

**PROGRAMME SPECIFICATION  
(Taught Postgraduate)**



**Newcastle  
University**

<b>1 Awarding Institution</b>	Newcastle University
<b>2 Teaching Institution</b>	Newcastle University
<b>3 Final Award</b>	Postgraduate Certificate
<b>4 Programme Title</b>	Postgraduate Certificate in Interventional Nephrology
<b>5 Programme Code</b>	3188P
<b>6 Programme Accreditation</b>	N/A
<b>7 QAA Subject Benchmark(s)</b>	N/A
<b>8 FHEQ Level</b>	7
<b>9 Last updated</b>	May 2025

**10 Programme Aims**

The aims of the programme are to provide students with:

- *A systematic understanding of the theoretical principles that underpin Interventional Nephrology in the clinical setting.*
- *Practical skills applicable to the field of Interventional Nephrology.*
- *An understanding of key elements required to establish and manage an Interventional Nephrology service.*
- *A systematic understanding of knowledge*
- *Critical awareness of current problems and/or new insights into Interventional Nephrology.*
- *A comprehensive understanding of techniques applicable to their own research or advanced scholarship.*
- *Originality in the application of knowledge.*
- *Conceptual understanding that enables the student: to evaluate critically current research and advanced scholarship in the discipline.*

Additionally, holders of the qualification will be able to:

- *Deal with complex issues both systematically and creatively, demonstrate selfdirection and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.*
- *Continue to advance their knowledge and understanding, and to develop new skills to a high level.*
- *Have independent learning ability required for continuing professional development".*

**11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

<p align="center"><b>Knowledge and Understanding</b></p> <p>On completing the programme students should have:</p> <p>A1: A systematic understanding of anatomy and physiological basis for Interventional Nephrology procedures.</p> <p>A2: An in-depth understanding of the principles of ultrasound, renal biopsy, peritoneal dialysis catheters, haemodialysis vascular access (tunneled and non-tunneled) and arteriovenous fistulas (AVF) and grafts (AVG).</p> <p>A3: Insight into the requirements for establishing and managing an Interventional Nephrology Unit.</p>
<p align="center"><b>Teaching and Learning Methods</b></p> <p>A1-A3 are addressed through a mixture of lectures and workshops augmented by independent study and directed by the provision of reading lists and support by academic staff.</p>
<p align="center"><b>Assessment Strategy</b></p> <p>Formative assessment of knowledge and understanding occurs during classroom activities. Summative assessment of knowledge, understanding and application is undertaken by the completion of examinations, oral presentations and a critical essay. Intended learning outcomes regarding knowledge and understanding are assessed based on coursework involving critical analysis of a case discussion and self-reflection within both formative and summative assessments. The examinations will be closed book, invigilated computer-based assessments as a means of assessing factual knowledge. The presentations test students' knowledge and understanding of aspects of quality improvement in the context of a clinical settling.</p>
<p align="center"><b>Intellectual Skills</b></p> <p>On completing the programme students should be able to:</p> <p>B1: Synthesise key findings and knowledge from across the field of Interventional Nephrology to enhance patient outcomes and welfare.</p> <p>B2: Critically evaluate content and quality of data/information offered from a variety of sources.</p> <p>B3: Make informed judgements on complex issues and problem solve within Interventional Nephrology and communicate their ideas and conclusions directly clearly and effectively to specialist and non-specialist audiences including patients.</p>
<p align="center"><b>Teaching and Learning Methods</b></p> <p>B1-B3 are developed through the teaching and learning strategies as described above. Intellectual skills are developed progressively throughout the programme in modules containing lectures and workshops and as part of the students' work-based learning. Independent study and completion of critical written assignments, requiring critical evaluation, which are particularly important. Throughout the programme, students will develop intellectual skills by participating in group discussions, case studies and in their workplace to enhance their (a) analytical and interpretative faculties and (b) ability to formulate objective and coherent arguments. Work based training and associated team problem solving exercises are the main method used to enhance intellectual skills related to applying best practice in research and in making judgements to enhance patient welfare and outcomes.</p>

**Assessment Strategy**

These intellectual skills are assessed summatively through examinations, oral presentations and a critical essay. Specifically, B1 is assessed through the oral presentations and the written assignment. B2 and B3 are assessed through the summative examinations, oral presentations and the written assignment.

**Practical Skills**

On completing the programme students should be able to:

- C1 Perform point of care ultrasound as relevant to Interventional Nephrology procedures.
- C2 Perform renal biopsy.
- C3 Perform peritoneal dialysis access.
- C4 Perform tunneled and non-tunneled dialysis catheters.
- C5 Manage Arteriovenous Fistulas (AVF) and grafts AVG).

**Teaching and Learning Methods**

Practical Skills (C1-C5) are primarily obtained through simulation prior to being developed further within the workplace setting. Some elements of the practical skills will be taught and performed during procedure lists within the Interventional Nephrology department at Sunderland Royal Hospital.

**Assessment Strategy**

The assessment of practical skills (C1-C5) will be based on:

Simulation assessment by course team teaching members Procedure list assessment undertaken by educational supervisors (Work-based).

Successful completion of a procedures logbook demonstrating that the requisite range of procedures has been covered.

**Transferable/Key Skills**

On completing the PG Certificate students should be able to:

D1 exercise initiative and personal responsibility for their own learning as is required for continuing professional development.

D2 make decisions in complex and unpredictable situations. D3 use information resources skillfully and appropriately.

D4 communicate effectively both verbally and in written work.

D5 plan, organise and prioritise work activities in order to meet deadlines.

D6 learn how to solve problems independently.

D7 undertake effective oral communication with others (including patients, clinical colleagues, supervisors and peers).

D8 work effectively as a member of a team.

**Teaching and Learning Methods**

Transferable/Key skills D1-D8 are developed throughout the programme through workshops, practical sessions and coursework.

**Assessment Strategy**

Transferable skills are summatively assessed through the completion of a written essay and oral presentations. Key skills are indirectly assessed through formative coursework, workshops and practical sessions.

**12 Programme Curriculum, Structure and Features****Basic structure of the programme**

This Post Graduate Certificate programme, which is part time, extends over 24 months and is a taught and work-based programme. It consists of 60 taught credits, comprising three 20 credit modules and two non-crediting bearing practical skills modules, all modules are compulsory and core. It consists of a formal taught component, directed self-study and supervised clinical practice. The curriculum is taught using a range of methods including lectures, workshops, practical sessions and a substantial amount of self-directed learning.

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

This postgraduate programme spearheads the development of formal teaching in Interventional Nephrology in the UK. Interventional Nephrology is a relatively novel subspecialty of Nephrology (Renal Medicine). It has emerged as a subspecialist subject in the last two decades to fulfil the unmet need of the patients with advanced kidney disease.

The programme has been designed by leading experts in the field of Interventional Nephrology, who will deliver the teaching, both in classroom-based sessions within the University and in practical based training within the UKs first Interventional Nephrology Centre at the Sunderland Royal Hospital - Sunderland Diagnostic and Interventional Nephrology department (South Tyneside and Sunderland NHS Foundation Trust).

Students who successfully complete the programme will be well-equipped to work in this specialist area and be positioned to develop Interventional Nephrology services within their own Trusts.

- The UK Kidney Association has endorsed this programme.

#### **Programme regulations (link to on-line version)**

[-R3188P 2526 vFinal.pdf](#)

### **13 Support for Student Learning**

Generic information regarding University provision is available at the following link.

[Generic Information](#)

### **14 Methods for evaluating and improving the quality and standards of teaching and learning**

Generic information regarding University provision is available at the following link.

[Generic Information](#)

### **15 Regulation of assessment**

Generic information regarding University provision is available at the following link.

## Generic Information

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/courses/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.

**Annex****Mapping of Intended Learning Outcomes onto Curriculum/Modules**

<b>Module</b>	<b>Type</b>	<b>Intended Learning Outcomes</b>			
		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
MED8300	Compulsory/Core	1,2,3	1, 2, 3		1,3,4,5
MED8301	Compulsory/Core	1,2,3	1, 2, 3		1,3,4,5
MED8302	Compulsory/Core	1,2,3	1, 2, 3		1,3,4,5
MED8310	Compulsory/Core		3	1,2,3,4,5	1,2,5,6,7,8
MED8311	Compulsory/Core		3	1,2,3,4,5	1,2,5,6,7,8