	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Postgraduate Certificate
4	**Programme Title**	Postgraduate Certificate Infection Prevention and Control
5	**UCAS/Programme Code**	3427P
6	**Programme Accreditation**	
7	**QAA Subject Benchmark(s)**	
8	**FHEQ Level**	7
9	**Date written/revised**	13th June 2009

10	**Programme Aims**

The programme aims to develop knowledge and skills in the prevention and control of infection across a range of healthcare and other relevant professions.

11	**Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge, understanding, intellectual, practical and transferable skills as detailed below.

Knowledge and Understanding

On completing the programme students should:

- A1. be able to identify the four classifications of micro-organisms, identify infections commonly associated with them and their detection methodologies.
- A2. be able to describe epidemiological processes and apply these to the prevention of infections
- A3. to be able to identify legal responsibilities for patient safety and the operational policies governing Infection Prevention and Control
- A4. Demonstrate an understanding of healthcare organisations and variations in IPC across the healthcare economy
- A5. Demonstrate the requirement for a whole health economy commitment to IPC management and the importance of effective communication processes
- A6. Demonstrate the application of principles of surveillance, be able to describe differing methods of surveillance, how surveillance programmes function and their impact on patient safety and other outcomes
- A7. describe how antimicrobial resistance can evolve
- A8. demonstrate application of clinical governance, total quality management and risk management principles to Infection Prevention and Control
- A9. describe and apply the role of the Microbiology Laboratory in relation to current infection prevention and control
- A10. describe and apply an understanding of European Waste Regulations

Teaching and Learning Methods

The programme comprises of three 20 credit modules. The delivered learning and the self-directed learning are designed to provide a mixture of the Knowledge and Understanding referred to above. Students will undergo formative and summative assessment for each module to ensure the intended learning outcomes are achieved (A1 – A10).

Each module is delivered sequentially. Delivered learning will be through a series of seminars, lectures and workshops in which the student is provided with opportunities to assess and develop their knowledge and understanding (A1 – A10). Students will be required to undertake self directed study to support the delivered learning (A1 – A10). This will take the form of guided preparatory work, post-session study and preparation for assessment. Prior to

the module, each student will be provided with a 'Knowledge Pack'. This pack provides a series of exercises to support the knowledge and understanding delivered during the module, to guide self study through the module and provide guidance relating to assessment (A1 – A10).. Peer review of formative assessment activities will be encouraged (A1 – A10).

Assessment Strategy

IPC8001: **Microbiology - Applying Theory through Policy to Practice** students' are assessed for their knowledge and understanding through the development of two written pieces of work. They will undertake a critical review of literature relating to policy and practice in their area of responsibility and compile a written improvement report relating to current status in their area of responsibility.(A1, - A7, A9)

IPC8002: **Management Structures** students' knowledge and understanding are assessed through the development of four written pieces of work and one oral/visual presentation. Students will undertake a critical review of literature and current structures relating to management processes in their area of responsibility, analyse and identify risks in the form of a Risk Assessment report, prepare a written statement in response to a media query or customer complaint and present an action plan to address an identified risk. (A2 - A6, A8 - A10)

IPC8003: **Organisational Strategies** – **Meeting the Standards** students' knowledge and understanding will be assessed through the production of three different written reports; a critical review of the literature and current practice relating to organisation strategies in their area of interest, a development action plan and the preparation of a portfolio of evidence to critically assess the effectiveness of actions once implemented. (A1-A10)

Intellectual Skills

On completing the programme students should be able to:

B1. analyse, synthesise and interpret information, including the ability to critically review primary scientific literature in the field of Infection Prevention and Control
B2. analyse policy and practice to a range of familiar and unfamiliar issues and problems in the field of Infection Prevention and Control
B3. apply knowledge and understanding of science, practice and policy to a range of familiar and unfamiliar issues and problems in the field of Infection Prevention and Control.
B4. identify, plan, appropriately implement and assess improvement actions in the field of Infection Prevention and Control.
B5. develop a well-structured and well-argued response / position statement
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Teaching and Learning Methods

The development of intellectual skills is embedded within the delivered curriculum and the self guided learning in all three modules (B1-B5). Students have the opportunity to self assess, develop and improve their intellectual skills across a wide range of learning opportunities including critical review, synthesise and interpretation; application of knowledge and understanding, the identification of problems and planning of improvement opportunities. (B1-B5). Formative assessment and feedback received from tutors and fellow students supports the development of intellectual skills. In addition, the practise of intellectual skills is integral to the self directed study and opportunities to develop these skills are embedded in the Knowledge Pack. (B1-B5).

Assessment Strategy

IPC8001: **Microbiology - Applying Theory through Policy To Practice** students' intellectual skills will be assessed through the development of two written pieces of work in which the development of intellectual and cognitive skills are embedded. Students will undertake a critical review of literature relating to policy and practice in their area of responsibility apply their knowledge and understanding to a range of issues and problems and formulate improvement opportunities in the form of a report. (B1- B5)

IPC8002: **Management Structures** students' intellectual skills will be assessed through the development of four written pieces of work and a presentation in which the development of intellectual and cognitive skills are embedded. Students will undertake a critical review of literature and management structures in their area of responsibility. Students will also apply

their knowledge and understanding to a range of issues and problems and formulate improvement opportunities in the form of a risk assessment and action plan. Student will also develop a well informed statement for communication to the wider health environment or society (B1- B5)

IPC8003: **Organisational Strategies** – **Meeting the Standards** students' intellectual skills will be assessed through the development of three written pieces of work in which the development of intellectual and cognitive skills are embedded. Students will undertake a critical review of literature and practice relating to strategy in their area of responsibility. Students will also apply their knowledge and understanding to a range of issues and problems and formulate improvement opportunities. Student will develop a comprehensive portfolio of evidence to assess the effectiveness of actions undertaken. (B1- B5)

Practical Skills

On completing the programme students should be able to:

- C1. prepare an appropriate written communication – a written report identifying improvement opportunities in Infection Prevention and Control, a position statement, an investigation response to the media or a response to a customer complaint, a risk assessment report and a development action plan
- C2. present an action plan
- C3. implement a development action plan
- C4. produce a portfolio of evidence to demonstrate improvement and the impact on patient safety

Teaching and Learning Methods

The development of practical skills is embedded within the delivered curriculum and the self guided learning in all three modules. Students have the opportunity to self assess, develop and improve their practical skills across a wide range of learning opportunities (C1-C4). Formative assessment and feedback received from tutors and fellow students, supports the development of these skills (C1-C4). In addition, the practise of practical skills is integral to the self directed study and opportunities to develop these skills are embedded in the Knowledge Pack. Practical skills are assessed in the summative assessments (C1-C4).

Assessment Strategy

IPC8001: **Microbiology - Applying Theory through Policy to Practice** students written communication skills will be assessed through the development of two written pieces in an appropriate report format. (C1)

IPC8002: **Management Structures** written communication will be assessed through the development of four pieces of written work in an appropriate format. These include a critical review, the formulation of a risk assessment report, a well structured position statement or response and an improvement action plan. In addition practical skills relating to verbal communication will be assessed through a presentation. (C1, C2)

IPC8003: **Organisational Strategies** – **Meeting the Standards** students' written communication will be assessed through the production of three different pieces of written work; a critical review of the literature current practice in their area of interest, a development action plan and the preparation of a portfolio of evidence to critically assess the effectiveness of actions once implemented. The ability to implement an action plan and the ability to effectively monitor and assess the impact of these actions will be assed by the collation of a portfolio of evidence. (C1-C4)

Transferable/Key Skills

On completing the programme students should be able to:

- D 1. communicate effectively through oral, presentation, written reports, action plans and statements.
- D 2. integrate and evaluate qualitative and quantitative information from a variety of sources and effectively handle data.
- D 3. use Information and Communications Technology.
- D 4. learn independently and self manage resources and time

Teaching and Learning Methods

The development of transferable and key skills is embedded within the delivered curriculum and the self guided learning in all three modules. Students have the opportunity to self

assess, develop and improve their transferable and key skills across a wide range of learning opportunities. Communication skills are widely practised and developed (D1). All three modules encourage the student to work with a wide range of information, both qualitative and quantitative, data and statistics and use this information to inform their understanding of Infection Prevention and Control in their area of interest (D2, D3). Students are encouraged to take responsibility for their own learning, particularly through self directed study to support the delivered curriculum and manage their time and resources effectively (D4). Formative assessment and feedback received from tutors and fellow students, supports the development of these transferable and key skills (D1-D4). Students are encouraged to use ITC to support the development of their understanding, accessing information and data online, utilising electronic resources associated with their work place and using ITC packages to present their assessed work in an appropriate format. (D1- D3)

Assessment Strategy

IPC8001: **Microbiology - Applying Theory through Policy to Practice;** students will be assessed through the development of two written pieces in an appropriate report format using ITC packages to present their work. Both pieces of written work provide an opportunity for the student to be assessed in terms of their proficiency to integrate and evaluate qualitative and quantitative information from a variety of sources and effectively handle data. Both pieces of written work assess the student's ability to self direct their learning, manage their own time and resources and contribute toward their own continual professional development. (D1-D4)

IPC8002: **Management Structures;** transferable/key communication skills will be assessed through the development of four pieces of written work in an appropriate format using ITC packages to present their work. These include a critical review relating to current management structures, the formulation of a risk assessment report, a well structures position statement or response and an improvement action plan. In addition non verbal communication skills will be assessed through the delivery of a presentation. All four pieces of work provide an opportunity for the student to be assessed in terms of their proficiency to integrate and evaluate qualitative and quantitative information from a variety of sources and effectively handle data. All four pieces of written work and the presentation assess the student's ability to self direct their learning, manage their own time and resources and contribute toward their own continual professional development. (D1-D4)

IPC8003: **Organisational Strategies – Meeting the Standards;** written communication will be assessed through the development of three pieces of written work in an appropriate format using ITC packages to present; a critical review of the literature relating current strategies in their area of interest, a development action plan and the preparation of a portfolio of evidence to critically assess the effectiveness of actions once implemented. All three pieces of work provide an opportunity for the student to be assessed in terms of their proficiency to integrate and evaluate qualitative and quantitative information from a variety of sources and effectively handle data. All three pieces of work assess the student's ability to self direct their learning, manage their own time and resources and contribute toward their own continual professional development. (D1-D4)

12	Programme Curriculum, Structure and Features

Basic structure of the programme

The Postgraduate Certificate is composed of three 20 credit modules: IPC8001: Microbiology - Applying Theory Through Policy to Practice, IPC8002: Management Structures, IPC8003: Organisational Strategies – Meeting the Standards. The programme runs over one academic year. Each module will be run once a year and students will study them sequentially to effectively build their knowledge, understanding and skills. IPC8001 and be studied as standalone CPD.

Key features of the programme (including what makes the programme distinctive)

The Certificate provides comprehensive curriculum of the knowledge, understanding and skills related to Infection Prevention and Control and the management of patient safety. The programme is suitable for a wide range of health care professionals.

Each module is delivered part-time to accommodate the requirements of full time working professional. Delivered learning for each module comprises one day per week for five weeks and is supported by self directed learning in the form of preparatory work and post taught session learning.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/

13   Criteria for admission

Entry qualifications

A candidate will be entered for CPD study or for study of the PG Certificate at the discretion of the Degree Programme Director and provided that such a candidate:

(a) has successfully completed the final year of the Bachelor of Medicine and Bachelor of Surgery *or* Bachelor of Dental Surgery or equivalent; or

(b) has an appropriate degree or equivalent professional qualification in a profession allied to medicine with at least two years post-qualification experience; or

(c) has a minimum lower-second-class appropriate Honours degree

(d) suitably experienced non non-graduate candidates (e.g. candidates achieving "advanced standing", as shown through a portfolio of evidence, supporting their claim that their previous education and experience is at graduate level).

Entry to CPD follows the same entry requirements as

Admissions policy/selection tools
Applicants will apply directly via E2R for consideration of a place.

Non-standard Entry Requirements:

The DPD may interview candidates to assess their suitability to undertake the programme where entry qualifications are not fully met.

Additional Requirements:
None

Level of English Language capability:
Entry to the programme requires an overall IELTS score of 7.0, minimum 6.5 in each component for applicants who do not speak English as their first language.

14   Support for Student Learning

Induction
An induction session is delivered on the first day of module 1 to ensure that students are appropriately aware of the programme. As well the opportunity to meet the Programme Director, Module Leaders and the module teams and familiarise themselves with the programme structure, students undergo an induction to the library, university resources and ILT resources. In addition, the Programme Handbook provides a comprehensive introduction to the curriculum, the programme structure and the academic support available. The Blackboard VLE provides guidance on the modules, the curriculum, assessments specifics and how support and guidance. Students are encouraged to access this prior to the programme delivery commencing to support the induction session.
Study skills support
A range of study skills information, guidance and directed learning is offered by the university and students are signposted to these in the Programme Handbook, on Blackboard VLE and in the Knowledge Packs. Study skills, how guidance can be accessed and how they will be utilised within the modules are covered in the Induction session. See:
http://www.ncl.ac.uk/library/teaching/stan/
Academic support
The initial point of contact for a student is with a lecturer or Module Leader. Thereafter the Degree Programme Director may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Curriculum Committee by student

representatives.
Pastoral support
The initial point of contact for a student is with a lecturer, Module Leader or Programme Director. In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer. Access to these services are signposted to the student in the Programme Handbook and on the Blackboard VLE*. See:*
(http://www.unionsociety.co.uk/main/advice/studentadvicecentre ,
(http://www.ncl.ac.uk/counselling-wellbeing/
http://www.ncl.ac.uk/support/welfare.phtml
Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. Access to these services are signposted to the student in the Programme Handbook and on the Blackboard VLE. See: http://www.ncl.ac.uk/disability-support/
Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities. Access to these services are signposted to the student in the Programme Handbook and on the Blackboard VLE. The graduate school offers a student learning space with dedicated on-line computer facilities, a number of study rooms and social space for interaction with other postgraduate students. See:
http://www.ncl.ac.uk/library/
http://www.ncl.ac.uk/iss/
Workplace Support
Students will be allocated a Workplace Mentor within their employing organisation. The Mentor will provide support and guidance to the student. A Workplace Mentor Handbook will be provided by the Programme Team to facilitate this relationship.

15	Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews
All modules are subject to review at Curriculum Committee. The review of modules is informed by student feedback, both formal and informal, student performance, developments favoured by the Module Leader or DPD or recommendations made by External Advisors. Amendments to existing modules or the introduction of new modules are subject to approval by the Graduate School Board of Study and the Faculty Teaching and Learning Committee.

Programme reviews
The Curriculum Committee conducts an Annual Monitoring and Review of the programme which critically reviews all aspects of the provision delivery, defines improvement opportunities to be progressed and reports to Graduate School Board of Studies and Faculty Teaching and Learning Committee.

External Examiner reports
External Examiner reports are considered by the Curriculum Committee and Graduate School Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee who ensure that any action or recommendations made in the report are appropriately actioned. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations
All modules, and the complete programme, are subject to review by student evaluation using a series of questionnaires to obtain student opinion and feedback. Informal student evaluation is also obtained during delivery, at the Staff-Student Committee and at Curriculum

Committee.

Mechanisms for gaining student feedback
The programme has a Staff-Student Committee at which students may address concerns, issues or recommendations relating to the programme to the Programme Team. Students may also feedback concerns, issues or opinions to Module Leaders, the DPD or teh Administration Team in the PGT Office.
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Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process. , see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

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16	**Regulation of assessment**

Pass mark
The programme pass mark is 50. The student must achieve a pass mark of 50 for each component within the assessment of the module.

Programme requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf) and Examination Conventions for Taught Masters Degrees (http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf). Students who fail individual pieces of course work will be allowed to resubmit for a second assessment on one occasion only. All modules are core and compensation regulations do not apply.

Common Marking Scheme

The Certificate is classified in line with the University common marking scheme for Taught Postgraduate Masters programmes:

<50   Fail
50-59   Pass
60-69   Pass with Merit
70 or above Pass with Distinction

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:
        review and approve examination papers
        moderate examination and coursework marking
        attend the Board of Examiners
        report to the University on the standards of the programme

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In addition, information relating to the programme is provided in:

The University Prospectus (see http://www.ncl.ac.uk/undergraduate/)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see http://www.ncl.ac.uk/calendar/university.regs/)

The Degree Programme Handbook

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	IPC8001
A2	IPC8001
A3	IPC8002, IPC8003
A4	IPC8002, IPC8003,
A5	IPC8001, IPC8002, IPC8003
A6	IPC8002, IPC8003
A7	IPC8001, IPC8003
A8	IPC8002, IPC8003
A9	IPC8001, IPC8003
A10	IPC8003
B1	IPC8001, IPC8002, IPC8003
B2	IPC8001, IPC8002, IPC8003
B3	IPC8001, IPC8002, IPC8003
B4	IPC8001, IPC8002, IPC8003
B5	IPC8002
C1	IPC8001, IPC8002, IPC8003
C2	IPC8002, IPC8003
C3	IPC8003
C4	IPC8003
D1	IPC8001, IPC8002, IPC8003
D2	IPC8001, IPC8002, IPC8003
D3	IPC8001, IPC8002, IPC8003
D4	IPC8001, IPC8002, IPC8003

Or

Module	Type	Intended Learning Outcomes			
		A	B	C	D
IPC8001	compulsory	1,2,5,7,9	1,2,3,4	1	1,2,3,4
IPC8002	compulsory	3,4,6,8	1,2,3,4,5	1,2	1,2,3,4
IPC8003	compulsory	3,4,5,6,7,8,9,10	1,2,3,4	1,2,3,4	1,2,3,4