



Faculty of Health and Human Sciences

School of Nursing and Midwifery

Programme Specification

BSc/BSc (Hons) Critical Care

Graduate Diploma: Critical Care
Graduate Certificate: Critical Care

Date of approval:	22 nd August 2016
Date of implementation:	September 2017
Year of first award:	September 2018

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1. Programme Title: BSc (Hons) Critical Care

The Programme Award

The proposed **programme** will offer exit awards of:

- Batchelor of Science with Honours Critical Care
- Batchelor of Science Critical Care
- Graduate Diploma: Critical Care
- Graduate Certificate: Critical Care

UCAS code: Not Applicable

JACS code:

2. Awarding institution: University of Plymouth

Teaching Institution: University of Plymouth

3. Accrediting Body: Not Applicable

4. Distinctive Features of the Programme and the Student Experience

The BSc (Hons) Critical Care has developed through collaboration with key stakeholders including students, alumni, mentors, employers, colleagues in the professional development unit, programme administration, researchers and academics.

The distinctive features of this programme and student experience are:

- The centrality of person centred, 'values based' care.
- Cohesion between education outcomes, module and programme outcomes and patient outcomes
- A student centred programme that enables choice and values prior experiential learning and experience
- Opportunity to enhance/develop subject specific attributes, professional behaviours and demonstrate graduate attributes.
- The focus on critical care as a continuum of provision inclusive of acute, high dependency and intensive care.
- Inter-professional learning with registered healthcare professionals learning alongside medical students (pre-GMC registration)
- A unique intercalation opportunity for medical students, that features placement in an Intensive Care Unit and mentoring by a Consultant Intensivist/ Anaesthetist
- Synergy between teaching, learning, practice, research and innovation.
- Student engagement in quality improvement, knowledge creation and dissemination of best practice.
- Curriculum enrichment with formative assessment enabling a rapid feedback loop
- Flexible learning opportunities, a 'flipped classroom' approach and support to develop digital literacy.
- Student and alumni involvement in programme management, design and recruitment.

5. Relevant QAA Subject Benchmark Group(s):

The Programme is informed by the [Quality Assurance Agency \(QAA\) Framework for higher education qualifications in England, Wales and Northern Ireland \(2008\)](#)

6. Programme Structure

The proposed BSc (Hons) Critical Care has a modular structure and flexible design to enable choice for our student population who are:

- Registered healthcare professionals seeking professional development
- Medical students (undergraduate and pre-registration) seeking to intercalate whilst studying their primary medical degree (Bachelor of Medicine and Surgery).

The Student Pathway

There are unique differences between our student population and the pathway taken to achieve the award. These distinctive student experiences will be described with reference to two pathways:

1. Intercalation (IC)
2. Professional Development (PD)

Intercalation (IC)

- Undergraduate Medical Students
- Pre-registration (aspirant registrants with the GMC)
- Intercalating whilst studying their primary medical degree
- Accessing the programme full time
- Released to study the programme full time
- Likely to be funded by the NHS bursary
- Placement arranged by Faculty

Professional Development (PD)

- Registered Healthcare Professionals
- Working in clinical practice/employed
- Accessing the programme on a modular basis
- Likely to be studying on a part time basis
- Likely to be studying in their 'own time'
- Likely to be self-funding
- Practice experience determined by student identified learning needs
- Placement experience organised by the student

Figure 1: Student Pathway through the Programme

The Intercalation Pathway: Suitable for Medical Students

Our programme offers medical students undergraduate exposure to the speciality of critical care medicine through an [intercalated](#) degree. The opportunity to intercalate and the point at which a student can take a break in their medical degree, is determined by the students' medical school. However, for the purpose of this clinically based intercalation we normally require the student to have successfully completed their 4th year and have the permission of their medical school.

Following induction students commence a 9 month placement in an intensive care unit, working full time and experiencing a range of shift patterns. This placement duration exceeds the traditional placement experience for undergraduates in critical care and is longer than the current six-month critical care placement, undertaken as part of the 2 year Acute Core Common Stem ([ACCS](#)) training programme. Clinical practice undertaken within the intensive care unit (or in other relevant practice areas when following a patient pathway) is a very important element of this intercalated degree.

The intercalated student is required to work clinically for a minimum of 3 days per week. The remaining 'practice' based days (2 days) can be allocated to engage in project work, for example audit and quality improvement activity, to participate in related committees, meetings, conferences, and/or to study the academic elements of the programme. The programme team will advise students and mentors individually to ensure practice hours accommodate variation in learning opportunity and student ambition. Each student will be required to complete a 'time-sheet' detailing the hours/shifts worked in practice during the 9 month placement experience. This will be verified and signed by their clinical mentor **or** another registered healthcare professional who has worked clinically with the student. Time-sheets will be submitted at 3 monthly intervals (or more frequently) to the Programme Administrator.

Mentorship of Intercalated Students

Medical students on the intercalation pathway, have a unique practice experience supported by a mentor, 'normally' a Consultant Anaesthetist or Consultant in Intensive Care Medicine, for the duration of the placement experience. This mentor is appointed by the Programme Team, following negotiation with the clinician and their employing NHS Trust, and allocated to the student based on placement capacity/request. A list of all Consultant mentors is maintained by the Programme Lead and shared with Senior Programme Administrators, the Professional Development Unit and the team who manage and maintain the Placement System known as POPPI. The students' placement in the intensive care unit is also subject to educational audit, using the audit tool for practice placement available on the [Plymouth Online Practice Placement Information](#) (POPPI) website.

As undergraduates (pre-registration with the GMC), students who are intercalating work **at all times**, under the supervision of a registered healthcare professional i.e. Doctor, Nurse, Paramedic. Students are actively encouraged to work with and to 'learn from' others in the team i.e. physiotherapist. All members of the team can offer the student feedback on their performance, sharing evidence with the student (and with their mentor) to support progression/development. It is highly recommended that

the student spends at least one clinical shift each month working with their mentor, to enable direct mentor evaluation of the students' knowledge, skill and attitude (competence) in practice. We also recommend brief fortnightly meetings between the mentor and student, to enable regular review of their progress. This review should be student led; the mentors' role is primarily supportive, enabling the student to reflect on their strengths and areas for development. The mentor also has a significant role enabling access to learning opportunity and resources.

Distinctive Features of the Intercalation Pathway include:

1. Full time: completion of the award within one academic year.
2. Full time placement arranged by the Programme team within a host Intensive Care Unit.
3. Mentoring of the medical student by a Consultant Anaesthetist/Intensivist
4. Practice within the Intensive Care Unit (under supervision) with opportunity to contribute to the care of people who are critically ill.
5. Opportunity to develop specialist and transferable competences within an e-portfolio.
6. Opportunity to learn with and from other medical students and registered healthcare professionals
7. Opportunity to participate in and lead quality improvement
8. Eligible to credit prior learning from their medical degree through AP(E)L up to 60 credits.

The recent 'Shape of Training Report' ['securing the future of excellent patient care'](#) whilst predominantly focused on postgraduate medical education, highlights the 'blurring of boundaries' between primary and secondary care and the need for all doctors to be able to manage acutely ill patients, including those with multiple co-morbidities. This report also emphasises effective communication, leadership, quality improvement, patient safety and teamwork as required capabilities based on the domains of [Good Medical Practice](#). These requirements are considered within the programme design and distinctive features of the intercalated pathway. This learning experience will also be enhanced as a result of engagement with students undertaking this degree, part time for the purpose of continuous professional development.

The [Professional Development \(PD\)](#) Pathway: Suitable for Nurses, Paramedics and Allied Health Professionals

Our programme offers qualified (registered) healthcare professionals, opportunity to develop their practice in critical care. The programme has a modular design enabling students to access modules as unique elements, or to accrue 120 credits at level 6 (Degree level) over a maximum period of 5 years (from the point of registration) to achieve the graduate award. All students apply for a module (or modules) through the Faculty's Professional Development Unit.

AP (E) L is a term applied to both Certificated and Experiential Learning. The AP(E)L procedure within the Faculty of Health and Human Sciences is quality assured; for this reason we actively encourage healthcare professionals who express an interest in this degree to consider processing an [AP\(E\)L claim](#). The benefit to the student, afforded by the APEL process, includes the accelerated route to graduation. This is

particularly beneficial to healthcare professionals combining academic study (professional development) with professional practice/employment. The APEL process focuses as it is on prior experience, learning and achievement shows respect and explicit value for applicants' previous endeavour.

Students undertaking modules for the purpose of Professional Development do not have placement/s arranged by the Faculty. For this reason, students' seeking to access this programme will need to be practicing within critical care; this is important to enable achievement of personal goals, learning needs, module and programme learning outcomes. Frequently the required experience will be gained as a result of practice undertaken as part of their normal employment **or** as negotiated with other employers.

Mentorship of Professional Development Students

The programme team fully appreciate the value gained when students are afforded the support of a mentor to facilitate learning. Therefore, we recommend that students undertaking a module or modules from this programme, for the purpose of professional development, seek a mentor who:

- Has achieved a qualification in mentorship, clinical supervision or equivalent.
- Has completed academic study at (or beyond) level 6 (degree level).
- Is working clinically within a critical care area
- Is a registered healthcare professional (i.e. Health and Care Professions Council, General Medical Council, Nursing and Midwifery Council).

Each student will be advised individually with regard to the suitability of their chosen mentor/mentors. It is expected that each student will provide a name (or names) of the clinician/clinicians who have agreed to act in the mentor role; the Programme Lead and/or Module Leads will be required to approve this choice. Module Leads will also request contact details and maintain a list of all who act in this mentor role. Where required the programme team will also seek advice from colleagues who manage placement and practice learning. Resources to support students, mentors and the programme team are also accessible via the Plymouth Online Practice Placement Information Website (POPPI).

Normally we will **not** permit a student on the Professional Development pathway to be mentored by another student studying a module (or modules) on a programme delivered by the Faculty of Health and Human Sciences during the same time period; i.e. Term or Academic Year. This exclusion acknowledges the role of the mentor as complex and time consuming; factors that might impact on the mentor's capacity to fulfil their own ambition as a student.

It is important to note that all students accessing the programme for the purpose of professional development, will, as registered healthcare professionals, remain accountable for their practice. They will be responsible for arranging practice experience and the supervision of their practice by others (i.e. a clinical mentor) with guidance from the Programme team (as noted above).

Distinctive Features of the Professional Development Pathway include:

1. Modular design that can be studied full time or part time
2. Opportunity to complete the BSc (Hons) within a flexible 5 year timeframe
3. Opportunity to develop specialist and transferable competences within an e-portfolio.
4. Opportunity to learn with and from other healthcare professionals and medical students.
5. Opportunity to credit prior learning through AP(E)L to a maximum of 60 credits.
6. Students with a health related honours degree at 2:2 (or above), can opt to accumulate level 6 (Degree) credit towards a Graduate Certificate (60 Credits) or Graduate Diploma (120 Credits).
7. Opportunity to participate in and lead quality improvement
8. Access to a local network of Alumni and Clinicians enabling learning opportunities beyond the students 'normal' practice environment

Modules

This programme has a modular design with each module equating to 20 or 40 academic credits at degree level (Level 6). Together they represent the building blocks of the curriculum leading to the graduate award (120 Credits at Degree Level 6).

Box 1

Qualification	Breakdown of Credits
Ordinary Degrees (non-honours)	80 at Level 6
Honours Degrees	120 at Level 6
Graduate Certificate	60 at Level 6
Graduate Diploma	120 at Level 6 (includes 60 Certificate credits)

Modules for Intercalated Pathway:

- [Understanding Evidence to Inform Clinical Decision Making](#)¹ **(Core)**
- Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio **(Core)**
- Urgent, Emergency and Critical Care: Leadership and Innovation **(Core)**
- Developing Professional Practice in Critical Care **(Core)**
- Integrated Advancing Practice in Context **(Core)**
- Integrated Advancing Practice **(Core)**

Box 2

BSc (Hons) Critical Care – Intercalation

1. Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio
2. Urgent, Emergency and Critical Care: Leadership and Innovation
3. Developing Professional Practice in Critical Care
4. Understanding Evidence to Inform Clinical Decision Making
5. Integrated Advancing Practice in Context
6. The Fundamentals of Health Assessment

For students intercalating APEL will be applied to modules numbered 4, 5 and 6

Modules for Professional Development Pathway:

- Understanding Evidence to Inform Clinical Decision Making **(Core)**
- Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio **(Core)**
- Urgent, Emergency and Critical Care: Leadership and Innovation **(Core)**
- Developing Professional Practice in Critical Care **(Core)**

¹ This module is shared with other undergraduate healthcare programmes delivered by the Faculty of Health and Human Sciences.

Box 3

BSc Critical Care (80 credits)	BSc (Hons) Critical Care (120 Credits)
<p style="text-align: center;">Core Modules</p> <p style="text-align: center;">HEAD360</p> <p style="text-align: center;">Understanding Evidence to Inform Clinical Decision Making</p> <p style="text-align: center;">20 credit</p> <p style="text-align: center;">Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio</p> <p style="text-align: center;">20 credits</p> <p style="text-align: center;">Urgent, Emergency and Critical Care: Leadership and Innovation</p> <p style="text-align: center;">20 credits</p> <p style="text-align: center;">Developing Professional Practice in Critical Care</p> <p style="text-align: center;">20 credits</p>	<p style="text-align: center;">Core Modules</p> <p style="text-align: center;">HEAD360</p> <p style="text-align: center;">Understanding Evidence to Inform Clinical Decision Making</p> <p style="text-align: center;">20 credit</p> <p style="text-align: center;">Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio</p> <p style="text-align: center;">20 credits</p> <p style="text-align: center;">Urgent, Emergency and Critical Care: Leadership and Innovation</p> <p style="text-align: center;">20 credits</p> <p style="text-align: center;">Developing Professional Practice in Critical Care</p> <p style="text-align: center;">20 credits</p> <p style="text-align: center;">Plus 40 credit from optional modules within faculty</p>

Rationale for Core Modules: We have designed a flexible programme enabling choice and recognition of students' prior certified and experiential learning. However, to ensure the distinctive aims of this programme are met we require all students to successfully achieve the Core Modules.

Professional Development: Students accessing this programme as professional development, who apply A P (E) L up to the maximum 60 credits, will need to achieve the core module/s through either A P (E) L or taught and the rest from a combination of optional modules from CPD offer to be eligible for the award of BSc (Hons) Critical Care.

Intercalated medical students: are normally eligible to A P (E) L the core modules Understanding Evidence to Inform Clinical Decision Making 20 credit, Integrated Advancing Practice in Context and Integrated Advancing Practice, up to the maximum of 60 credits. Where this is the case, they will be required to undertake the other 3 core modules to be eligible for the award of BSc (Hons) Critical Care. As the programme expands we aim to offer more choice of modules.

Graduate Certificate and Graduate Diploma: Students who have a degree already can study for the Graduate Certificate or Graduate Diploma.

Box 4

Graduate Certificate: Critical Care (60 credits)	Graduate Diploma: Critical Care (120 Credits)
<p>Core Modules</p> <p>Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio</p> <p>Urgent, Emergency and Critical Care: Leadership and Innovation</p> <p>Developing Professional Practice in Critical Care</p>	<p>Core Modules</p> <p>HEAD360</p> <p>Understanding Evidence to Inform Clinical Decision Making</p> <p>Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio</p> <p>Urgent, Emergency and Critical Care: Leadership and Innovation</p> <p>Developing Professional Practice in Critical Care</p> <p>Plus 40 credit from optional modules within faculty</p>

7. Programme Aims

This programme intends to:

1. Prepare students as competent and capable graduates able to deliver increasingly flexible critical care, which is 'person centred', evidence based and outcome focused.
2. Develop gradueness defined by a commitment to lifelong learning, professional development and values based behaviours consistent with the professional standards expected of them.
3. Promote a critically reflective individual confident in their ability to appraise and disseminate evidence, generate knowledge and manage information (including digital literacy).
4. Develop the students' confidence, competence and emotional resilience to consistently exercise personal responsibility and professional accountability for decision making and the provision of high quality, safe, care.

8. Programme Intended Learning Outcomes:

The Intended Learning Outcomes for the BSc (Hons) Critical Care reflect the Level 6 Qualification Descriptors provided by the [Quality Assurance Agency \(QAA\) Framework for Higher Education Qualifications \(FHEQ\)](#)

- Knowledge and understanding (subject specific)
- Cognitive/intellectual skills (generic)
- Key transferrable skills
- Subject specific practical skills
- Employment related skills
- Practical skills

This enables 'others' to judge the value of this qualification through improved understanding of the level of intellectual and conceptual activity demonstrated by our graduates. It defines their capability in respect of their knowledge of critical care and the associated transferable skills that enhance employability. It also provides a reference point for other level 6 qualifications across the Higher Education sector.

8.1 Knowledge and Understanding

On successful completion graduates should have developed:

1. Systematic understanding of the provision of critical care
2. Coherent and detailed knowledge of contemporary evidence supporting their professional practice
3. The ability to use credible techniques of analysis and enquiry to promote high quality, person-centred care

Teaching and learning methods and strategies that include:

Seminars, Peer Learning
Lectures, Tutorials, Guided study
Independent study/enquiry, Problem based learning

Assessed through: Coursework, Essays, Reports, Observation in Practice, Simulation

8.2 Cognitive and Intellectual Skills

On successful completion graduates should have developed the ability to:

1. Conceptual understanding informs critical debate to support innovation and practice development
2. Critically reflect 'in' and 'on' practice showing insight, personal responsibility and accountability for decision making.
3. Critically analyse contemporary research (primary and secondary)/other original evidence (i.e. scholarly reviews/material) appropriate to the provision of/ and to inform delivery of critical care
4. Demonstrates resilience, capability and the initiative required to lead and manage appreciative of ambiguity, complexity and the limits imposed on practice and limitations of personal knowledge

Teaching and learning methods and strategies that include:

Seminars, Peer Learning

Lectures, Tutorials, Guided study

Independent study/enquiry, Problem based learning, Debate, Practice experience

Assessed through: Coursework, Essays, Reports, Reflection, Critical Incident Analysis, Personal Development Profiles (PDP), Professional Development Profile, Peer Observation of Practice, Simulation

8.3 Key and Transferable Skills

On successful completion graduates should have developed the ability to:

1. Apply knowledge and understanding to initiate, plan, carry out and report on projects
2. Critically evaluate arguments, challenge assumptions, deconstruct abstract concepts to inform judgments, frame practice based questions and solve problems
3. Initiate timely communication in the transfer and receipt of information presented to be understood by a non-specialist and specialist audience

Teaching and learning methods and strategies that include:

Seminars, Peer Learning

Lectures, Tutorials, Guided study

Independent study/enquiry, Problem based learning, Debate, Practice experience, scenarios

Assessed through: Coursework, Essays, Reports, Reflection, Critical Incident Analysis, Personal Development Profiles (PDP), Professional Development Profile, Peer Observation of Practice, Peer Assessment, and Simulation.

8.4 Employment Related Skills

On successful completion graduates should have developed:

1. Confirm their commitment to professional development, values based behaviour and the inherent standards of professional registration and/or practice
2. Ability to monitor the provision of care to promote effective outcomes and patient safety
3. Perform with initiative and personal responsibility in the accomplishment of the expectations of employers, professional bodies and regulators

Teaching and learning methods and strategies that include:

Seminars, Peer Learning

Lectures, Tutorials, Guided study

Independent study/enquiry, Problem based learning, Debate, Practice experience, scenarios

Assessed through: Coursework, Essays, Reports, Reflection, Critical Incident Analysis, Personal Development Profiles (PDP), Professional Development Profile, Peer Observation of Practice, Simulation, Presentation, Self and Peer Assessed

8.5 Practical/Professional Skills

On successful completion graduates should have developed:

1. Demonstrate increased fluency and confidence in the performance of the clinical skill associated with provision of critical care
2. Facilitate the development of self and others through collegiate engagement in learning activities incorporating feedback into a cycle of evaluation and improvement

Teaching and learning methods and strategies that include:

Practice experience, Peer Learning and Peer assessment. Mentorship and Supervision, Guided study, Independent study/enquiry, Problem based learning, Scenarios, Workshops, Simulation.

Assessed through: Coursework, Reflection, Critical Incident Analysis, Personal Development Profiles (PDP), Professional Development Profile, Peer Observation of Practice, Simulation, Presentation, Self and Peer Assessed

9. Admissions Criteria

Entry Criteria for Professional Development: Students seeking access to this programme for professional development must be on a professional register (i.e. NMC, HCPC) and working in practice in an area that reflects the continuum of provision for critical care. This is important to enable achievement of personal goals, learning needs, module and programme learning outcomes.

Professional development students will be eligible to commence Level 6 studies if they have completed a level 5 Diploma award and/or progress through the A P (E) L process. Each student will be considered and advised individually (where required) by the programme team and Professional Development Unit. Applications are processed by the Professional Development Unit in the Faculty of Health and Human Sciences.

Entry Criteria for Medical Students seeking to Intercalate: Students seeking to intercalate on this BSc (Hons) Critical Care will be required to provide written permission to intercalate from the medical school where they are studying their primary medical degree. They are also required to evidence (via transcript) completion of clinical skills and research to the level normally expected of a 4th year undergraduate medical student. This evidence is required to invoke the A P (E) L process and ensure the individual student is suitably prepared for the associated placement experience.

Applications are processed through the Professional Development Unit to include confirmation of Occupational Health clearance and [Disclosure and Barring Service Checks \(DBS\)](#). Students seeking to intercalate are subjected to a recruitment process that includes shortlisting against criteria and interview. This is necessary to ensure the student is adequately prepared and likely to gain from the opportunities afforded. We also have to balance the applications received with the finite number of placements and clinical mentors (i.e. Consultants in Intensive Care Medicine). Members of the programme team to include students, alumni and clinical colleagues support the recruitment process. Successful applicants are invited to participate in an 'induction and introduction' event in September.

A P (E) L

Intercalated medical students: are normally eligible to AP(E)L prior learning up to the maximum of 60 credits applied using the modules listed below:

- Understanding Evidence to Inform Clinical Decision Making
- Integrated Advancing Practice in Context
- The Fundamentals of Health Assessment

Intercalated students will need to successfully complete the 3 Core, twenty credit modules (as listed on page 11), to be eligible for the award of BSc (Hons) Critical Care. Other relevant modules in the Faculty portfolio may also be considered for the purpose of APEL, at the discretion of the Programme Team.

We welcome applications from medical students studying their primary medical degree outside of the United Kingdom (UK). Applicants will be required to have a suitable [English language qualification](#) at [NQF 6](#) or above and fulfill all [Entry Requirements for International Students](#) in addition to meeting our normal admissions criteria for intercalation.

Plymouth University have a range of specialist services, guidance and advice for International students see: [International Student Advice](#) and an [International Office](#) supporting general enquiries and International Admissions. Within the School of Nursing and Midwifery we also have [Louise Winfield](#), who as our Associate Head of School for Innovation and Internationalisation, offers additional guidance and support to the Programme team.

Graduate Certificate and Graduate Diploma

If a student seeking professional development has previously obtained a health related honours degree at 2:2 or above, they are eligible to access the programme via the Graduate Certificate/Diploma route.

- Graduate Certificate: Critical Care (60 credits at Level 6)
- Graduate Diploma: Critical Care (120 credits at Level 6)

Each application to the Graduate Certificate or Graduate Diploma will be considered individually by the programme team (normally the Programme Lead) and colleagues in the Professional Development Unit.

Disability Assist Services

This programme is designed to enable students through an equitable experience. We work collegiately with expert colleagues in [Disability Assist](#) (within the Learning Gateway) to ensure students, who consider studying our BSc (Hons) Critical Care, received timely advice on the support available. This is particularly important for a programme that has a professional element and requirements for practice. Students can declare a support requirement or disability – via the [Disclosure for applicants'](#) pages.

10. Progression Criteria for Final and Intermediate Awards:

The **programme** will offer exit awards of:

- Bachelor of Science with Honours in Critical Care
- Bachelor of Science in Critical Care
- Graduate Diploma: Critical Care
- Graduate Certificate: Critical Care

11. Exceptions to Regulations

[Normal Plymouth University Regulations](#) will apply to this programme and award.

12. Transitional Arrangements

Intercalated students will apply to study this new programme full time and complete their award within one academic year; therefore, a transitional arrangement will not be required.

Professional Development students, registered on Professional Development Programmes delivered by the Faculty of Health and Human Sciences, including the BSc (Hons) in Health Studies and the BSc (Hons) in Urgent and Emergency Care, may opt to transfer to this new programme. Guidance will be provided by the Programme Lead and the Professional Development Unit, tailored to meet the individual needs of the student, their career aspirations and, to ensure alignment to the requirements of the programme and the relevant choice of exit award.

Design to Delivery

Following approval, the Programme Team will develop a student (Programme) handbook. This will include key information to enable students to understand the programme structure specifically modular components, core programme requirements, distinctive features, assessment and the programmes contribution to professional practice and career aspirations. It will also provide information on resources such as staffing, student support and other University services.

13. ILOs against Modules Mapping

- A. Understanding Evidence to Inform Clinical Decision Making²
- B. Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio
- C. Urgent, Emergency and Critical Care: Leadership and Innovation
- D. Developing Professional Practice in Critical Care
- E. Integrated Advancing Practice in Context
- F. Integrated Advancing Practice

² This module is shared with other undergraduate healthcare programmes delivered by the Faculty of Health and Human Sciences.

13.1 ILO's against Modules Mapping - Intercalated students and Professional Development Students

Programme Intended Learning Outcomes	Module	Award
Knowledge and understanding		
Systematic understanding of the provision of critical care	Understanding Evidence to Inform Clinical Decision Making Integrated Advancing Practice in Context Integrated Advancing Practice Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>
Coherent and detailed knowledge of contemporary evidence supporting their professional practice	Understanding Evidence to Inform Clinical Decision Making Integrated Advancing Practice in Context Integrated Advancing Practice Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>
The ability to use credible techniques of analysis and enquiry to promote high quality, person-centred care	Understanding Evidence to Inform Clinical Decision Making Integrated Advancing Practice in Context Integrated Advancing Practice Developing Professional Practice in Critical Care Urgent, Emergency and Critical Care: Leadership and Innovation	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>
Cognitive and intellectual skills		
Conceptual understanding informs critical debate to support innovation and practice development	Understanding Evidence to Inform Clinical Decision Making Integrated Advancing Practice in Context Integrated Advancing Practice Urgent, Emergency and Critical Care: Leadership and Innovation	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>
Critically reflect 'in' and 'on' practice showing insight, personal responsibility and accountability for decision making.	Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio Urgent, Emergency and Critical Care: Leadership and Innovation	<i>BSc(Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>

Critically analyse contemporary research (primary and secondary)/other original evidence (i.e. scholarly reviews/material) appropriate to the provision of/ and to inform delivery of critical care	Understanding Evidence to Inform Clinical Decision Making Integrated Advancing Practice in Context Integrated Advancing Practice Urgent, Emergency and Critical Care: Leadership and Innovation Developing Professional Practice in Critical Care	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>
Demonstrates resilience, capability and the initiative required to lead and manage appreciative of ambiguity, complexity and the limits imposed on practice and limitations of personal knowledge	Urgent, Emergency and Critical Care: Leadership and Innovation Developing Professional Practice in Critical Care Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>
Key and transferable skills		
Apply knowledge and understanding to initiate, plan, carry out and report on projects	Urgent, Emergency and Critical Care: Leadership and Innovation Understanding Evidence to Inform Clinical Decision Making Integrated Advancing Practice in Context Integrated Advancing Practice Developing Professional Practice in Critical Care	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>
Critically evaluate arguments, challenge assumptions, deconstruct abstract concepts to inform judgments, frame practice based questions and solve problems	Understanding Evidence to Inform Clinical Decision Making Integrated Advancing Practice in Context Integrated Advancing Practice Urgent, Emergency and Critical Care: Leadership and Innovation Developing Professional Practice in Critical Care	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>
Initiate timely communication in the transfer and receipt of information presented to be understood by a non-specialist and specialist audience	Urgent, Emergency and Critical Care: Leadership and Innovation Developing Professional Practice in Critical Care Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>

Employment related skills		
Confirm their commitment to professional development, values based behaviour and the inherent standards of professional registration and/or practice	Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio Developing Professional Practice in Critical Care Urgent, Emergency and Critical Care: Leadership and Innovation	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>
Ability to monitor the provision of care to promote effective outcomes and patient safety	Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio Developing Professional Practice in Critical Care Urgent, Emergency and Critical Care: Leadership and Innovation	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>
Perform with initiative and personal responsibility in the accomplishment of the expectations of employers, professional bodies and regulators	Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio Urgent, Emergency and Critical Care: Leadership and Innovation	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>
Practical skills		
Demonstrate increased fluency and confidence in the performance of the clinical skill associated with provision of critical care	Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio Developing Professional Practice in Critical Care	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>
Facilitate the development of self and others through collegiate engagement in learning activities incorporating feedback into a cycle of evaluation and improvement	Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio Urgent, Emergency and Critical Care: Leadership and Innovation	<i>BSc (Hons)</i> <i>Grad Cert</i> <i>Grad Dip</i>

13.2 Assessment against Modules Mapping

Core Module	Credit	Formative Assessment	Summative Assessment
HEAD360 Understanding Evidence to Inform Clinical Decision Making	20	Formative Assessment focuses on a contribution to student-led discussions around searching for research-based evidence. There are also formative assessment opportunities on the final module taught day where students can present their ideas and seek peer/tutor feedback on their progress.	<p>A 3000 word essay structured to include:</p> <ul style="list-style-type: none"> • Identification of workplace-related issues formulated into a focused question • Description of search strategy used to identify appropriate research-based evidence and discussion of range of evidence selected to review • Critical appraisal of the evidence selected to review with conclusions drawn from the body of evidence reviewed • Discussion around the workplace in the context of the conclusions drawn from the research reviewed, making reference to knowledge transfer models.
UEC608 Evidencing Professional Development in Urgent, Emergency and Critical Care via (e)-Portfolio	20	There are 2 formative assessment points associated with this module. The first focuses on the student's ability to write a critical reflection; the second focuses on the student's ability to justify progression in	<p>A 3000 word collection of evidence within an e-portfolio comprising:</p> <ul style="list-style-type: none"> • A 2000 word, evidence based, critical reflection focused on a specific patient experience evaluating core clinical decisions. • Evidence of progression in competence related to 5 identified 'practice focused' learning needs. This will be summarised using a total of 1000 words (200 words per

		competence and, identify actions to support further progression. A rapid cycle of peer and tutor feedback and feedforward will inform the students development.	competency) of student generated content supplemented by additional evidence supporting observed practice (i.e. feedback from others).
UEC609 Developing Professional Practice in Critical Care	20	Formative Assessment focuses on contribution to student-led discussions around professional practice in critical care. Each student will also be encouraged to maintain a 'blog' capturing their experiences as they study the module. This is a particularly useful to enable dialogue and identify development in thinking and performance over time, when shared with peers, colleagues and module team. Students will also have opportunity to access tutorial support to facilitate their academic development.	A 3000 word 'expanded' case study exploring a specific patient presentation supported by contemporary evidence (including research).

<p>UEC607</p> <p>Urgent, Emergency and Critical Care: Leadership and Innovation</p>	<p>20</p>	<p>Formative Assessment focuses on students identifying and sharing their ideas for quality improvement (QI) and innovation with peers, clinical colleagues and module teaching teams. This will enable a rapid feedback/feedforward cycle informing both academic development and their QI/innovation action planning. Students will also have opportunity to access tutorial support to facilitate their academic development and engagement with activities designed to enable self-assessment (i.e. of leadership styles), quizzes and other related activities.</p>	<p>A 3000 word assignment presented in the style of a project report, business case or journal article.</p>
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