



## **Certificate of Continuing Education Critical Care Programme Specification**

Academic Year:	2020/21
Degree Awarding Body:	University of Bradford
Final and interim award(s):	Certificate of Continuing Education Critical Care [Framework for Higher Education Qualifications (FHEQ) level 6]
Programme duration:	Minimum 1 year part-time Maximum 2 years part-time
Date last confirmed and/or minor modification approved by Faculty Board	January 2021

Please note: This programme specification 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. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

### **Introduction**

The Faculty of Health Studies is a major provider of Education and training for individuals working in the regional health sector. The faculty focus is on excellence through application knowledge, practice, research and leadership to health care. Supporting nurses and health care providers in the provision of high-quality care is integral to this.

Health Professionals in Critical Care take on challenging roles, working in specialised areas or roles supporting and providing care for the critically ill. Specialised provision Critical Care is now subject to standards which require providers to ensure that a minimum of 50% of nursing staff have a post registration qualification in Critical Care (NHS 2015).

The programme is intended for registered health professionals working in a critical care environment who do not have a first degree. The programme of study is aligned with the National Competency Framework Step 2 competencies (CC3N, 2013) and is designed to support learning towards achieving them. The programme will consist of a core critical care module and an optional module allowing for flexibility and application to their particular critical care role.

This programme is part of the interdisciplinary Continuing Professional Development Framework within the Faculty of Health Studies.

## **Programme Aims**

The programme is intended to:

- Provide a flexible educational framework that is vocationally relevant, which meets individual professional development needs, as well as the organisational needs of employers.
- Provide opportunities for inter-professional teaching and learning to share the knowledge, skills and experience common to a range of different health and social care disciplines.
- Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies such as the NMC and recognised National benchmarks.
- Stimulate students to become a self-directed learner who is motivated to sustain and advance their own continuous professional learning.
- Develop clinical skills, knowledge and critical understanding and apply them to the student's own field of practice.
- Prepare students to become a specialised practitioner, working in their role with enhanced knowledge and skills.
- Develop knowledge and skills to improve practice, identify and propose solutions to practice problems; to plan implement and evaluate practice to improve service user outcomes.

## **Programme Learning Outcomes**

- LO1 The Certificate of Continuing Education Critical Care programme learning outcomes are compatible with the Framework for Higher Education Qualifications (QAA 2014).
- LO2 The learning outcomes outlined below are contextualised within the learning outcomes of the modules that students will study.
- LO3 To be eligible for the award of Certificate of Continuing Education Critical Care at FHEQ level 6, students will be able to:
- LO4 Demonstrate knowledge and critical understanding of critical illness and the way a systematic understanding of pathophysiological knowledge and principles apply to the care of critically ill patients.
- LO5 Appraise the psycho-social impacts on critically ill patients and their families including planning and implementing evidence-based interventions, to support the critically ill.
- LO6 Critically evaluate and devise arguments appraising rationale and outcomes of care.

- LO7 Evaluate ethical and legal issues underpinning the development of clinical nursing roles and care delivery.
- LO8 Demonstrate initiative and personal responsibility in independent learning, applying evidence to inform practice and personal development.
- LO9 Develop existing skills and acquire competencies to enable students to provide care within the critical care arena.
- LO10 Prescribe safely and effectively within their own area of expertise (optional).
- LO11 Analyse clinical governance issues, service improvement and patient safety issues in the context of their area of practice.

## Curriculum

The Certificate of Continuing Education Critical Care curriculum consists of a core module, Applied Knowledge and Skills for the Management of the Critically Ill Patient plus an optional module.

Students will be eligible to exit with the award of Certificate of Continuing Education Critical Care if they have successfully completed 60 credits and achieved the award learning outcomes. The core modules and options are outlined in the curriculum table below.

This award does not confer eligibility to register as a practitioner with the NMC, GPhC or HCPC.

FHEQ Level	Module Title	Core or Option	Credits	Module Code
6	Applied Knowledge & Skills for Management of the Critically Ill Patient	Core	30	NUR6021-C
6	Advanced Respiratory Care	Option	30	NUR6040-C
6	Applied Pathophysiology & Pharmacology in Acute & Long term conditions	Option	30	NUR6022-C
6	Adult Cardiology: Examination, Assessment and Intervention	Option	30	NUR6005-C
6	Competency Based learning in Clinical Practice	Option	30	NUR6025-C

## Learning and Teaching Strategy

Whilst following this programme of study, students will engage with learning through a range of teaching methods. These methods will be dependent on modules studied, however student-centred approaches to learning are a feature of the modules. Students will be expected to take responsibility for their learning as they develop their academic skills. There are a number of approaches to the manner in which modules are delivered and these include block attendance, study day attendance, distance learning and blended learning. When devising the individual study plan with the Personal Academic Tutor, students will be informed regarding which delivery methods are utilised for which modules.

The aims of the teaching and learning strategies have been designed so that they will be given the opportunity to develop theoretical and experiential understanding, research informed knowledge and critical thinking (Programme LOs 1,2,3, 4,6,7,8,), to develop a range of skills appropriate to their professional field (Programme LOs 2, 4,5, 6,7) their organisation and workplace setting. Students will also develop their skills and knowledge of research and application to their practice area (Programme LOs 3, 4, 5).

The modules within the programme offer students the capacity to acknowledge and build upon the knowledge and skills students may have acquired through previous learning experiences including those in the work place. The course of study will expose students to a range of different teaching and learning strategies required to achieve the learning outcomes.

The teaching approaches that are used across the Faculty of Health Studies are informed by the University and Faculty core values which are for teaching and learning to be: Research informed, Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. Students may experience these across their choice of modules in order to meet both the aims of the programme and their learning outcomes which may include any number of the following:

Research informed lectures: to a group of students where information will be presented and discussed.

Facilitated seminars and group discussion: where learning will be through the interpretation and critical application of information and group learning.

Tutorial: where a small group of students discuss issues related to their learning.

Simulated practice: where students learn by being presented with and solving clinically based problems.

Work-based learning: where learning is directed at consolidating skills in relation to theory and best practice, enabling students to advance their competence in their field of practice.

Use of Web based virtual learning environments: such as CANVAS, to access information and to interact with other students undertaking group work or developing wikis.

Distance learning packages: where clearly defined directed study and tasks are available for the student to undertake.

Directed reading: where set reading may be recommended.

Self-Directed learning: Where students are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed.

## **Assessment Strategy**

Students learning will be assessed against module learning outcomes through the use of a range of different assessment techniques which may include one or more of the following approaches:

- Written essay

- Reflective Case study
- Development of a reflective portfolio
- Completion of set number of competencies
- Completion of a set number of clinical contacts
- Practical examination
- Computer based Multiple Choice Question examination
- Computer based open book examination
- Seminar Presentation
- Objective structured clinical examination (OSCE)

Some of these assessment strategies may change over time and through the ongoing development of the programme.

## **Assessment Regulations**

This Programme conforms to the standard University Assessment Regulations which are available at the link <https://www.bradford.ac.uk/regulations/>

However, there are 2 exception(s) to these regulations, as listed below:

Practice based modules require each component of assessment to be passed at 40% or above, these requirements are identified on the individual module descriptors.

Students are permitted a second attempt at assessment at the next available opportunity, prior to the Board of Examiners considering the student profile.

## **Admission Requirements**

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

A registered qualification with a UK professional regulatory organisation.

Students for whom English is not a first language must have an IELTS score of 6.5 (with at least 5.5 in each of the sub-tests) or equivalent.

Have an identified mentor in practice.

The University of Bradford has computers with internet and word processing facilities available to students across a number of locations therefore students do not need to own their own computer or have a home internet service. Computer literacy courses are available for people new to information technology and both the Academic Skills Service

and the Disability Office can provide support to students who have a disability. Dyslexia screening is also available.

## Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

## Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Specification reformatted and made accessible	January 2021