

## Critical Care (Level 6) Programme Specification

<https://www.bradford.ac.uk/courses/cpd/return-to-practice/>

<b>Academic Year:</b>	2023/24
<b>Degree Awarding Body:</b>	The University of Bradford
<b>Target Award at FHEQ Level 6:</b>	Certificate of Continuing Education
<b>Programme Admissions:</b>	September and February
<b>Programme Modes of Study:</b>	Part-time with 12 days on campus – complete within 2 years

**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.

### Minor Modification Schedule

1. May 2019: Updated curriculum diet
2. April 2020: Annual changes for 2020/21 academic year
3. June 2020: Adjustments made for COVID-19 delivery
4. January 2021: Specification made accessible
5. February 2022: Annual changes for 2022/23 academic year, specification reformatted, links checked
6. July 2023: Annual changes for 2023/24 academic year

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## Introduction

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 in 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 (GPICS 2015).

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

This Critical Care 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.

## 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

The Critical Care Certificate of Continuing Education programme learning outcomes are compatible with the Framework for Higher Education Qualifications (QAA 2014).

**The learning outcomes that follow are contextualised within the learning outcomes of the modules that students will study. To be eligible for a FHEQ Level 6 Certificate of Continuing Education, students will be able to:**

1. 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.
2. Appraise the psycho-social impacts on critically ill patients and their families including planning and implementing evidence-based interventions, to support the critically ill.
3. Critically evaluate and devise arguments appraising rationale and outcomes of care.
4. Evaluate ethical and legal issues underpinning the development of clinical nursing roles and care delivery.
5. Demonstrate initiative and personal responsibility in independent learning, applying evidence to inform practice and personal development.

6. Develop existing skills and acquire competencies to enable students to provide care within the critical care arena.
7. Prescribe safely and effectively within their own area of expertise (optional).
8. Analyse clinical governance issues, service improvement and patient safety issues in the context of their area of practice.

## Curriculum

The Critical Care Certificate of Continuing Education curriculum consists of a core module, **Applied Knowledge and Skills for the Management of the Critically Ill Patient** at FHEQ Level 6 plus one other optional module.

Availability	Module Code	Module Title	Module Type	Module Credits
Autumn	NUR6021-C	Applied Knowledge and Skills for Management of the Critically Ill Patient	Core	30
Spring	NUR6040-C	Advanced Respiratory Care (Level 6)	Option	30
Spring	NUR6039-C	Physical Assessment and Clinical Decision Making Skills (Level 6)	Option	30

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

## 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 workplace. 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 Undergraduate Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/>

However, there is 1 variation to these regulations:

Practice based modules require each component of assessment to be passed at 40% or above. Any such pass mark requirement is identified on the individual module descriptor.

## 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.

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

The standard entry requirements for the programme are as follows:

- A registered qualification as a healthcare professional with a UK professional regulatory organisation.
- Have an identified mentor in practice.

## International students

This programme is open to international students based in the UK who meet the standard requirements - for example, nursing professionals from the EU without a degree qualification but who joined the NMC register before December 2020.

Applicants whose first language is not English will be expected to possess a University approved English Language qualification at **IELTS 6.5** or equivalent with no sub-test score lower than 5.5. For details of equivalent scores in other tests, please see:

<https://www.bradford.ac.uk/international/entry-requirements/>

If you do not meet the IELTS requirement, you can take a University of Bradford pre-sessional English course with our Language Centre:

<https://www.brad.ac.uk/courses/other/pre-sessional-english-language-programme/>

## Access and Recognition of Prior Learning

While home computer ownership and internet access is not required if the campus can be readily accessed, students based further away from Bradford will find such access beneficial when using online resources, the virtual learning environment and when submitting assignments. A limited number of student laptop loans are available via the University's JB Priestley Library.

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

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. For Recognition of Prior Certificated Learning, you will need to provide your certificate, transcript, and programme documentation including learning outcomes.

RPL can be applied to a maximum of 1 module on this programme. We recommend contacting our central admissions department at: [admissions-health@bradford.ac.uk](mailto:admissions-health@bradford.ac.uk) before making an application. For more information about our RPL procedures visit: <https://www.bradford.ac.uk/teaching-quality/prior-learning/>

**Please note:** The information above relates to the contemporary recruitment cycle at time of publication and therefore may now be out of date. The current tariff, accepted qualifications for entry onto the programme and any restrictions that apply to admission or funding are published on the programme course listing website: <https://www.bradford.ac.uk/courses/cpd/critical-care-cce/>

## References

1. Faculty of Intensive Care Medicine (2015). *Guidelines for the Provision of Intensive Care Services (GPICS)*. 1st edition. London: Intensive Care Society. Available online at: <https://ics.ac.uk/guidance/gpics.html>
2. Critical Care Networks-National Nurse Leads (CC3N) (2013). *National Competency Framework for Registered Nurses in Adult Critical Care: Step 2 Competencies*. 1st edition. Available online at: [www.cc3n.org.uk/step-competency-framework.html](http://www.cc3n.org.uk/step-competency-framework.html)
3. Quality Assurance Agency (QAA) (2014). *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*. 3rd edition. Available online at: [www.qaa.ac.uk/quality-code/qualifications-frameworks](http://www.qaa.ac.uk/quality-code/qualifications-frameworks)