

Outpatient Diagnostic Hysteroscopy and Therapeutic Practices Postgraduate Programme (Bradford and London)

bradford.ac.uk/courses/pg/diagnostic-hysteroscopy-and-therapeutic-management/

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Academic Year:	2026/7
Awarding Body:	The University of Bradford
Main Location:	Blended learning with City Campus (Bradford) or King's College Hospital (London)
Delivery Support Partners:	South London Acute Provider Collaborative (London)
Qualifications Framework:	Framework for HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2024)
Target Certificate Award:	Diagnostic Hysteroscopy and Therapeutic Management, Postgraduate Certificate [FHEQ Level 7]
Programme Admissions:	UK and international students
Programme Start Dates:	September (Semester 1), March/April (Semester 2)
Programme Modes of Study:	6 months to 1 year part-time blended learning

The course team work closely with the [British Society for Gynaecological Endoscopy \(BSGE\)](#) to ensure their best practice standards are achieved, including the use of recognised BSGE trainers at host organisations. Students are recommended to have BSGE membership by the start of the programme.

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course run at or run in partnership with Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when you accept an offer of a place on a programme of study at the University of Bradford. [View our Student Contract for further details](#). Information about this programme and its modules has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them.

Minor Modification Schedule

1. March 2023: Annual changes for the 2023/24 academic year.
2. July 2025: Annual Changes for the 2025 academic year, including new London route and regulation changes.
3. October 2025: Confirmed academic regulation variance. Specification reformatted for improved accessibility.

Introduction

The Outpatient Diagnostic Hysteroscopy and Therapeutic Practices programme aligns directly with key recommendations from the Royal College of Obstetricians and Gynaecologists' (RCOG) "Better for Women" report (2019), which calls for improved access to women's health services and specifically emphasises the importance of enhancing diagnostic capabilities in community settings. The report highlights that early diagnosis through procedures such as hysteroscopy is essential for improving outcomes for women with gynaecological conditions. Furthermore, the Women's Health Strategy for England (Department of Health and Social Care (DH HSC) 2022) identifies gynaecological conditions as a top priority area, recognizing that women often face significant delays in diagnosis and treatment. The strategy specifically calls for expanding the specialist workforce to address these gaps in gynaecological care.

The University of Bradford has a long-standing international reputation for developing high-quality education in diagnostic hysteroscopy. We have successfully trained hundreds of healthcare practitioners to provide and take a lead role in developing outpatient hysteroscopy and within women's services following successful completion of the Diagnostic Hysteroscopy and Therapeutic Management Postgraduate Certificate. Our graduates are well equipped to work across professional boundaries to meet the change in the management of gynaecological services in response to these national policy drivers. We work closely with the British Society for Gynaecological Endoscopy (BSGE) to ensure their best practice standards are achieved. It is recommended that students become a member of the BSGE on commencement of the programme and once they have successfully completed this programme students should continue their membership of the British Society for Gynaecological Endoscopy, providing affiliation with the European Society for Gynaecological Endoscopy (ESGE).

Many of our graduates have developed highly successful careers, gained promotion and have been recognised by their professional community in leading Outpatient Diagnostic Hysteroscopy and Therapeutic Practices as a direct result of successfully completing this course. In addition, many General Practitioners who have completed our programme of study who have in turn enhanced service provision in primary care across the United Kingdom and Ireland. Some students continue further in their studies, building on this Outpatient Diagnostic Hysteroscopy and Therapeutic Practices Postgraduate Certificate to contribute as prior Certified Learning for enrolment onto other Health related Postgraduate Diploma or Masters qualifications.

The course has been designed, and is delivered, by a team of highly experienced academic and clinical practitioners and is continuously developing to ensure our students develop the knowledge, skills and confidence to succeed whilst on their course, and in their future careers. This is a challenging course, combining the development of specialist knowledge, clinical, leadership and service development skills with the academic rigour to take an evidence-informed approach to outpatient diagnostic hysteroscopy and therapeutic practices. Students are however exceptionally well supported in the University setting and the workplace to succeed. Our former students are members of a growing national and international network of highly skilled, highly respected change-makers, many of whom have recommended the course to the people in the teams they now lead.

Programme Aims

On successful completion of this programme, graduates from a range of healthcare professions including Registered Nurses, Operating Department Practitioners, General Practitioners and Physician Associates will have the knowledge, skills and confidence to provide and lead outpatient hysteroscopy services. This qualification gives students the opportunity to develop their career in this specialist area with many of our graduates successfully gaining promotion, including roles in leading the development of new hysteroscopy services thus playing a key role to address national priorities in improving early access to high-quality healthcare for women with gynaecological conditions.

Graduates will be skilled practitioners and skilled in the continual improvement of outpatient hysteroscopy and women's health services. Graduates will have developed the required advanced knowledge in relevant gynaecological anatomy, physiology and pathologies to enable the safe diagnosis and management of women with abnormal uterine bleeding. They will also have mastered clinical skills in hysteroscopic examination including insertions and removals of

intrauterine devices and systems along with the confident use of research evidence to inform clinical decision making and improve service delivery.

Programme Learning Outcomes

1. Critically evaluate current empirical research, professional and legal frameworks, applying these to the diagnosis and management of specific gynaecological pathologies.
2. Work within your scope of practice to demonstrate safe ethical care and the ability to diagnose and treat women attending outpatient hysteroscopy services.
3. Critically reflect on your clinical practice, management of complex pathologies, and decision-making skills within outpatient hysteroscopy services, demonstrating appropriate knowledge of fundamental anatomy and physiology.
4. Audit and critique clinical practice against an identified national or international standards, illustrating safe and ethical evidence- based practice.
5. Critically evaluate existing practice and protocols in contemporary outpatient hysteroscopy practice, proposing recommendations to provide safe practice environments.

Assessment Strategy

Each student is allocated a Personal Academic Tutor who will support them throughout the course and is the main point of contact for support with both academic and clinical learning, and assessment. For all four forms of assessment, the Personal Academic Tutor is the students' single point of contact should they require support at any time.

The Outpatient Diagnostic Hysteroscopy and Therapeutic Practices programme is assessed in the following ways:

- **Audit of practice against local and national standards:** People working in and leading outpatient hysteroscopy and women's health services need to have a detailed understanding of and developed skills in completing regular audits of practice. To help prepare students for this future task they will be required to complete once qualified, and to assess Learning Outcomes 4 and 5 above, one written form of assessment is an audit of practice against a local or national standard. Students will apply their new learning on audit methodology, ethical approaches and the various clinical standards to select an area of their own practice to review. In a taught session, students share their ideas with their student peers, and academic and clinical staff, presenting an outline of their planned audit and receive immediate feedback on their planned approach. Audit templates and supportive learning material are available to students
- **Case Studies:** Students also submit written coursework to demonstrate they have met Learning Outcome 1. Students will select four patient case studies, one of which must include an Intra-Uterine System insertion. In this assessment, students will demonstrate their knowledge and skills in applying the research evidence of effective diagnosis and management of this condition, the application of current guidelines and reflect on their management of the case. Again, staff facilitate peer review sessions supported by both academic and clinical conditions on at least one of these cases, so students feel well prepared ahead of their formal submission, and colleagues from the Library support students to develop the required skills in identifying and critiquing literature. The virtual learning platform hosts assessment templates to guide students to the different aspects of this assessment, with timely signposting to the wide range of academic skills support available to help students become skilled and confident at writing at this postgraduate level of study.
- **Viva:** A *viva voce* is an oral examination based on a professional discussion with staff where students demonstrate they are competent to apply the knowledge they have learnt on the programme to the clinical care of patients. Ahead of time, all students are provided with four topics which could be discussed during this online viva, so that students feel well prepared to explain the evidence-based approaches to the clinical diagnosis and therapeutic practices associated with each condition. This assesses Learning Outcome 3. On the day of the

assessment itself, two out of these four topics will be covered with students describing to the examiner exactly how they would manage this case in practice. Throughout the taught sessions in the programme, students have many opportunities to practice these skills in the case studies they explore in small groups and are encouraged to access peer support from each other in the preparation for this assessment.

- **Competency Log Book:** During the clinical hours associated with this module, students demonstrate that they are competent in a defined range of practice skills and competencies and are assessed in the practice setting by the Trainer. This is hosted on an electronic portfolio tool called PebblePad, and both students and Trainers are supported by the University of Bradford team in this form of assessment with guidance on the number of cases that a student should complete under different levels of supervision to align with the BSGE standards.

Curriculum

The curriculum is a single 60 credit module for practitioners studied across 2 University of Bradford semesters. The programme requires that students are in an appropriate area of practice or that they can access a practice setting.

Table 1: Outpatient Diagnostic Hysteroscopy and Therapeutic Practices FHEQ Level 7 core module

Code	Module Title	Credit	Period	Programme start
MID7017-E	Outpatient Diagnostic Hysteroscopy and Therapeutic Practices	60	FLYR	September
MID7017-E	Outpatient Diagnostic Hysteroscopy and Therapeutic Practices	60	NSYR	March/April

Students will be eligible for the FHEQ Level 7 award of Postgraduate Certificate in Diagnostic Hysteroscopy and Therapeutic Management if they have successfully completed 60 credits and achieved the award learning outcomes.

Learning and Teaching Strategy

This is a blended programme, meaning that the approach to learning and teaching incorporates both online and face-to-face learning experiences in a meaningful and intentional way. Our students are provided with a timetable up front so that they are able to plan ahead with both their work environment and their personal lives.

Each course starts with an intensive face-to-face learning pattern, this is intentional as it means we can concentrate on helping the cohort of students to get to know each other as a staff and student team, encourage the development of a supportive peer network between students and help our students feel comfortable in accessing the wide range of University of Bradford student support services available to them, all of which are also available online for the duration of the course. During this initial face to face learning pattern, we also make the most of working with our industry partners to gain experience in working with the relevant clinical equipment. This is a truly active learning experience meaning that students will have the opportunity to practice those skills in a safe and supported environment before taking those newly developing clinical skills back to the real-world environment.

Beyond this initial face to face experience, **we maximise the use of a range of online learning tools**, with students well prepared to use these resources confidently. This includes learning that is sometimes referred to as synchronous, meaning that students will join online learning experiences in timetabled sessions interacting with their peers and a staff team of academic and clinical partners. At times, this will include listening to lectures from expert practitioners, but it will also include working in small groups online to apply this new learning to the exploration of clinical case studies, with space to share and critique students' own practice experiences. In addition, some learning will be independent and asynchronous, meaning that students are able to work through learning resources at a time and pace that suits them. Learning resources are hosted on a virtual learning environment, broken down into a week-by-week guide to help students plan their learning. We have resources built into this platform to not only help students develop the knowledge and skills to succeed in this specialist clinical environment, but also to support students to develop the knowledge and skills to succeed in this postgraduate academic environment, building their competence and confidence in writing and presenting at this higher academic level.

The academic team leading the programme are experts in **Problem Based Learning (PBL)** approaches and bring all those benefits into the delivery of this course too. Problem Based Learning is a student-centred approach to learning, moving away from traditional teaching methods of presenting facts and concepts to one where students are active and collaboratively contributing to the development of their own and the knowledge of others. Students are presented with a real-world problem or scenario, and in teams explore what knowledge there is to learn in order to best approach this scenario. Students develop their skills in effective literature searching and exploring and evaluation the appropriateness of sources identified, a skill they can take forward into the clinical workplace. Effective teamwork and communication play an important role in this form of learning, enabling a wider range of information and perspectives to be shared and discussed and our students are critical and excellent problem-solvers.

At the University of Bradford, we design our courses so that they are engaging, authentic and relevant to your clinical practice, accessible and inclusive. We foster an inclusive environment where all students feel valued, heard, and respected. Diverse backgrounds and experiences enrich our learning and we are committed to accessibility, equity, and developing a sense of belonging. Any concerns or barriers to inclusion will be addressed promptly and supportively, with access to appropriate university resources. In addition, **we facilitate discussion amongst students** to explore different ways of adapting their practice to the meet the different needs of women in their care, exploring inequalities to access, and different prevalence of certain gynaecological disease amongst different populations.

In addition to the taught content in this programme, students spend **over 200 hours of clinical learning in their workplace**, working under varying degrees supervision to manage observed cases and develop the competencies required for qualification. The admissions criteria explained below ensures that students are well supported in this form of learning with appropriately trained staff in their place of work. The academic team provide support to trainers via the publication of a detailed handbook.

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations published on the University's website (<https://www.bradford.ac.uk/about/legal-and-governance/governance/regulations/>) for postgraduate courses (Regulation 9) with variance from the regulations as outlined below and documented in the Variance Register:

- **Variance from 4.2** - Students must achieve at least the pass mark stated in the module descriptor for all individual components within the module in order to meet the requirements of the programme.

Admission Requirements

We are proud to be [one of the most inclusive universities in the UK](#). All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances.

We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

Please note: Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online programme course pages:

Bradford brad.ac.uk/courses/pg/diagnostic-hysteroscopy-and-therapeutic-management/

London brad.ac.uk/courses/pg/diagnostic-hysteroscopy-and-therapeutic-management-london/

Professional entry requirements

- A registered qualification with a UK professional regulatory organisation if a professional practice award is applied for that enables the student to practice in the UK. E.g., Registration with the Nursing and Midwifery Council (NMC) to undertake a named nursing award.
- To be working in or appointed to a post in gynaecological services (with agreed access to Outpatient Hysteroscopy clinics) and have a recognised BSGE trainer allocated at the host organisation.
- To have the approval and support of your line manager to undertake the programme.

Students will be strongly recommended to take membership of the British Society for Gynaecology Endoscopy (BSGE) by the start of the programme.

Access and Alternative Entry

The standard academic entry profile for this programme is a first degree in a relevant subject area, a professional Level 6 NVQ or a relevant postgraduate qualification. If you do not have these but you do have significant relevant experience and other evidence of ability to study at this level, the Programme Team will review your application and make a decision on a case-by-case basis.

Applications are welcome from mature students returning to study (aged 25 or over upon entry) or students with non-standard qualifications, and the Programme Team have experience in making students with these profiles welcome. If you want to ask whether this programme can accommodate you, you are welcome to email

AdmissionsHealth@bradford.ac.uk for advice.

Outside of the initial, computing skills commensurate with the demands of distance learning study at postgraduate level, access to a computer with a broadband connection and ability to access the University of Bradford's online learning platforms Canvas, PebblePad and on-line resources are all required. Please note that the mobile app for the virtual learning environment does not allow you to submit assignments, and so laptop or desktop access using a modern web browser such as Chrome, Edge or Firefox is essential.

The University of Bradford welcomes disabled students who may wish to access our Disability Service before they apply: <https://www.bradford.ac.uk/disability/>

No Accredited Recognition of Prior Learning

This programme is not eligible for the University's Recognition of Prior Experiential / Certificated Learning processes because it is structured as a single module.

International students and foreign nationals

This programme is open to international applicants. It is available for foreign nationals who can meet all the part-time study, attendance, and placement requirements. For information on what qualifications are equivalent to the above, visit the Entry Requirements page for your country by visiting: www.bradford.ac.uk/international/country/

For international students, the level of English required is listed on the [University of Bradford English language requirements website](#).

Exceptionally, holders of a UK degree awarded within 2 years prior to entry to the Bradford programme may be exempt from these English test requirements.

International applicants who do not meet the IELTS requirement can take a [University of Bradford pre-session English course](#).

Examples of other equivalent international qualifications for entry are provided on the [University of Bradford page for a country or region](#).