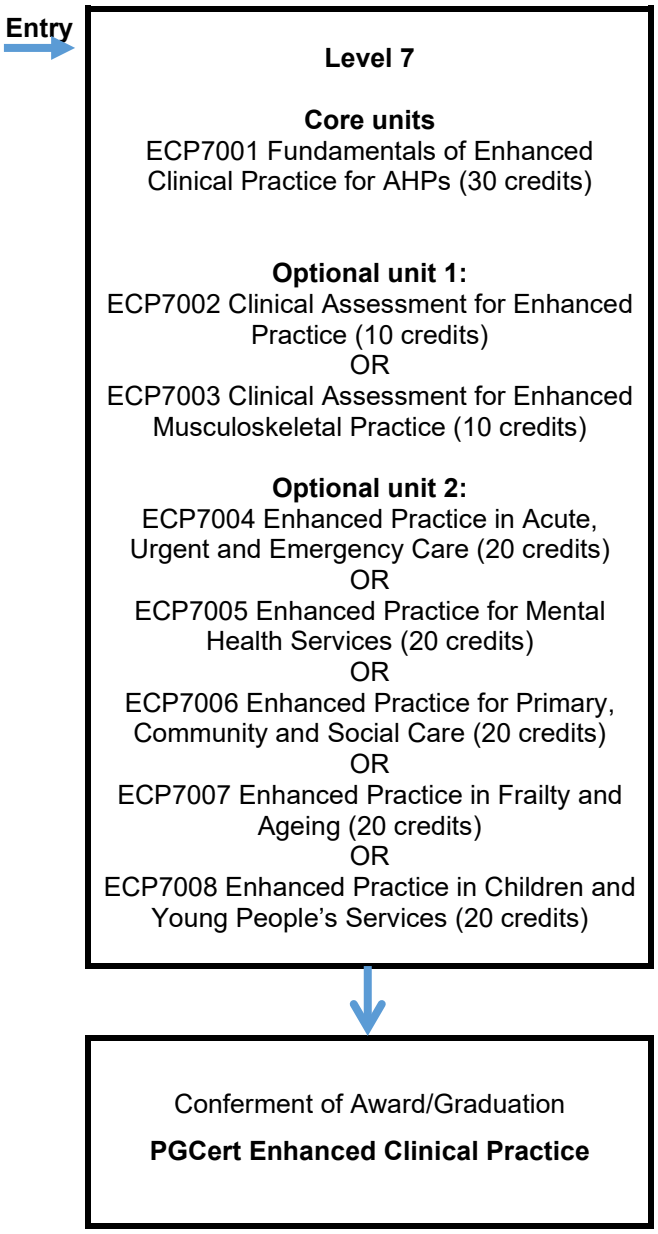
Course level

Description of Modification	Date approved	Intake to which modification applies

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

Appendix One - Course Diagram PGCert Enhanced Clinical Practice



Appendix 2: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course Intended Learning Outcomes).

		Course Outcomes																							
Unit Code	**Level**	**A1**	**A2**	**A3**	**A4**	**A5**	**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**C4**	**C5**	**D1**	**D2**	**D3**	**D4**	**D5**	**E1**	**E2**	**E3**	**E4**	**E5**
ECP7001	7			TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA	TDA	TDA	TDA
ECP7002	7	TDA					TDA			TDA		TDA							TDA							
ECP7003	7	TDA					TDA			TDA		TDA							TDA							
ECP7004	7	DA	TDA	TDA	TDA		DA	TDA	TDA	DA		DA	TDA		TDA		TDA	TDA	DA			TDA		TDA	TDA	TDA
ECP7005	7	DA	TDA	TDA	TDA		DA	TDA	TDA	DA		DA	TDA		TDA		TDA	TDA	DA			TDA		TDA	TDA	TDA
ECP7006	7	DA	TDA	TDA	TDA		DA	TDA	TDA	DA		DA	TDA		TDA		TDA	TDA	DA			TDA		TDA	TDA	TDA
ECP7007	7	DA	TDA	TDA	TDA		DA	TDA	TDA	DA		DA	TDA		TDA		TDA	TDA	DA			TDA		TDA	TDA	TDA
ECP7008	7	DA	TDA	TDA	TDA		DA	TDA	TDA	DA		DA	TDA		TDA		TDA	TDA	DA			TDA		TDA	TDA	TDA

Appendix 3 Course summary

Course title: PGCert Enhanced Clinical Practice

Unit details						Assessment Component Weightings (%)*						PSRB requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		Scheduled contact*	Directed non-contact*	Self-directed
ECP7001	*Fundamentals of Enhanced Clinical Practice for AHPs*	1	30	C	-			100%				N	54	24	222
ECP7002	Clinical Assessment for Enhanced Practice	1	10	O	-					P/F		N	30	21	49
ECP7003	Clinical Assessment for Enhanced Musculoskeletal Practice	1	10	O	-					P/F		N	30	21	49
ECP7004	Enhanced Practice in Acute, Urgent and Emergency Care	1	20	O	-					100%		N	36	15	149
ECP7005	Enhanced Practice for Mental Health Services	1	20	O	-					100%		N	36	15	149
ECP7006	Enhanced Practice for Primary, Community and Social Care	1	20	O	-					100%		N	36	15	149
ECP7007	Enhanced Practice in Frailty and Ageing	1	20	O	-					100%		N	36	15	149
ECP7008	Enhanced Practice in Children and Young People's Services	1	20	O	-					100%		N	36	15	149
	Exit qualification: PG Cert Enhanced Clinical Practice Requires 60 credits at Level 7 and successful completion of ECP7001 Fundamentals of Enhanced Clinical Practice for AHPs, either optional unit ECP7002 Clinical Assessment for Enhanced Practice or ECP7003 Clinical Assessment for Enhanced Musculoskeletal Practice, one 20-credit optional unit (ECP7004 Enhanced Practice in Acute, Urgent and Emergency Care, ECP7005 Enhanced Practice for Mental Health Services, ECP7006 enhanced Practice for Primary, Community and Social Care, ECP7007 Enhanced Practice in Frailty and Ageing, or ECP7008 Enhanced Practice in Children and Young People's Services)														

*** If this box is marked 'yes,' then it is a requirement set by the relevant professional body that the pass mark must be achieved in all components of assessment to pass the unit, regardless of the overall aggregated mark.**