1. INTENDED AWARD
2. Award  
PG Cert  
3. Title  
Advanced Critical Care

4. DATE OF VALIDATION
   Date of most recent modification (Faculty/ADQU use only)  
   Version Number (ADQU use only)  
   08-MAY-17  
   1

5. AWARDING INSTITUTION  
   Edge Hill University

6. TEACHING INSTITUTION  
   Liverpool Heart & Chest NHS Trust and Edge Hill

7. ADMINISTRATIVE BASE  
   Faculty of Health & Social Care

8. PLANNING UNIT  
   Postgraduate Professional Education (PPE) FoHSC

9. UNIT OF PERIODIC REVIEW  
   Continuing Professional Development Postgraduate Portfolio

10. EHU COURSE CODE  
    PCE000180

11. ENTRY REQUIREMENTS

   All potential applicants must be currently registered with a UK Professional Body and hold a health related professional qualification. In addition applicants would normally have as a minimum requirement, a lower second-class honours degree in a professional healthcare related subject.

   All potential applicants will be required to demonstrate that they meet the following criteria:

   An experienced practitioner which is likely to equate to 2 years in practice or the equivalent;

   Demonstrates completion of Step One competencies of the Critical Care Standards;

   Has access to appropriate supervised practice in a suitable clinical area. This will be demonstrated on completion of the application form which requires a signature from the applicant's Line Manager and Training and Development Lead;

   Has a reference from the line manager to confirm support arrangements and suitability of applicant to complete the programme.

   Potential applicants without an honours degree, will in addition be required to demonstrate the following knowledge and skills at a level equivalent to that of degree study, prior to commencing the programme:

   A practitioner who demonstrates extensive practice experience through evidence supported by their professional portfolio which will include:

   Evidence of a comprehensive knowledge of the discipline and an in-depth awareness of current issues relating to critical care;

   Evidence of critical analysis skills and an ability to evaluate evidence drawn from their area of practice or from previous academic study;

   It is expected that all applicants will be interviewed to confirm the applicant's suitability, record the details of the mentoring arrangements in place and agree the pathway plan. This will be completed by the Clinical Programme Lead and Academic Lead/Liaison Tutor.

12. ALTERNATIVE AWARD(S)

   Course Code  
   Award  
   Title
13. AVAILABLE MODES OF STUDY

<table>
<thead>
<tr>
<th>Mode of Study</th>
<th>Course Duration</th>
<th>Delivery Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time</td>
<td>1</td>
<td>Classroom</td>
</tr>
</tbody>
</table>

14a. PRIMARY QAA SUBJECT

BENCHMARK STATEMENT

Health Studies (2016)

14b. OTHER QAA SUBJECT

BENCHMARK STATEMENT

14c. ACADEMIC AND PROFESSIONAL BENCHMARKS

This PG Cert programme has been informed by a wide range of policy drivers, shaping expert practitioner education within health and social care.

Drivers include:

- The National Competency Framework for Registered Nurses in Adult Critical Care Step 2 (2015);
- The National Competency Framework for Registered Nurses in Adult Critical Care Step 3 (2015);
- The National Standards for Adult Critical Care Nurse Education (2016);
- The Core Standards for Intensive Care Units (2013);
- The academic benchmarks have been designed in accordance with Edge Hill descriptors (Postgraduate Degree Framework);
- QAA (2014) Framework for Higher Education Qualification of UK Degree-Awarding Bodies;

This programme will equip practitioners and health care workers to develop postgraduate attributes required for employment, redeployment or promotional purposes with Health and Social Care Organisations.

Professional benchmarking is integral to the design of the curriculum. It is intended to be a continuous process, outcomes of which, might be adjustment of module content or minor modification of the programme.

The benchmarks currently relate to the National Standards for Adult Critical Care Nurse Education (2016) and the influential reports by Keogh (2013) and Francis (2013). These national frameworks are linked directly to the assessment strategy for HEA4201 and HEA4202 in which the Critical Care Competencies Step 2 and Step 3 are achieved.

15. Accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

<table>
<thead>
<tr>
<th>Name of PSRB</th>
<th>Nature of Accreditation / Relationship</th>
<th>Status</th>
<th>Date Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Confirmed</td>
</tr>
</tbody>
</table>

16. PRIMARY SUBJECT AREA

B771-Critical care nursing

17. SECONDARY SUBJECT AREA (if applicable)

B000-Subjects allied to medicine

18. TERTIARY SUBJECT AREA

-

19. PROGRAMME AIMS

1. Develop the role of the practitioner to achieve and integrate National Critical Care Standards (Step Two and Three competencies) within their area of practice.

2. Enable experienced registered practitioners to extend knowledge and skills to advanced levels within their specialist areas of practice.

3. Enable experienced registered practitioners to develop high levels of autonomy and decision making skills and apply them within their specialist areas of practice.
4. Develop intellectual and professional independence commensurate with postgraduate study.

20. PROGRAMME LEARNING OUTCOMES

The programme learning outcomes shown here describe the knowledge, understanding and skills that students will have demonstrated on achievement of their intended level 7 qualification award. Students who do not complete their full programme of study may qualify for an alternative award and the validated exit awards for this programme are listed at the front of this programme specification. The learning outcomes of level 7 exit awards are determined by the combination of modules taken and passed and can be identified from the table below.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Mapped to Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a systematic and critical understanding of clinical assessment and examination knowledge to underpin critical care practice.</td>
<td>HEA4201; HEA4202</td>
</tr>
<tr>
<td>Develop critical reflective skills and knowledge to enhance safe care of the complex patient.</td>
<td>HEA4202</td>
</tr>
<tr>
<td>Intellectual Skills</td>
<td>Mapped to Modules</td>
</tr>
<tr>
<td>Demonstrate advanced decision making in the assessment, planning and delivery of care to the critically ill complex patient.</td>
<td>HEA4202; HEA4201</td>
</tr>
<tr>
<td>Demonstrate advanced problem solving skills in managing the complex critically ill patient.</td>
<td>HEA4202; HEA4201</td>
</tr>
<tr>
<td>Critically reflect upon and demonstrate understanding of evidence and its application to the complex critically ill patient.</td>
<td>HEA4202</td>
</tr>
<tr>
<td>Transferable Skills</td>
<td>Mapped to Modules</td>
</tr>
<tr>
<td>Demonstrate effective leadership approaches, including cross boundary working to drive innovation in management of the complex patient.</td>
<td>HEA4202</td>
</tr>
<tr>
<td>Has ability to undertake autonomous and lifelong learning, particularly for continuing professional purposes.</td>
<td>HEA4202; HEA4201</td>
</tr>
<tr>
<td>Promote inter-professional understanding, collaboration and effective working relationships.</td>
<td>HEA4202; HEA4201</td>
</tr>
<tr>
<td>Communicate complex professional issues to specialist and non specialist audiences.</td>
<td>HEA4202; HEA4201</td>
</tr>
<tr>
<td>Practical Skills</td>
<td>Mapped to Modules</td>
</tr>
<tr>
<td>Act autonomously as an expert within their critical care setting.</td>
<td>HEA4202; HEA4201</td>
</tr>
<tr>
<td>Demonstrate expertise in the selection and implementation of interventions and critically evaluate their outcome.</td>
<td>HEA4202; HEA4201</td>
</tr>
</tbody>
</table>

21. PROGRAMME STRUCTURE

1. Core modules are essential to learners’ achievement of their target award, often in respect of meeting professional standards, and are excluded from the application of condonement by assessment boards.
2. Compulsory modules are prescribed modules but are not core and therefore are condonable.
3. Optional modules are offered within programmes to provide an element of choice and variety within the programme curriculum. They do not form part of the compulsory curriculum requirements for the programme. The availability of optional modules may vary from year to year which means that not all optional modules may be available in any given year and will be subject to the module achieving minimum student numbers. Students will be required to make optional choices on an annual basis for each academic year of study.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Value</th>
<th>Module Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA4201</td>
<td>STEP TWO ADVANCED CRITICAL CARE</td>
<td>30</td>
<td>CORE</td>
</tr>
<tr>
<td>HEA4202</td>
<td>STEP THREE ADVANCED CRITICAL CARE</td>
<td>30</td>
<td>CORE</td>
</tr>
<tr>
<td>Core:</td>
<td>Compulsory:</td>
<td>Optional:</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
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<td></td>
</tr>
</tbody>
</table>

### 22 ai. STUDENT 'LEARNING JOURNEY'

The programme comprises of two core modules which equate to 60 credits. The pathway is sequential and students must successfully complete HEA4201 or RPL in the equivalent before they commence HEA4202.
Illustrative Diagrams of the Student Journey:

**Modules undertaken consecutively**

**Year one**

September – February

HEA4201 Step Two Advanced Critical Care

March – September

HEA4202 Step Three Advanced Critical Care

PGC completed over one academic year

**Modules undertaken with a break**

**Year one**

September – February

HEA4201 Step Two Advanced Critical Care

**Year two**

March – September

HEA4202 Step Three Advanced Critical Care

PGC completed over a two year timeframe
23. LEARNING AND TEACHING AND ASSESSMENT STRATEGIES

The learning and teaching strategies within this programme are congruent with the institutional philosophy which recognises that each practitioner enters the programme with differing learning experiences, styles and needs. Therefore, all learning and teaching strategies takes cognisance of the needs of the individual student. Those with specific learning needs will be managed within the relevant Edge Hill University policies to ensure that they have appropriate access, support and assistance to facilitate their study.

The teaching and learning strategies recognise that students are studying at master's level and should therefore be able to demonstrate self-direction and take personal responsibility for the advancement of their knowledge. However, to facilitate sharing of knowledge and peer support, workshops, seminars and critical debates will be facilitated to provide a framework to underpin independent learning. A strong emphasis will be placed on encouraging reflection and developing collaboration. These teaching and learning strategies will help to promote the growth of qualities defined as 'post-graduateness' by the QAA (2016) and the Edge Hill postgraduate framework.

The teaching, learning and assessment strategies employed within the programme align with the University's Equal Opportunities Policy and seek to provide a learning experience for each student based upon their individual needs, abilities and requirements. This policy statement demonstrates a commitment towards welcoming and celebrating diversity in its student and staff body. This will be achieved through supporting those who identify with traditionally disadvantaged groups in society and condemn negative discriminatory practices taken against any member of the Edge Hill community.

The part-time approach aims to scaffold student learning, through application of newly acquired knowledge or perspectives, into clinical practice over a period of time. A variety of teaching and learning approaches, which are articulated within specific modules, aims to equip the student with the ability to engage in self-exploration, self-questioning and application within complex critical care practice settings.

Lectures
Facilitator-led key note lectures feature in both modules and are intended to be used as a platform for more interactive learning and provide a framework to be developed during the student's own study time. They are used as a vehicle to disseminate essential related information.

Directed Study
Directed study provides guidance to the student's learning in terms of achievement of learning outcomes and competencies. Students are required to seek out appropriate information to expand or develop topics introduced during lectures, group activities and develop materials and evidence in support of competency achievements.

Reflection
Reflection has been embedded, to create opportunities to consider individual approaches to assessment, planning, implementation and evaluation of complex critical care. The importance of reflection as a fundamental part of the learning process is well documented. Reflective practice can be seen as a process of developing the participants' expertise in problem-solving, decision-making, critical thinking and leading practice. A reflective, and therefore, learning practitioner, continually evaluates the effects of his/her actions on others and actively seeks out opportunities to grow personally and professionally. Students will be encouraged to reach deep levels of critical reflection, develop new insights and transform their perspective through the deconstruction and reconstruction of their experiences.

Seminars
Working with peers, particularly with members of the inter-professional team using case studies and scenarios, provides opportunities, which will enhance student understanding and will be used throughout the programme. Students learn from and with each other and benefit from activities that require them to articulate and test their knowledge. It develops skills, which include problem-solving, team working and collaborative skills, to provide and receive constructive criticism.

OSCE
Within HEA4201 OSCEs are essential to the development of practical expert competency based care. Developing specialist critical care skills and the associated in-depth knowledge is concurrent with the Guidelines for Provision of Intensive Care Services (2015).
24. FORMATIVE ASSESSMENT

Each module has a formative assessment which is designed to promote a feedback for feed-forward opportunity. The course team recognise that this is an essential part of teaching and learning and have integrated formative assessment throughout the programme. The underpinning principles are based on the premise that students will be exposed to formative opportunities that reflect summative assessments such as simulations, a number of Q&A approaches to include peer and module lead consideration in addition to negotiating and supervising teaching and learning of others.

Development of competencies is linked to a series of planned tracking meeting with their allocated clinical mentor which affords deliberate opportunity to review, provide feedback, audit progress and action plan future learning.

25. SUMMATIVE ASSESSMENT
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Value</th>
<th>Assessment Code</th>
<th>Assessment Type</th>
<th>Volume</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA4201</td>
<td>STEP TWO ADVANCED CRITICAL CARE</td>
<td>30</td>
<td>EX1</td>
<td>Written Examination</td>
<td>2.5 hrs</td>
<td>100</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>PR1</td>
<td>Practical</td>
<td>Step Two Competency Document</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PR2</td>
<td>Practical</td>
<td>2 x 20 minute OSCEs</td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Value</th>
<th>Assessment Code</th>
<th>Assessment Type</th>
<th>Volume</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA4202</td>
<td>STEP THREE ADVANCED CRITICAL CARE</td>
<td>30</td>
<td>CW1</td>
<td>Written Assessment (inc Essay)</td>
<td>3,000 words</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CW2</td>
<td>Written Assessment (inc Essay)</td>
<td>1,000 words</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PR1</td>
<td>Practical</td>
<td>Step Three Competency Document</td>
<td>0</td>
</tr>
</tbody>
</table>

### 26. NON-MODULAR TEACHING AND LEARNING ACTIVITIES

#### LEVEL 7

<table>
<thead>
<tr>
<th>Category</th>
<th>Type</th>
<th>Hours</th>
<th>Description</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total Hours of Non-Modular Teaching &amp; Learning Activities</td>
</tr>
</tbody>
</table>

### 27. INTENDED MARKET

Home/EU only