



*Course Handbook*  
**ADVANCED CERTIFICATE CRITICAL CARE**  
**2019-2020**  
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**Course Leader**  
**SCHOOL OF HEALTH SCIENCES**



*Please read this Handbook in conjunction with the University's Student Handbook.*

*All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.*

### **COURSE SUBJECT TO CHANGE**

This course is subject to formal course review and reapproval by the University during 2018/19 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider. The expected timetable for completion of this reapproval process is August 2019.

\*subject to reapproval

## Programme Specification Template

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## Programme Specification Template

### 1. Welcome to the course

*Welcome to the University of Central Lancashire and in particular, the School of Health Sciences. Your course is managed through the Acute, Emergency and Critical Care Division, and you will soon get to meet and know us. This handbook is relevant to all students undertaking the Advanced Certificate Critical Care. It contains information that will assist you in completing your course.*

*Your course is a busy programme of study and normally completed over 1 year. As part-time students early planning for your studies is paramount in recognition of your work and family commitments. The course might seem complicated or overwhelming at first glance, however we have built up a lot of experience in helping you to achieve the outcomes of the award and have a stimulating learning experience at the same time. This course handbook is designed to help you get started and to find your way through your course by the most direct route.*

*The Course and Module Leader and Module Teams are here to help you, they will keep you focused and provide information, guidance and help at the appropriate times in the course.*

*The course will be regularly reviewed by the University and the Course Management Team to ensure that it meets the needs and demands of current practice. Your views are important and you will be asked to take part in course review and evaluation in different ways. If you have any points that you wish to raise regarding the course at any point, please refer to your course leader who will ensure that your views are directed to the appropriate person or committee.*

*Enjoy your programme of study. It is a busy course, but you will have a lot of help along the way to achieve your award and at the end you will be able to recognise your accomplishments in enhancing your professional practice.*

*Alison Eddleston, Course Leader & Senior Lecturer – Acute, Critical and Emergency Care*



#### **1.1 Rationale, aims and learning outcomes of the course**

The NHS is undergoing constant change and the need for practitioners who are knowledgeable and skilled in their field of practice, but also adaptable and flexible remains a constant factor. We have worked in partnership with clinicians in the design and development of the course along with reference to appropriate professional organisations and the most up to date and relevant practice documents, reports and frameworks. The course will be regularly reviewed by the University and

the Course Management Team, to ensure that it meets the needs and demands of current practice.

The aims of this course are:

- To meet the needs of professional health care practitioners from various care environments to explore, develop and extend their understanding and application of knowledge of the critically ill in order to enhance their clinical practice and enhance patient care.
- To facilitate students to reflect on their own experiences, challenge assumptions and consider alternative courses of action to support the development of a high quality, service/carer-user led service.
- To support exploration of the drivers that influence and shape contemporary professional practice in health and social care organisations.

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- To allow students to create a personalised programme of study that meets personal, professional and organisational requirements whilst working towards a recognised academic qualification.
- To provide students with the opportunity to share professional knowledge and insight.

On successful completion of the course you will have achieved all the individual module learning outcomes from a practice and theoretical perspective. Collectively the modules build depth and breadth to your learning and development, leading to achievement of the course learning outcomes. The course will encourage you to become a 'lifelong' learner, who is eager to continue to learn and promote health care values and contribute to the development of evidence based practice and effective clinical outcomes. The learning outcomes for this course are located in the Programme Specification (appendix A).

### 1.2 Course Team

The Advanced Certificate Critical Care has a dedicated team to help you learn and develop your practice. The team is made up of key lecturers and clinical practitioners. You will interact with these key individuals who have specific roles and responsibilities in helping you throughout the course. In general, you will find that staff in the university and in the clinical areas offer help, support and advice on a wide range of issues.

### 1.3 Expertise of staff

The course team have divergent clinical, academic and research backgrounds which enhances the suite of modules associated with this programme. Therefore, students can be assured that the experience that each team member provides is commensurate with the specialist themes of the associated modules.

#### *In Practice: your practice learning support team:*

A **Mentor** is a member of staff who has specialised knowledge and skills in the clinical setting and who will support your learning and development in clinical practice and who will assess the level and application of your knowledge and skills throughout the course.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



### 1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

#### **Brook Building**

Community, Health and Midwifery  
Nursing  
Health Sciences  
Social Work, Care and Community  
Telephone: (01772) 891992 / 891993  
Email: [brookhub@uclan.ac.uk](mailto:brookhub@uclan.ac.uk)

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### 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Students will expect a response to e-mail communication in accordance with university policy.

As well as using email the School utilises a variety of methods to communicate with you such as by post, Blackboard, notice-boards and mobile phones. It is thus important for you to inform us immediately of any change of address or mobile phone number so that we can update our records accordingly. This is your responsibility and we cannot be held responsible for any communication failure if you have not informed us of changes.

### 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. External Examiner reports will be made available to you electronically; these can be found via the School of Health Science's blackboard page.

The course leader will ensure a sample of student coursework is sent to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. The external examiner for your course is Sara Morris Lecturer, Adult Nursing & BSc (Hons) Clinical Practice Award Lead School of Nursing and Midwifery Keele University.

## 2. Structure of the course



### 2.1 Overall structure

The course is packaged into modules and each module comes complete with an expected amount of work – in reading, thinking, preparing for sessions and taking part in classroom discussions. Each module is also assessed. The learning outcomes for each module have to be met. The modules have different types of assessment. In recognition of previous study and experience registered practitioners have attained, the modules are at academic level 6. This level not only requires the application of knowledge in your assessments, but a wider and deeper level of subject knowledge to permit critical thinking and analysis.

The university year is divided into 'semesters' and there are three semesters a year. At the start of the course, we will provide more detailed information as to the structure of the year ahead. The following diagrams demonstrate the planned schedule of for the year. More detailed information will be given for the start of each year e.g. timetables, rooms, attendance dates.

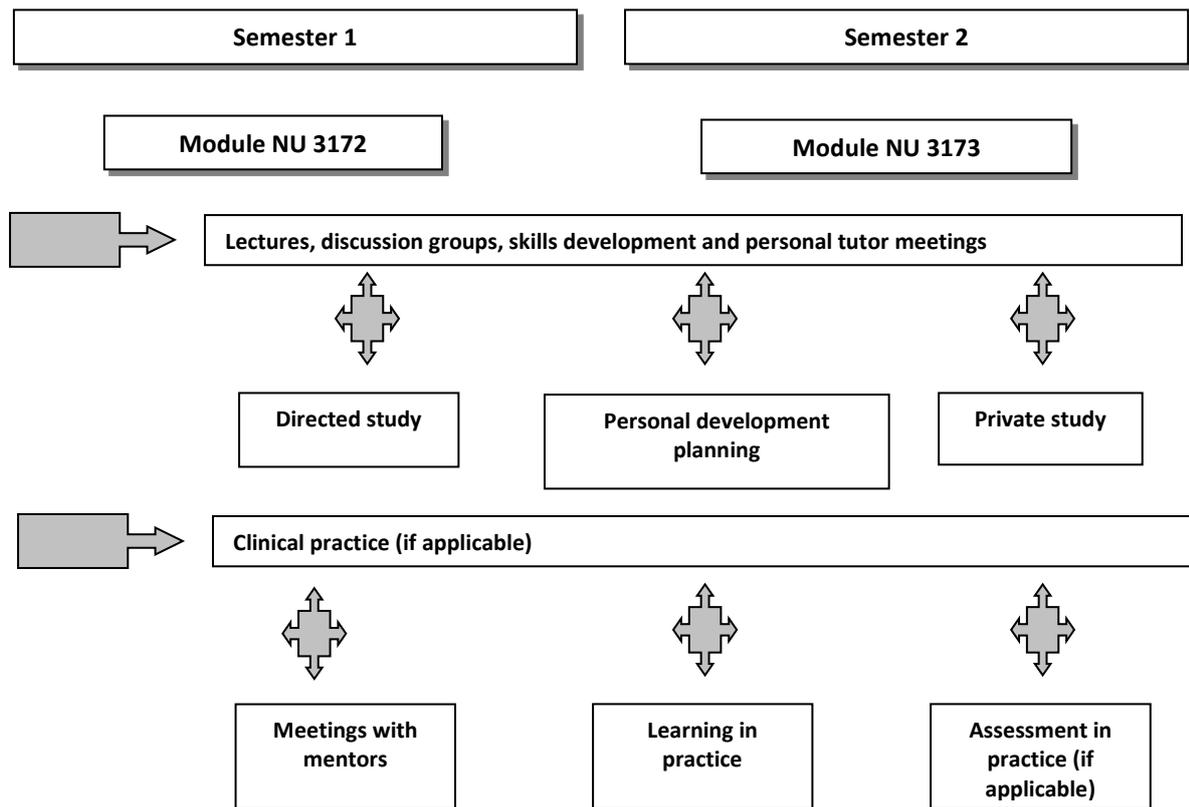
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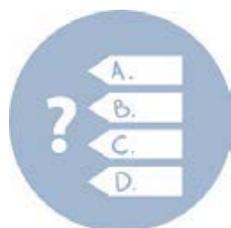
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Example of the academic year



**2.2 Modules available**

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. The full list of modules associated with this course are outlined in section 2.3.



**2.3 Course requirements**

**In order to gain their award, students must pass the 2 core modules from those listed below.**

Module code	Advanced Certificate Critical Care consists of two core modules
NU3172	Assessment & Monitoring of Critical Care Patients
NU3173	Managing Care Delivery of Critical Care Patients

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### 2.4 Module Registration Options

If you are not planning of completing the course over one year, discussions about your progression through the course normally take place toward the end of the first module. You should discuss your intentions with the module leader or with the course leader. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

### 2.5 Study Time

#### 2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

#### 2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

A balanced approach to teaching and learning and assessment in theory and practice is achieved through supporting and guiding you in the development of a structured approach to help you achieve the course outcomes. Each module is designed to encompass approximately 200 hours of learning. Modules have between 36 and 45 hours of contact or attendance time. Therefore, University attendance for module sessions is a small component of your total learning.

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### Theoretical Learning:

This is a complex activity requiring work and effort on the part of student, lecturer and your lead assessor. Theoretical learning comprises:

Class attendance  
 Personal Development Planning (PDP)  
 Directed study  
 Private (personal) study  
 Assignment work  
 Reflection in action and upon action  
 Discussion and debate  
 Course learning and assessment profile

Class contact time with a lecturer is a minimum of 3 hrs per day or a maximum of 6 hrs per day dependent upon subject matter and learning approach. As each day is made up of 7.5 hours allocated theoretical or clinical activity, you can consider that when at University, you should allocate from 2.5 - 4.5 hours per day for the planned or free study period available. You are advised to use your University time as much as possible as the library is open 24/7. If you do not use your University time effectively, you will need to plan extra study time in the evenings at home.

### Practice Learning:

This is an infinitely more complex, subtle and effective activity requiring active commitment on the part of student, lecturer and practice mentor. Practice learning supports:

- Insights into the nature of nursing in a specialist field and the related goals of nursing activity
- The development of a broader range of nursing activity and skills
- Application of key principles and becoming more skilled in comparing and contrasting similarities and differences in practice
- Consideration of holistic practice and experiencing themselves as professional carers and nurses
- Evidence of applying knowledge in practice
- Evidence of being critical of personal actions in practice
- A deepening of knowledge
- The need for deeper explanations and integration of course concepts
- Application of theory to practice in order to reflect upon care issues and processes and conscious beginning of evaluation in practice
- Development of patterns in their nursing knowledge and establishing firm connections between theory and clinical practice.
- A broader range of communication skills throughout the module at a progressively higher level.

Practice learning will actively require diverse evidence collection, clinical supervision, mentorship and the development of resource networks. Effective clinical learning demonstrates the integration of theory and practice in the classroom setting and the practice arena.

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### 2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the relevant specialist module leader.

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Head of School or nominee (usually the module leader). Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties.

We expect 100% attendance at University, however, we realise that this may be a problem due to sickness or unavoidable personal issues. University attendance is monitored and a report is submitted to your clinical manager. At the start of each lesson you will register. If you are sick and decide not to come in to University, you must inform the Module Leader and your Clinical Manager. Students are recommended to identify a 'buddy' who will collect information / hand-outs from sessions you may miss.

Some programmes may monitor attendance using the Student Attendance Monitoring System (SAM). However it is important to note that each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the UCLan Regulations for the Conduct of Students.

[http://www.uclan.ac.uk/aqasu/academic\\_regulations.php](http://www.uclan.ac.uk/aqasu/academic_regulations.php)

If you miss 20% or more of the classroom sessions, you will need to submit additional work to demonstrate to the module leader that you have kept up to date with module sessions/content.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Each time you are in class, you will need to bring your UCLan card to scan in for the register; you must remember that the University has a responsibility to keep information up to date and that you must only scan your own card for the register. To enter any other cards would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations. Students can check their attendance record via myUCLan.

### NHS TRUST SPONSORED STUDENTS

In addition to the University attendance requirements students undertaking post-registration courses, (i.e. Learning Beyond Registration) sponsored by NHS Trusts, are still required to follow the normal procedures for reporting sickness to their employers.

It is important to note that there is an information exchange agreement with NHS Trusts for those students learning beyond registration e.g. those who are NHS Sponsored / Funded which denotes that:

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“Where students do not attend for 2 concurrent timetabled sessions, the Service Level Agreement Lead in each individual Trust will be contacted so that the student can be supported in the completion of their studies.”

### 3. Approaches to teaching and learning

#### 3.1 Expertise of staff

The Critical Care team have many years of experience in both clinical practice and education. The team are professionally active through a variety of activities e.g. speaking at and attending national and international conferences and meetings, contribution to national debate. Current research activities by the team include post registration education, management activities and decision making processes.

#### 3.2 Learning and teaching methods

The University has an established learning and teaching strategy that influences and shapes the delivery of the course. ‘Learning’ comes first in the title of this strategy to show its importance in the daily activity of the University. Lecturing and clinical staff will help you to learn. Entering into a new area of knowledge requires you to learn. Looking this up in a thesaurus ‘learn’ can be replaced with: ‘Study’ – ‘be taught’, ‘be trained’, ‘become skilled at’, ‘gain knowledge of’. Equally the word ‘find-out’ instead of ‘learn’ reflects a more personal approach – ‘discover’, ‘realise’, ‘gather’, ‘understand’. You will learn through interacting with lecturers and clinical staff, attending lectures and training sessions, but also through personal development – you will ‘find out’. Bringing learning to the forefront of what we the lecturers and clinical staff and you the students do facilitates a mutually supportive learning relationship.

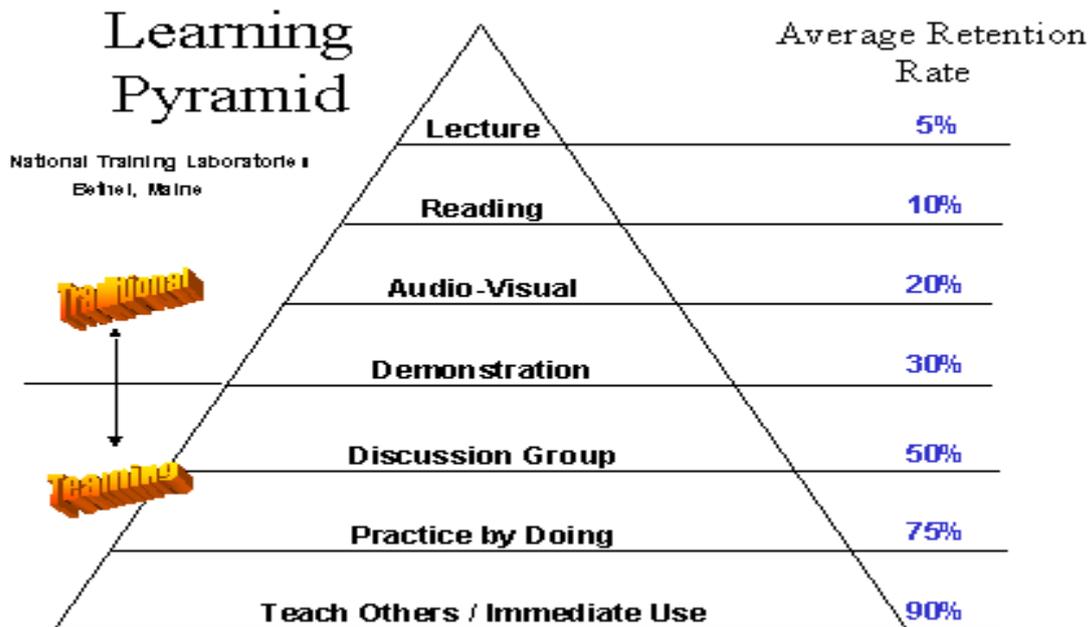
You should not only learn, you should discover how you learn best. The curriculum has been designed to offer you, and to facilitate your development of, a range of learning experiences from which you can continue to learn well and independently. This will equip you to be a lifelong, independent learner. There is, however, little point in doing this if you cannot apply your learning and this requires the use of a range of thinking skills. The number of thinking skills needed to apply learning greatly exceeds the number needed just to learn. Therefore, the course will facilitate you to develop both your capacity and performance in thinking as well as in learning. Such approaches in the University will include reflection, critical reading, problem based learning activities, directed study, lectures, discussion groups, and group and team working. You will be given a learning and assessment framework with information and forms to help you plan your development and learning.

##### 3.2.1 COURSE LEARNING STRATEGIES

The learning pyramid reflects the experience of teachers across the world – students retain information better through practice! This course uses all approaches, but has a strong emphasis on bringing together the knowledge, skills and techniques and professional behaviours needed for practice and letting you learn safely in clinical skills laboratories and in practice. Traditional teaching and learning methods will help you gain fundamental knowledge and skills while more innovative ‘teaming’ methods will help you develop higher order cognitive skills such as critical thinking and problem-solving. These are all skills that you will need to develop expertise and enhance you.

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## The Learning Pyramid



## 3.2.2 STUDENT LEARNING ACTIVITIES

**Active Learning**

Active learning refers to learning activities employed during your course to enrich your learning experience. It involves activities such as enquiry-based learning, scenario-based learning, writing, skills learning in the University skills laboratories and in practice, and case study analysis. The aims of active learning activities are to develop your competency in a number of skills which are important in your professional life:

- Problem-solving
- Self-directed learning
- Small group learning
- Critical thinking skills
- Integration of different parts of the curriculum

**Student learning activities**

1. Learning through getting ready;
2. Learning from sources;
3. Learning by doing;
4. Learning from feedback;
5. Learning by thinking ahead.

**1. Why is Getting Ready important?**

In theory, Getting Ready activates prior knowledge, orients you to a web of connections about the topic, and establishes anticipatory structures.

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### 2. Why is Learning from Sources important?

In theory, Learning from Sources is important because new information actively encoded in relation to prior knowledge and potential application in practice, provides an expanded knowledge base for thoughtful action.

### 3. Why is Learning by doing important?

In theory, Learning by Doing is important because active use of knowledge in diverse, thought demanding tasks yields a rich, empowering, and flexible knowledge base.

### 4. Why is Learning from Feedback important?

In theory, learning depends on frequent informative feedback; learners need to think through and use feedback to guide and deepen their understanding as they continue to engage in the tasks.

### 5. Why is Learning by Thinking Ahead important?

In theory, reflective thinking and connection-making foster transfer of knowledge; planning further learning establishes anticipatory knowledge structures that foster learning.

### How does this relate to the Advanced Certificate Critical Care?

You will bring with you pre-existing knowledge and skills which you will be able to use in your new endeavours.

- You will learn new theoretical concepts and practical skills in University, which will help develop your practice;
- You will have many opportunities to relate your new knowledge and skills to real situations in practice;
- You will receive timely and meaningful feedback to both your written and practical work, enabling you to 'tailor' your personal and professional development accordingly. During your programme you will experience many new things and be part of many thought provoking situations. Reflecting on these will aid your learning and inform your future practice

### Active studentship

Socrates, the Greek philosopher, is famous for saying that he was wise only because he knew how little he knew. What he did supremely well, it seems, was to pay attention to what others said and to ask probing questions to expose gaps or weaknesses in their arguments. This is a major part of active participation as a student. Just sitting back in lectures and seminars and expecting everything to be handed to you on a plate will not result in you gaining a full appreciation of your subject; nor will it stand you in good stead in the tough market for sharp-thinking graduates. If your mind is buzzing, you will always be coming up with more questions, which is just as it should be — the more powerful telescopes become, the more stars appear.

**Be alert** - The single basic requirement for good questioning is good concentration. There's nothing worse than asking a question that actually got answered two minutes ago while you were doodling in the margins. Don't let yourself be distracted either. Try and remain alert.

**Be sharp** - If you sit in your chair, pondering and re-pondering what you might ask, the moment will pass and your question may become irrelevant or disorientating. Get used to formulating your questions 'on the hoof' and 'thinking aloud'.

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**Be brave** - If something is troubling you, don't be afraid to say so. You'd be surprised how often eminent people ask the very question you just decided not to ask because you feared you might look foolish!

**Be sceptical - Be suspicious, doubt everything.** You want to know the truth: truth needs proof; so it doesn't matter who it is that claims to be telling you 'the facts' — you need to seek the reasons and the supporting evidence.

Be demanding of yourself and your reading - As a student, you have a right to support from your tutors in building your knowledge. Sometimes your tutors want you to think things through for yourself, so they won't 'spoon-feed' you with answers — that's their right. (Very often, tutors will set tasks that are as much about how you find your answer as what that answer is.)

So when you're reading:

1. Seek definitions
2. Seek examples
3. Look for precision — don't accept careless vagueness, don't buy slogans;
4. Ensure there's relevance — if you can't, in all honesty, see how what's been written fits in with the general context, seek help from your tutor and
5. Ensure there is a focus — always beware of red herrings placed by the author!

**Be yourself** - Think about what is being said by tutors and fellow students in relation to you, your knowledge and your experience. Does it fit the world, as you know it? Your views may not be the final word on the subject, but they certainly count. So do not sit passively by while information washes around you: interact. Be constantly measuring up what you see/hear with what you believe. Have your own thoughts and evidence lined up in your head ready to be called upon — compare them with other evidence presented and be ready to query something whenever you feel you may have good reason for doubt.

**Be prepared** - Part of the purpose and intention of 'reading around the subject' is to get you into an appropriate frame of thinking before classroom sessions. You shouldn't expect to come to the sessions 'cold' and for everything still to fall neatly into place before your very eyes. On the other hand, if you have done some thinking about what issues are likely to come up, you've read a key text or two and made some notes of puzzles and issues arising, and you've marshalled your thoughts so that you can articulate them effectively, then you will get a lot more out of each class and be a much more constructive member of the collective.

**Be imaginative** - It's very easy to focus so closely on what is presented to you that you forget to look around and beyond it. So ask yourself about what is not said in any presentation: what is being assumed, what is being quietly brushed under the carpet, what are the unconsidered consequences of what's being said?

**Be child-like** - Sometimes the toughest questions are not the complex intricate ones that a professor might ask, but the naive kind that children ask — they bring us back down to earth and really question the foundations upon which people sometimes build impressive-looking but potentially shaky theories. Always remember the hardest of all such questions is: 'Why?' It's hard to ask, and harder still to answer, but we always have to be prepared to face up to it.

**Be alert (2)** - Concentrate on the answers you get to your questions, too. Don't just sit there feeling relieved at having taken the plunge, or smug because you thought of something they

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didn't. Pay attention to responses to questions from your tutors and colleagues: be ready to follow up with other questions if a new and/or interesting line of thought has arisen.

### 3.3 Study skills

In order to help you fulfil your true potential in your academic studies we have devised a Personal Development Planning (PDP) programme that supports the module content throughout the course. Personal Development planning aims to develop your Information Technology skills i.e. word processing skills, information retrieval skills, internet, Blackboard and emailing skills. PDP activities will also prepare you for your assessments i.e. theoretical study skills sessions will include essay writing, preparation for examinations. Additional help with study skills can be accessed through WISER

<http://www.uclan.ac.uk/students/wiser/index.php>



### 3.4 Learning resources

#### 3.4.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_group\\_id=25\\_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_group_id=25_1)

#### 3.4.2 Electronic Resources

Blackboard is the brand name for the on-line Virtual Learning Environment (VLE) that UCLan has implemented to support and enhance teaching and learning. You can access Blackboard via the university homepage by clicking on the student tab. All University students have been allocated an area known as their Blackboard module space. Once logged into your Blackboard area you can access all of the modules listed under your name. All associated module documents and learning support materials will be located on the relevant module spaces.

### 3.5 Personal development planning

Personal Development Planning (PDP) is a process designed to assist you to get the most from your time at University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development.

PDP provides an opportunity for you to develop your capacity for learning by encouraging an on-going cycle of:

- self-reflection on why and how you are learning;
- identification of your 'next steps' through target setting and action planning;
- monitoring and recording of your academic learning, personal development, your skills development and career management.

For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of clinical experience and clinical skills associated with the module. You may also be achieving skills or may have gained awards outside of university, which should also be recorded.

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The main benefits you will achieve by participating in the PDP process are that you will become more:

- self-aware, self-confident, reflective and self-directed in your learning
- able to plan and take responsibility for your own learning
- able to articulate personal goals and evaluate progress and achievement
- able to link your current learning to a wider context and to your future development.

Therefore by actively participating in PDP you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness. Another important aspect of PDP is that it integrates personal development with academic activity and helps you to become more self-aware. It also helps you recognise value and further develop core skills such as personal and interpersonal skills, problem solving and team working.

### PDP Process

PDP is an on-going process undertaken through each level of your course. What you need to know about PDP activities included within your course will be outlined during the course induction and at commencement of each subsequent academic year. Self-evaluation on completion of modules and each year of your course will be integral to the process.

### PDP Progress File

As part of PDP you should build a PDP Progress File, which contains records of your progress and achievements during each module, each semester and year of the course. You can collate a wide range of material for this file during your course as well as from experiences outside the university, which contribute to your personal, academic and professional development (e.g. voluntary work, awards, employment).

### Content of a Progress File

A range of suggested contents for this file are outlined below:

Action Plans

Reflective Logs

Self-evaluations

Notes from Academic advisor meetings

Records of Achievement: (Study and Key skills from use of Learning Resource and Key skills Websites, Course - Marking Feedback Sheets, Learning Contracts and Clinical Assessment Records, Personal Records, Wider personal achievements)

Transcripts

Course Handbook

Module Pack/Handbook for each module undertaken

Learning evidence e.g. handouts; reading list; literature search findings

Learning notes

Attendance-Sickness/Absence record

Personal Curriculum Vitae

Copy of references

Job application

Continuing Professional Development Plans

### Professional PDP requirements

## Programme Specification Template

At the end of your course you will have a complete Progress File which consists of an overall record of achievement including:

- A student transcript setting out details of your practice and academic learning. The student transcript is generated by the university and will be provided for you at the end of the course.
- A personal development record summarising your overall development, including the skills and the qualities acquired during your course/unit plus goals for continuing learning and professional development at the point of completion. It is your responsibility, with the support of the academic advisor, to produce the personal development record.

You will find your completed progress file useful for a range of additional purposes – for example, you can draw on it when you apply for jobs and you can use it as a building block for Continuing Professional Development and PDP within your current or future professional roles.

### Support available for PDP

All students are offered information via the PDP website on the Student Office. General guidance is available from course staff and in particular academic advisors will provide support for your PDP activities. It is recommended that at your support sessions with your academic advisor that you take your PDP documents which will help provide a clear focus for discussion of your progress through the course.

Resources available on the School of Health PDP Website

A range of resources is available on the PDP Website and these include:

Links to Study Skills and Key Skills

Links to PDP Action Planning and Employability

Professional Links

Feedback Opportunity

You can visit the PDP website on the Student Office - all you need to access this resource is your User Name and Password.



### 3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your course, but an important part of it which will help you to show future employers just how valuable your course is. These “Employability

Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment.
- Careers offers a range of support for you including:-
- career and employability advice and guidance appointments
- workshops, seminars, modules, certificates and events to develop your skills
- Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

## Programme Specification Template

Upon completion of this course, some students have applied for and been successful in promotion in the workplace.

It's your future: take charge of it!

### 4. Student Support

In the first instance please contact your relevant specialist module leader / course leader for advice, support and signposting.

Queries linked to administrative aspects of your programme should be directed to [brookhub@uclan.ac.uk](mailto:brookhub@uclan.ac.uk) or (01772) 891992.



#### 4.1 Academic Advisors

You will be allocated an academic advisor (who may also be the course leader). Your academic advisor is responsible for supporting you throughout the whole of your programme of study, facilitating personal and academic growth. You need to contact them in the first instance if you have any concerns / difficulties in relation to your course of study. In readiness for any planned meeting, please ensure you come equipped with some ideas and suggestions linked to assessed work.

#### 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

[https://www.uclan.ac.uk/students/health/disability\\_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

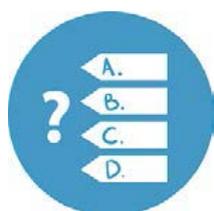
#### Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. You should inform your module leader in the first instance so that appropriate facilitation may take place. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) or the School disability contact. However, in the first instance, please contact your course leader for advice.

#### 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

## 5. Assessment



#### 5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

#### Assessment Strategy

## Programme Specification Template

Assessments are important; they help to evaluate your learning. We believe in assessment for learning.

At the start of each module you will receive assessment information that will provide details of the assessments. If you have more than one assignment for a module, you will find that the submission dates for assessments may be staggered. You should take careful note of when you are expected to submit work. Assessments must be submitted no later than the date on your assignment briefs. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this to your module tutor at the earliest possible opportunity.

You are responsible for your course work. No one else can plan this for you although we will give you a structured approach to achieving set goals throughout the year.

### Course assessment

The modules are assessed in both theory and practice. Theory assessment is by written assignments, presentations and examinations. Clinical practice will be assessed through step2 & 3 clinical competencies and supporting evidence.

You will note in each module descriptor (see module handbooks) that all assessed elements must achieve a pass grade for the module to be successfully completed. For theoretical assignments the pass grade is 40%, all theoretical assessments are marked and moderated in accordance with the School Health theoretical marking criteria. Practice assessments receive a PASS or REFER statement dependent upon achievement of the assessment criteria. It is very important that you review the guidelines for assessment in the school handbook and understand your responsibilities in the assessment process.

### Formative and summative assessment

Formative assessment allows you to review, reflect upon and discuss your progress. The formative session may turn into a tutorial, a learning opportunity, or it may result in an action plan. You may have as many opportunities for formative assessment as you need - you just have to arrange them! You will note that in some modules, assignments will be handed in at different times. Earlier assignments are designed to provide formative feedback to you so that you can monitor your own progress. In practice, your mentor will assess you in a particular skill or competency. If you do not immediately reach the required standard, the assessment becomes a formative experience and you can reflect on your progress to date and try again. Once the required standard is achieved, your mentor will 'sign you off' as competent.

Summative assessment is a judgment of your achievement of the learning outcomes. Each module has a summative assessment strategy and you will be given detailed information at the start of each module. Summative assessment allows all students on the module to be assessed as fairly and equitably as possible. A date is set for achievement of summative assessment. It contributes to an overall achievement for an award.

### 5.2 Notification of assignments and examination arrangements

Module leaders will inform you of the requirements for individual assessments.

All pieces of assessed work on submission should:

- Be submitted no later than by 11.59pm on the due date unless an extension has been approved or extenuating circumstances have been submitted.

## Programme Specification Template

- Any assignment received up to 5 days late without prior arrangement will receive 40% maximum for that assignment, after 5 days 0%. Please refer to the School Handbook section on 'Submission of Assignments'.
- Be submitted through a programme called Turn tin - a plagiarism detection service. This applies to written pieces of work. More details will be provided by the relevant module leader.

In accordance with university guidance, all written work submitted for summative submission will be marked anonymously.

Associated feedback, including dates will be highlighted in each of the module handbooks.

Arrangement for modules with examinations will be provided in the relevant module handbooks.

### 5.3 Referencing

The reference citation style within the school is APA (6<sup>th</sup> ed.). The links to the current referencing guide can be found via each module blackboard space.

### 5.4 Confidential material

When you are engaged in courses that involve doing practice placements, documenting research and producing written work, you may be using very sensitive information. As a result you are required to always respect confidentiality, and to maintain the anonymity of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality. In professional courses you will be developing your professional role and responsibilities, which you will require in practice settings in relation to anonymity and confidentiality of the patient/client group

The policy of maintaining anonymity and confidentiality applies to you whether you are an undergraduate or post graduate student. Remember anonymity and confidentiality are not the same thing! The British Medical Association (BMA) define the two as:

“Confidentiality: The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship.”

“Anonymised information: Information which does not, directly or indirectly identify the person to whom it relates.”

### 5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## Programme Specification Template

### 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



### 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

As a result of feedback from last year's students, some of the sessions in the core module have been reviewed. The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students). The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means. The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them. Students have the opportunity to voice their opinion within the course through mid and end of module evaluation, timetabled sessions with the whole cohort as well as staff student liaison committee meetings.

#### 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

## Programme Specification Template

## 8. Appendices

## 8.1 Programme Specification(s)

## UNIVERSITY OF CENTRAL LANCASHIRE

## Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Preston (Main Campus)
3. University School/Centre	Health Sciences
4. External Accreditation	N/A
5. Title of Final Award	Advanced Certificate Critical Care
6. Modes of Attendance offered	Part Time
7. UCAS Code	N/A
8. Relevant Subject Benchmarking Group(s)	N/A
9. Other external influences	National Standards for Critical Care Nurse Education (Critical Care Network National Nurse Leads 2012), National Competency Framework for Adult Critical Care Nurses (Critical Care Network National Leads 2012) Department of Health (DH) (2000) <i>Comprehensive Critical Care: A Review of Adults Critical Care Services</i> . London: DH  NHS Knowledge and Skills Framework; National Service Frameworks; Francis Report (2013); Keogh Review (2013); NHS Constitution (DH March 2013); Patients First and Foremost (2013); Delivering Dignity (NHS Confederation, 2012); Equity and Excellence: Liberating the NHS (July 2010); Education Outcomes Framework (DH March 2013) Care Quality Commission, NHS Outcomes Framework (Dec 2010), QIPP work streams. Framework for Action on Interprofessional Education and Collaborative Practice (WHO 2010). Time to Act: Severe sepsis: rapid diagnosis and treatment saves lives -Parliamentary and Health Service Ombudsman ( 2013).
10. Date of production/revision of this form	January 2014
11. Aims of the Programme	
The aims of this courses are:	
<ul style="list-style-type: none"> <li>To meet the needs of professional health care practitioners from various care environments to explore, develop and extend their understanding and application of knowledge of the critically ill in order to enhance their clinical practice and enhance patient care.</li> </ul>	

## Programme Specification Template

<ul style="list-style-type: none"> <li>To facilitate students to reflect on their own experiences, challenge assumptions and consider alternative courses of action to support the development of a high quality, service/carer-user led service.</li> </ul>
<ul style="list-style-type: none"> <li>To support exploration of the drivers that influence and shape contemporary professional practice in health and social care organisations.</li> </ul>
<ul style="list-style-type: none"> <li>To allow students to create a personalised programme of study that meets personal, professional and organisational requirements whilst working towards a recognised academic qualification.</li> </ul>
<ul style="list-style-type: none"> <li>To provide students with the opportunity to share professional knowledge and insight.</li> </ul>

### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

At the end of the course the student will be able to:

- A1. Identify, retrieve and critical appraise research findings to promote evidence based practice and clinical effectiveness.
- A2. Select, assess and manage information / data to inform clinical decision-making.
- A3. Critically debate the impact of legal and professional frameworks that govern practice, practitioner's roles and role boundaries.
- A4. Adopt a critical, questioning approach to practice and participate in the development of a learning environment that facilitates the development of practice.

#### Teaching and Learning Methods

Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse clinical and educational experiences.

- Key lectures to introduce themes and concepts
- Class room based discussion to enable student to reflect on their own practice and share ideas with others
- Student seminar – individual and group
- Group work activity e.g. problem solving exercises, case studies,
- Directed study in the form of workbooks, reflection on practice, guided reading
- Use VLE/ Blackboard to provide supplemental reading/activity, module information and a student discussion board

#### Assessment methods

Essays, written examinations, case studies, ,

#### B. Subject-specific skills

At the end of the course the student will be able to:

- B1 Analyse the altered physiological processes of specific conditions eg Sepsis; and specific diseases eg Cardiac, Respiratory, Renal, Neurological, Gastrointestinal and explain how they manifest in clinical practice.
- B2. Critically analyse the data obtained through clinical assessment, monitoring and surveillance to inform diagnosis, care planning and delivery and the evaluation of the effectiveness of clinical interventions.
- B3. Critically evaluate specialist knowledge and skills used in the assessment, planning, implementation and evaluation of individualised plans of care for patients through the trajectory of care in health and /or social care environments.
- B4. Critically reflect on the roles that members of the multi disciplinary team and service users/carers have in the overall provision of care acknowledging and promoting their contribution to the delivery of effective high quality care.
- B5. Facilitate and support the involvement of service users/carers in the delivery of care and/or development of the service.

#### Teaching and Learning Methods

Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse clinical and educational experiences.

- Key lectures to introduce themes and concepts
- Class room based discussion to enable student to reflect on their own practice and share ideas with others
- Group work activity e.g. problem solving exercises, case studies,
- Directed study in the form of workbooks, reflection on practice, guided reading
- Use of e-learn as a platform for full delivery of certain modules

### Programme Specification Template

<ul style="list-style-type: none"> <li>• Use VLE/Blackboard to provide supplemental reading/activity, module information and a student discussion board</li> <li>• Portfolio development to support practice based reflection, capture development and record achievements</li> <li>• Clinical placement/networking opportunities Clinical skills laboratory activity to facilitate skill development, problem solving and decision making skills</li> </ul>
<b>Assessment methods</b>
Essays, written examinations, case studies, , Competency schedule
<b>C. Thinking Skills</b>
At the end of the course the student will be able to: C1. Explore challenges that arise from a patient /carer, organisational and/or professional perspectives, identify creative solutions and analyse outcomes to aid problem solving C2. Reflect on, and critically analyse practice, integrating practice and theory and evaluating the outcome of interventions.. C3. Critically analyse contemporary evidence underpinning inter-professional approaches to care
<b>Teaching and Learning Methods</b>
Essays, written examinations, case studies, e-learn
<b>Assessment methods</b>
Essays, written examinations, case studies, ,
<b>D. Other skills relevant to employability and personal development</b>
At the end of the course the student will be able to D1. Demonstrate the ability and desire to learn for oneself and improve one's self awareness and performance D2. Use information technology when working to meet the needs of patient/clients D3. Appreciate the impact of organisational culture, policies and processes on service delivery
<b>Teaching and Learning Methods</b>
Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse clinical and educational experiences. <ul style="list-style-type: none"> <li>• Key lectures to introduce themes and concepts</li> <li>• Class room based discussion to enable student to reflect on their own practice and share ideas with others</li> <li>• Student seminar – individual and group</li> <li>• Group work activity e.g. problem solving exercises, case studies,</li> <li>• Directed study in the form of workbooks, reflection on practice, guided reading</li> <li>• Use of VLE/ Blackboard to provide supplemental reading/activity, module information and a student discussion board</li> </ul>
<b>Assessment methods</b>
Essays, reflective writing, written examinations, case studies,

## Programme Specification Template

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	NU3172	Assessment and Monitoring of Critical Care Patients	20	<b>Advanced Certificate Critical Care</b> requires 40 credits at Level 6
	NU3173	Managing the Care Delivery of Critical Care Patients	20	
<b>15. Personal Development Planning</b>				
<p>According to QAA (2009), Personal Development Planning (PDP) is:</p> <ul style="list-style-type: none"> <li>• A structured process that is integral to higher level learning</li> <li>• Concerned with learning in an holistic sense (academic and non-academic)</li> <li>• Something done with guidance and support</li> <li>• A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives</li> <li>• Intended to improve the capacity of the individual to communicate their learning to others who are interested in it (academic staff/ employers)</li> </ul> <p><b>Reference</b> Quality Assurance Agency for Higher Education (2009). Personal development planning: guidance for institutional policy and practice in higher education. Quality Assurance Agency for Higher Education</p> <p><a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Personal-development-planning-guidance-for-institutional-policy-and-practice-in-higher-education.aspx">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Personal-development-planning-guidance-for-institutional-policy-and-practice-in-higher-education.aspx</a></p> <p>PDP plays an influential role in this course by enabling you to engage in the process of personal and professional reflection in order to achieve not only the learning outcomes of this course but develop lifelong learning skills. This PDP process will assist with your personal development by enabling you to develop the ability to become more self-aware, by your identifying strengths and weaknesses to support your learning. By taking responsibility for your own development, you will become more confident in your ability to work alongside enhancing others and gain additional skills that will enhance problem solving and team working.</p> <p>As part of PDP, you should build a PDP Progress File, which contains records of your progress and achievements during each module, each semester and year of the course. You can collate a wide range of material for this file during your course as well as from experiences outside the university, which contribute to your personal</p>				
<b>16. Admissions criteria</b>				
<p>Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.</p> <p>Students will be informed of their personal minimum entry criteria in their offer letter.</p> <ul style="list-style-type: none"> <li>• Students must have a current professional registration with a relevant professional/statutory body, such as the Nursing and Midwifery Council or Health Care Professionals Council</li> <li>• Work within an appropriate health care setting appropriate to the outcome award for a minimum of six months, and be contracted to work for at least 18 hours per week</li> <li>• They are required to be supported by their manager and may need to identify a clinical mentor for particular modules</li> </ul>				

### Programme Specification Template

- Pre-registration diplomats and baccalaureate graduates must demonstrate 12 months relevant clinical experience to be eligible for this course.
  - Provide at least one reference
  - Be able to satisfy the Course Leader that you are suitable to engage with the programme
- Informal enquiries are welcomed. Your application will be considered on its merits and in the light of the nature and scope of the programme. You may be invited for an informal discussion before being offered a place. The purpose of this discussion is first to ensure that you understand the nature of the programme and its demands and to plan your modular route leading to the identified award. Identification of financial support will be noted. If you do not meet the above criteria you may still be considered for admission to the programme; you will be required to provide evidence of suitable experience and supportive qualifications

Overseas applicants must be registered with the Nursing and Midwifery Council or Health Professions Council.

#### **Accreditation of Prior and Experiential Learning**

The **Accreditation of Prior Learning** (APL) is a process which enables people of all ages and backgrounds to receive recognition and formal credit for learning acquired in the past through formal study and through work and other life experiences (UCLan Student Affairs Service 2006). Due to the short nature of this course you will not be permitted to APL past learning experiences.

#### **17. Key sources of information about the programme**

- Fact sheet: <http://www.uclan.ac.uk>
- Course Enquiries School of Health – telephone +44 (0)1772 892400 or email: [cenquiries@uclan.ac.uk](mailto:cenquiries@uclan.ac.uk).
- Course Leader –Alison Eddleston Tel 01772 893615  
Email: [aeddleston@uclan.ac.uk](mailto:aeddleston@uclan.ac.uk)

### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes														
				Knowledge and understanding				Subject-specific Skills					Thinking Skills			Other		
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3
	NU3172	Assessment and Monitoring of Critical Care Patients	O	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	NU3173	Managing the Care Delivery of Critical Care Patients	O	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks