

Critical Care Postgraduate Certificate Programme Specification

<https://www.bradford.ac.uk/courses/cpd/critical-care-cce/>

Academic Year:	2022-23
Degree Awarding Body:	The University of Bradford
Subject Benchmark:	Health Studies (QAA 2019)
Target Award:	Postgraduate Certificate in Professional Healthcare Practice (Critical Care) [Framework for Higher Education Qualifications Level 7]
Admissions:	September and January
Mode of Study:	Part-time study of between 1 and 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 Modifications Schedule

- (v1) May 2018: Initial publication
- (v2) April 2019: Curriculum refresh, links/references updated and minor amends for 2019/20
- (v3) January 2021: Specification reformatted (removed landscape pages) and made accessible
- (v4) August 2021: Annual changes for 2021/22 academic year – provided separate specification for Critical Care PGC route and removed 2nd waiver
- (v5) February 2022: updated references
- (v6) May 2022: Annual updates for 2022/23 academic year.

Introduction

Experienced nurses and healthcare practitioners now have the opportunity to take on challenging roles, working across professional, organisational and system boundaries to meet diverse patient needs (Francis 2013, Cavendish 2013, HEE 2013).

Healthcare practitioners working towards these senior professional roles, often at the forefront of innovative practice, are expected to undertake Master's level [postgraduate] education (Department of Health, 2010, International Council of Nurses, 2008, Royal College of Nursing, 2012).

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).

This programme has been designed to meet the Guidelines for the Provision of Intensive Care Services guideline (GPICS, 2015) relating to the education of critical care practitioners.

Programme Overview

The programme is intended for registered health professionals working in a critical care environment. It is designed to develop the skills in complex reasoning, critical thinking and analysis required to undertake these roles. The Postgraduate Certificate award offers students the opportunity to apply knowledge to a range of clinical and professional situations through reflection and practice experience, supported by an experienced mentor.

The programme of study is aligned with the National Competency Framework Step 2 and 3 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. Students will be guided in their module choices by the Programme Leader or their Personal Academic Tutor (PAT) at a study planning meeting before the start of the programme. The student's study plan will be reviewed with their PAT at least annually.

Learning and Teaching is designed to equip students with skills in using a range of information, data, tools and techniques to improve the quality of patient care and health outcomes as well as demonstrate impact and value. There is a focus on patient safety, risk assessment and risk management within a clinical governance context.

The University

This programme is part of the interdisciplinary Continuing Professional Development Framework within the Faculty of Health Studies. The University of Bradford's Faculty of Health Studies is a major provider of education and training for individuals working within the health, social, independent and community/voluntary sector organisations across the Yorkshire and Humber Region and wider. The Faculty focus on excellence through knowledge, practice, research, leadership and management aims to support the future sustainability of the individuals, through lifelong learning and improved employability and thereby influencing the future adaptability of individual organisations and service delivery to promote change.

Programme Aims

The programme is intended to:

- A1 Provide a flexible educational framework that is vocationally relevant, which meets students professional development needs, as well as the organisational needs of employers.
- A2 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.

- A3 Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies such as the NMC and recognised National benchmarks.
- A4 Stimulate students to become a self-directed learner who is motivated to sustain and advance their own continuous professional learning.
- A5 Develop student's clinical skills, knowledge and critical understanding to an advanced level, applicable to their own field of practice.
- A6 Further develop student's cognitive and practical skills to undertake data synthesis, complex problem solving and risk assessment.
- A7 Prepare students to become a specialist practitioner, working in their role with enhanced knowledge and skills with high levels of accountability.
- A8 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.
- A9 Develop students as a practitioner who will innovate, promote evidence informed practice and improve service user outcomes.

Programme Learning Outcomes

The Postgraduate Certificate Critical Care programme learning outcomes are compatible with the Framework for Higher Education Qualifications (FHEQ, 2008). The learning outcomes outlined below are contextualised within the learning outcomes of the modules that students will study.

To be eligible for the FHEQ Level 7 award of Postgraduate Certificate, students will be able to:

- P1 Develop a detailed knowledge and critical understanding of the literature and theoretical concepts that relate to their specialist field of practice.
- P2 Critically analyse and apply the research evidence that informs the development of policy and service delivery in their specialist field of practice
- P3 Demonstrate mastery of clinical or practical skills for the management of complex issues within their field of practice.
- P4 Apply knowledge of anatomy and physiology to undertake advanced assessment, diagnosis, complex care planning, health promotion and evaluation appropriate to their area of practice.
- P5 Reflect upon and demonstrate knowledge of values, ethical thinking, equality awareness, inclusive practice within their specialist field or practice.
- P6 Develop and demonstrate the ability to articulate sound arguments and justify decisions using a variety of formats including written and oral communication skills.

- P7 Demonstrate advanced communication skills, problem solving and risk assessment in their area of clinical practice.
- P8 Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs

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 and 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 and study day attendance, distance learning, and blended campus/distance learning. When devising the students individual study plan with an academic advisor, students will be informed regarding which delivery methods are utilised for which module.

The learning and teaching strategy has been designed so that students have the opportunity to develop theoretical understanding, research informed knowledge and critical thinking (Programme LOs 1, 2, 5, 6, 8), to develop a range of skills appropriate to their professional field organisation and workplace setting (Programme LOs 3, 4, 7). The programme utilises simulation activities across a variety of modules. Students will also develop their skills and knowledge of research which they will apply to their practice area (Programme LOs 3, 7).

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 & 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:

- **Lectures:** face to face or online to a group of students where information will be presented and discussed whilst informed by the core values.
- **Facilitated seminars and group discussion:** face to face or online where learning will be through the interpretation and critical application of information and group learning
- **Tutorial** where small group number of students reflect and discuss issues related to their learning
- **Work-based learning:** where learning is directed within the work environment and is reflected upon in light of theory and best practice, and then reported on
- Use of Web based **virtual learning environments**, such as video analysis or our Canvas platform, to access information and to interact with other students undertaking group work

- **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

Some of the modules will be delivered alongside other healthcare professionals from the UK and beyond. This allows for multi-disciplinary learning with perspectives beyond UK practice. Students will be expected to develop an autonomous learning style and become self directed as a learner.

Assessment Strategy

Students learning will be assessed against the learning outcomes and programme aims 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
- The 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)
- Simulated Clinical Examination

Some of these teaching and assessment strategies may change over time and through the ongoing development of the programmes and related to any public health guidelines related to social distancing and national/local lockdown.

Curriculum

The PGC Critical Care curriculum provides a range of modules from the Faculty of Health Studies that are combined to provide an individualised 60-credit award that suits each students particular learning or employment needs.

Contextualised within UK/English working environments, the programme of study will not only focus on research informed knowledge and understanding but will also extend the students skills and competence in practice. A student's chosen programme of study and

the collection of modules students may choose to study will contextualise their learning and address the aims and learning outcomes for the programme.

Please note: The curriculum may change, subject to the University's programme approval, monitoring and review processes.

Module Code	Module Title	Module Type	Credit	FHEQ Level	Study Period
NUR7033-C	Advanced Knowledge and Skills for Management of the Critically Ill Patient	Core	30	7	Semester 1
NUR7065-C	Advanced Respiratory Practice	Option	30	7	Semester 2
NUR7074-C	Advanced Cardiac Care	Option	30	7	Semester 2
PRP7005-C	Advanced Physical Assessment and Clinical Decision Making Skills	Option	30	7	January to September (NSYR)

Students will be eligible to exit with the FHEQ Level 7 award of Postgraduate Certificate in Critical Care if they have successfully completed at least 60 credits and achieved the award learning outcomes.

This award does not confer additional eligibility to register with a professional body such as the GPhC, HCPC or NMC.

Assessment Regulations

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

However, the following variation to these regulations applies: For all modules with a clinical component every element of the assessment must be passed at 40%. The pass requirement will be clear on individual module descriptors.

Admission Requirements

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 typical entry profile is that all applicants have a first degree in a relevant subject area, an equivalent professional NVQ Level 6 award or a relevant postgraduate qualification.

Applications are welcome from students with non-standard qualifications with significant relevant experience. Students whose qualifications do not meet the entry requirements above but who have evidence of ability to study at this level will be considered on an individual basis. If you are applying without a first degree-level qualification, you are required to possess GCSE English passed at 4/C or the equivalent in another Level 2/3 qualification.

In addition, for work-based optional modules students must:

- possess a registered qualification with a UK professional regulatory organisation that enables the student to practice in the UK. For example, this includes registration with the HCPC, NMC or another health care regulator.
- have accessed to a relevantly experienced health care professional who can support the achievement of clinical competency in practice.

Please note: this admissions information relates to the contemporary recruitment cycle when this document was published. It may be different for the current cycle when you are reading this. To check the entry tariff in effect, visit the course page: <https://www.bradford.ac.uk/courses/cpd/critical-care-cce/>

International students

This programme is open to international students **only if** they can meet the UK residency, work and registration requirements. For information about equivalent qualifications from your country that meet the admissions requirements, visit:

<https://www.bradford.ac.uk/international/country/>

Students for whom English is not a first language must have an IELTS score of 6.5 with no component score lower than 6.0, or the equivalent score in another recognised test. For details of other English Language test results we can accept visit:

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

Access

Applications are particularly welcomed from returners to study aged 25 or over at the start of the programme, armed forces families, carers and care leavers, refugees and asylum seekers, and Romani or Traveller families.

Interested students with declared or hidden disabilities may wish to check with our Disability Service in confidence before applying at: www.brad.ac.uk/disability/before/

All students are offered screening from the Disability Service on entry to the programme to aid identification of any specific learning difficulties. Students will gain access to information which will provide specific study support.

The University of Bradford has computers with internet and word processing facilities available to students across a number of locations. However, for postgraduate students it is advisable that they have access to a computer that has a broadband connection and that can browse the internet and has word processing on it and have computing skills commensurate with the demands of course. A limited number of laptop loans are available via the University Library. The University of Bradford Academic Skills Service can support students in developing skills needed to support their studies.

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 exemptions from a module on this programme.

Where there is a difference in credit volume the 10/20 credit Independent Studies modules may be used to ensure the correct volume of credit is applied. For more information about the University's Recognition of Prior Learning procedures or to apply for RPL, visit the website: <https://www.bradford.ac.uk/teaching-quality/prior-learning/>