

## Programme Specification

### PG Cert Transforming Practice

<i>School:</i>	Science, Technology and Health
<i>Subject area:</i>	Health
<i>Entry from academic year:</i>	2024-25
<i>in the month(s) of</i>	October
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University
<i>Programme/s accredited by:</i>	N/A
<i>Exit awards:</i>	
<i>UCAS code / GTTR / other:</i>	N/A
<i>Joint Honours combinations:</i>	N/A
<i>QAA subject benchmark statement(s):</i>	Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. QAA 2014
<i>Mode/s of study:</i>	Part time PGCert – 1 year
<i>Language of study:</i>	English
<i>Paired with Foundation Year</i>	No
<i>Study abroad opportunities:</i>	No
<i>Opt-in YSJU Placement Year opportunity:</i>	No

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### Introduction and special features

You will be a qualified professional working in UK health and/or social care (e.g. physiotherapist, occupational therapist). You will be engaged in, or seeking to develop, advanced practice in your own specific clinical area. You wish to study at master's level, but not to gain a full MSc. This programme will help you achieve your aim by enabling you to study for a PG Cert.

This is a unique model of continued professional development for allied health professionals (in the broadest sense). You will learn from experts in the field in relatively small postgraduate groups, alongside fellow professionals.

York St John University offer related undergraduate and pre-registration master's qualifications in occupational therapy and physiotherapy, and have delivered a successful CPD portfolio of master's level study for many years, most recently offering the MSc Professional Health and Social Care and the MSc Leadership in Health and Social Care awards. These awards have helped professionals like you advance their career, and now elements of those programmes have been embedded in this new, clinically oriented suite of postgraduate awards.

### Admissions criteria

You must meet the minimum entry requirements which are published on the programme specific webpage. In addition, you must have:

1. 3 years current postgraduate experience in an appropriate clinical setting.
2. Line manager's letter of support.
3. Proof of appropriate and up to date professional registration (e.g. HCPC, GMC).

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Recognition of prior learning \(RPL\)](#). We also consider applications for entry with advanced standing.

## Programme aim(s)

The aim of the programme is to enable qualified healthcare professionals to advance, transform and research their practice.

## Programme learning outcomes

Upon successful completion of the programme students will be able to:

### Level 7:

#### PG Cert Transforming Practice

- 7.1 Demonstrate advanced levels of critical appraisal of evidence.
- 7.2 Critically evaluate and apply relevant evidence on health coaching, health literacy, leadership and change management.
- 7.3 Develop high levels of effective communication appropriate to patients in health coaching and health literacy, and to key stakeholders in leadership and change management.
- 7.4 Demonstrate comprehensive leadership skills to support and encourage service development.
- 7.5 Evidence outcomes of transforming practice through critical reflection on practice and/or outcome measures.

## Programme structure

Code	Year	Level	Term	Title	Credits	Module status	
						Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
PHC7021M	1	7	1 + 2 + 3	Transforming Practice	60	C	NC

Any modules that must be passed for progression or award are indicated in the table above as non-compensatable. A non-compensatable module is one that must be passed at the relevant level (with a mark of 50) in order to progress.

## Learning, teaching and assessment

You will attend a series of 6 days for each 60 credit module, amounting to 36 hours in total. The notional learning time for a 60 credit module is 600 hours, so you should expect to also engage in appropriate subject reading, online activities (which may include accessing online materials, directed online reading, watching video material, formative assessment and participation in a forum), work-related learning and tutor support and research supervision.

You can expect to engage as an adult, independent learner suited to your professional status. On attendance days you will have the opportunity to engage in a variety of modes of learning, ranging from theoretical to critical discussion, consideration of case studies to explore authentic scenarios, critical appraisal of evidence, self-reflection and formative assessment to help you develop the necessary skills for the summative assessments.

We will use approaches to learning that mirror and enhance the practice in which you work, one characterised by 'a high degree of autonomy and complex decision making', (which) enables deep reflection and learning through the 'analysis and synthesis of complex problems (...) enabling innovative solutions to enhance people's experience and improve outcomes' (Health Education England, 2017).

We use a range of formative and summative assessments to support and inspire you in your development, promote deep and complex learning, motivate you towards success in summative assessments and to evaluate your achievement. We make our assessments as authentic as possible.

Your formative assessments include opportunities to share with your peers and tutors your critique of a research paper, a plan for transformational service change, self-reflection on your experience of implementing a health coaching approach with a patient/user of service, and your provisional evaluation of communications used with patients/users of service. These activities all closely resemble your summative assessments for this module but are enacted in a safe and supportive peer group context, enabling you to further develop your ideas for each summative assessment.

## **Progression and graduation requirements**

The University's [general regulations for](#) postgraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

## **Late result modules**

This programme follows the postgraduate pattern of October start and presentation of results to the late postgraduate School Assessment Panel.

## **Internal and external reference points**

This programme specification was formulated with reference to:

- [University mission and values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)
- NHS 10 year plan (2019): <https://www.longtermplan.nhs.uk/>
- Health Education England Advanced Practice Frameworks: <https://www.hee.nhs.uk/our-work/advanced-clinical-practice>
- Health Education England Programme Accreditation: <https://www.hee.nhs.uk/our-work/advanced-clinical-practice/programme-accreditation>
- Health Education England Multi-professional framework for advanced clinical practice in England: <https://www.hee.nhs.uk/sites/default/files/documents/Multi-professional%20framework%20for%20advanced%20clinical%20practice%20in%20England.pdf>

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*Date written / revised: 08/01/2021*

*Programme originally approved: 05/03/2021*