

Course Specification

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Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	NH121N31UV	Part-time	1 Years
UCAS Code:			
Course Title:	Graduate Certificate Adult Critical Care Nursing		
Hierarchy of Awards:	Graduate Certificate Adult Critical Care Nursing University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	08/Apr/2020		
Last Review:			
Course Specification valid from:	2019/0		
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Mrs Kate Godfrey
Head of Department:	Dr Julian Barratt

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

You must be currently registered as an adult nurse on the Nursing and Midwifery Council Register. You will usually be sponsored by an NHS Trust or equivalent employer. If self-funding you must be working in a Critical Care unit and have the agreement of the unit senior nurse that you will be provided with the necessary support in practice to complete the course.

You must be working in a Critical Care unit and have a minimum of 12-months experience in Critical Care at the start of the course.

You must have completed Step 1 of the National Competency Framework for Critical Care Nursing (CC3N, 2015), by the start of the course.

The Graduate Certificate is the appropriate award for applicants who meet the above requirements but do not have diploma credits to bring in to the BSc top-up award. (This would include students whose previous study has not achieved diploma equivalence, those whose previous diploma study was not in the required subject area for the BSc or those whose credits at levels 4 and 5 are contained within a previously awarded degree but who wish to continue their studies at level 6).

Distinctive Features of the Course:

The course is attended by staff working in a number of Critical Care units across the West Midlands, varying in size, speciality and local environment. This enables students, through classroom discussions and group activity, to be exposed to differing experiences and practice of Critical Care nursing, broadening their understanding of the specialism. The level 6 and level 7 Critical Care courses are taught together in the same classroom, maximising this opportunity.

The course meets the National Standards for Critical Care Nurse Education published by the Critical Care Network National Nurse leads (CC3N, 2015) and incorporates the relevant steps of the National Competency Framework for Adult Critical Care Nurses (CC3N, 2015). Thereby meeting the recommendations for Critical Care nurse education set out in the Guidelines for the Provision of Intensive Care Services (GPICS) published by the UK Faculty of Intensive Care Medicine and the Intensive Care Society (FICM & ICS 2015). The content of the course will continue to be updated as required in the future to ensure it continues to meet national standards; ensuring that the award achieved remains one which is professionally recognised and transferable.

Over a number of years the course has built and maintained a close working relationship between the university and the Critical Care units whose staff attend. This is maintained through yearly review meetings with the course leader and unit practice development nurses (PDNs), PDN input to course developments and regular visits by the course leader to the practice areas. This relationship ensures that the content of the course remains responsive to the reality of practice in the clinical environment.

Educational Aims of the Course:

This course aims to facilitate the registered adult nurse in developing a critical and holistic approach to the care of the critically ill adult.

You will develop your applied knowledge and understanding of a range of topics relevant to caring for the critically ill adult patient. This will include consideration of the relevant anatomy and physiology, pathophysiology, aetiology, assessment, therapeutic interventions, psychological implications and nursing care. The course will support you in developing your ability to find and critically evaluate the evidence base for interventions in practice and identify the implications for your practice. You will reflect on your own knowledge and practice and demonstrate the ability to learn from this process. You will demonstrate your ability to provide safe practice through the achievement of practice related outcomes and from your ability to articulate the rationale for actions in the clinical setting.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

September (Part-time)

Year 6

Module	Title	Credits	Period	Type
6NH074	Adult Critical Care Nursing Theory 1	20	SEM1	Core
6NH075	Adult Critical Care Nursing Theory 2	20	SEM2	Core
6NH076	Adult Critical Care Nursing Practice	20	YEAR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

None.

Reference Points:

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

Critical Care Network National Nurse Leads (CC3N) - Critical Care Nurse Education Review Forum (2015)
National Competency Framework for Adult Critical Care Nurses: Version two. Birmingham: CC3N

Critical Care Network National Nurse Leads (CC3N) - Critical Care Nurse Education Review Forum (2016)
National Standards for Critical Care Nurse Education: Version two. Birmingham: CC3N.

Faculty of Intensive Care Medicine (FICM) & the Intensive Care Society (ICS) (2015) *Guidelines for the Provision of Intensive Care Services (GPICS)*. London: FICM&ICS.

Learning Outcomes:

GCE Course Learning Outcome 1 (GCECLO1)

Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge

GCE Course Learning Outcome 2 (GCECLO2)

Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

GCE Course Learning Outcome 3 (GCECLO3)

Demonstrate conceptual understanding that enables the student: a) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline b) to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

GCE Course Learning Outcome 4 (GCECLO4)

Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and / or non-specialist audiences.

GCE Course Learning Outcome 5 (GCECLO5)

Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

GCE Course Learning Outcome 6 (GCECLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: a) the exercise of initiative and personal responsibility b) decision-making in complex and unpredictable contexts c) the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Overview of Assessment:

Module	Title	Course Learning Outcomes
6NH074	Adult Critical Care Nursing Theory 1	GCECLO1, GCECLO3, GCECLO4, GCECLO5, GCECLO6
6NH075	Adult Critical Care Nursing Theory 2	GCECLO1, GCECLO3, GCECLO4, GCECLO5, GCECLO6
6NH076	Adult Critical Care Nursing Practice	GCECLO1, GCECLO2, GCECLO3, GCECLO4, GCECLO5, GCECLO6

Teaching, Learning and Assessment:

Learning activities: The course will incorporate a variety of learning activities including: lectures; group-work, quizzes, group and class discussions, directed study, formative assessment tasks. In order to support the assessment emphasis on leadership, practice development and dissemination that is included when studying Adult Critical Care nursing at level 7, specific workshops and supportive online material will be included focusing on these for students studying at this level.

Assessment methods: Summative assessments will include – an evidence-based practice proposal, reflective account, clinical practice document, portfolio of practice related evidence and a viva voce. Formative assessment is provided through outline plans for written assessments, peer presentation of outline plans and peer discussion and feedback of viva voce topics.

Support for learning: Prior to commencing the course an induction session is provided that includes overview information about the course, a campus tour and presentations relating to university student support services. During the course, sessions are integrated within the timetable relating to academic writing, retrieving and evaluating relevant literature, research methods and change management / practice development theory. A number of assignment workshops are incorporated throughout the course to enable students to discuss with each other and the course leader any concerns or queries they have in relation to assessment.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

[General University Support:](#)

[Our Libraries](#) combine traditional library services with [IT](#) facilities to focus on the ways students choose to study. There is a Library on each campus, with 24/7 access provided during peak times of the year at Wolverhampton and Walsall. Each Library provides subject-specific book and journal resources, as well as

diverse study environments including IT suites and group/single study rooms. In addition to our physical stock, the University Library provide access to over 8,000 full text electronic journals, 100 online databases and e-book versions of all reading list titles where available. Our [online services](#) are available both on and off campus. Our Library staff provide day to day support to students, and our [ASSIST](#) online chat service operates on a 24/7 basis. Our [Skills for Learning](#) service helps students to develop the skills required for successful academic study, including; Academic, Information and Research Skills. Students can access workshops and drop-in sessions facilitated by experienced learning support staff, as well as appointment slots including via Skype. Workshops can also be run as part of modules, at the request of tutors. Further support is provided by online skills resources including guides, tip sheets, and interactive materials and each Library has a designated collection of study skills books.

The Student Support and Wellbeing webpages, located below;

<https://www.wlv.ac.uk/current-students/student-support/student-support-and-wellbeing-ssw/>

offers students advice on a variety of matters linked to their Health and Wellbeing.

Please [contact the Team](#) to:

- discuss disability or specific learning difficulty support
- access advice and support for a mental health condition
- access information about supporting your mental health and wellbeing
- connect with our Chaplaincy service
- seek advice on funding and financial support
- seek advice as a [D/deaf or hearing impaired student](#)

Working in partnership with you

The pathway towards achieving your degree is one with highs, lows and everything in between. However, you are not alone! Obtaining a degree is a partnership between the University and you. This student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter: <https://www.wlv.ac.uk/about-us/student-charter/>.

Student Advisors

<https://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-education-health-and-wellbeing/fehws-student-services/>

There are student advisors within the Faculty of Education Health, and Wellbeing. They are here to support you in a professional and confidential way by either resolving or referring your query to one of our many professional services within the University. The student advisors work closely with the various support networks within the University and are supported by our graduate interns. Please see the points below for some examples of their support.

- Sign posting to Support and Wellbeing Services
- Support with progression
- Advice on extensions and extenuating circumstances claims
- Support students with attainment and retention

Advisors and interns can be contacted via email (FEHWstudentservices@wlv.ac.uk).

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting [e:Vision](#).

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your [Course Guides](#), along with their contact details.

Course leaders

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Student Enabling Tutors

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school

Employability in the Curriculum:

Successful completion of the course provides the student with a nationally recognised and transferable award in Adult Critical Care Nursing, which is a requirement for professional progression and promotion within the speciality.

