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.
Mission and Values

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

Our values:

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
CONTENTS

Mission and Values ................................................................. Error! Bookmark not defined.

Student Charter........................................................................... 2

Supporting Diversity at UCLan .................................................. 2

1. Introduction to the course....................................................... 6
   1.1 Welcome to the course .................................................... 6
   1.2 Rationale, aims and learning outcomes of the course................ 7
   1.2.1 Course Aims ................................................................ 7
   1.2.2 Course Learning Outcomes ........................................... 7
   1.3 Course Team ..................................................................... 8
   1.3.1 Course LEADER .......................................................... 8
   1.3.2 Module leader .............................................................. 8
   1.4 Academic advisor ............................................................ 12
   1.5 Hub administration details ................................................ 12
   1.6 COMMUNICATION ......................................................... 13
   1.7 EXTERNAL EXAMINER ................................................... 14

2. Structure of the course ............................................................ 15
   2.1 Overall structure ............................................................. 15
   2.1.1 Accreditation of Prior Learning ....................................... 15
   2.2 Modules available ............................................................ 16
   2.2.1 Progression .................................................................. 16
   2.2.2 What Next? .................................................................. 16
   2.3 STUDY TIME ................................................................. 17
   2.3.1 TIMETABLE ............................................................... 17
   2.3.2 EXPECTED HOURS OF STUDY ..................................... 17
   2.3.3 ATTENDANCE REQUIREMENTS .................................. 19
   2.3.4 NHS TRUST SPONSORED STUDENTS ......................... 20
   2.4 DATA PROTECTION ....................................................... 20

3. Approaches to teaching and learning ...................................... 21
   3.1 Expertise of staff ............................................................ 21
3.2 Learning and teaching methods ........................................................................... 21
3.2.1 Course Learning Strategies ........................................................................... 22
3.2.2 Student Learning Activities .......................................................................... 23
3.3 STUDY SKILLS ................................................................................................. 29
3.4 LEARNING RESOURCES .................................................................................. 29
3.4.1 LEARNING INFORMATION SERVICES (LIS) ................................................ 29
3.4.2 ELECTRONIC RESOURCES ......................................................................... 30
3.5 PERSONAL DEVELOPMENT PLANNING ......................................................... 32
3.6 PREPARING FOR YOUR CAREER ..................................................................... 35
4. STUDENT SUPPORT, GUIDANCE AND CONDUCT ........................................... 36
  4.1 ACADEMIC ADVISORS .................................................................................... 36
  4.2 STUDENT SUPPORT ........................................................................................ 36
  4.3 STUDENTS WITH DISABILITIES ..................................................................... 37
  4.4 HEALTH AND SAFETY .................................................................................... 37
  4.5 CONDUCT ........................................................................................................ 38
  4.6 STUDENTS’ UNION .......................................................................................... 39
5. ASSESSMENT ....................................................................................................... 40
  5.1 ASSESSMENT STRATEGY .................................................................................. 40
  5.1.1 Overview of Module Assessments and submission dates ............................. 41
  5.2 NOTIFICATION OF ASSIGNMENTS AND EXAMINATION
       ARRANGEMENTS .......................................................................................... 41
  5.2.1 WHAT HAPPENS TO MY WORK AFTER I HAVE HANDED IT IN?.............. 43
  5.3 REFERENCING ................................................................................................ 44
  5.4 CONFIDENTIAL MATERIAL ............................................................................. 44
  5.5 DEALING WITH DIFFICULTIES IN MEETING ASSESSMENT DEADLINES
       ....................................................................................................................... 45
    5.5.1 EXTENUATING CIRCUMSTANCES .............................................................. 46
    5.5.2 LATE SUBMISSIONS ................................................................................ 47
  5.6 FEEDBACK FOLLOWING ASSESSMENTS ....................................................... 47
  5.7 CHEATING, PLAGIARISM, COLLUSION OR RE-PRESENTATION .................... 48
  5.8 APPEALS AGAINST ASSESSMENT BOARD DECISIONS ............................... 50
6. Course regulations........................................................................................................51
6.1 Course requirements................................................................................................51
6.2 Classification of Awards.........................................................................................51
7. STUDENT VOICE .......................................................................................................52
7.1 COURSE REPRESENTATIVES AND SCHOOL PRESIDENTS ......................52
7.2 STUDENT STAFF LIAISON COMMITTEE MEETINGS (SSLC) .............53
7.3 COMPLAINTS .........................................................................................................54
8. Appendices ............................................................................................................55
8.1 Programme Specification.......................................................................................55
1. INTRODUCTION TO THE COURSE

1.1 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, Critical Care & Emergency Division and you will soon get to meet and know us. This handbook is relevant to all students undertaking the Graduate Certificate in Critical Care Nursing. 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.

Best Wishes

Alison

Alison Eddleston, Senior Lecturer – Acute, Critical and Emergency Care Division
1.2 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.

1.2.1 COURSE AIMS

The aims of the Graduate Certificate in Critical Care Nursing are to:

Enable critical care nurses from clinical environments relevant to the outcome award to explore and extend their understanding and application of the knowledge that informs competent clinical practice.

Facilitate critical care nurses to reflect on their own experiences, challenge assumptions and consider alternative courses of action to support the development of a high quality critical care service designed to meet the needs of professional health care practitioners from various care environments to explore, develop and enhance their practice.

Support exploration of the drivers that influence and shape contemporary professional practice in health and social care organisations.

The aims for this course can be found in the Programme Specification (appendix A).

1.2.2 COURSE LEARNING OUTCOMES

On successful completion of the course you will achieved all the individual module learning outcomes from a clinical (where relevant) 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 objectives for this course can be found in the Programme Specification (appendix A).
1.3 COURSE TEAM

The Graduate Certificate in Critical Care Nursing 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.

1.3.1 COURSE LEADER

This course has a designated course leader. The course leader provides academic leadership and is responsible for the effective operation of the course. Your course leader will be able to help if you have any concerns or worries or need to make changes to your programme of study. **Your Course Leader is Alison Eddleston.**

The course content is ‘packaged’ into modules and each module has a named person who is responsible for the delivery and management of the module. You will also find that staff teach across modules and wherever possible, staff with specific and specialised interests will take part in the modules. The table below provides contact details and particular interests and background.

1.3.2 MODULE LEADER

Each module has a designated module leader. The module leader provides module leadership and is responsible for the effective operation of the module. Your module leader is usually your first port of call if you need to discuss any matters in relation to your study at UCLan, as very often, they will also be your Personal Tutor (see 1.4).

Over the course, you have 3 modules to manage and the module leader will offer you support in meeting the learning outcomes. The module leader advise you the module calendar such as timetable and assessment submission dates. In total each module is equivalent to 200 learning hours, this takes into account attendance at University, private or group study and work towards assessment. The submission dates take into account all the work that you need to do in during the course and are carefully chosen to help you plan and achieve your work within the deadlines.
<table>
<thead>
<tr>
<th>Name and Contact details</th>
<th>Module leader</th>
<th>Particular interests and background</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alison Eddleston</strong></td>
<td>NU3172 - Assessment and Monitoring of Critical Care Patients</td>
<td>Alison is a Link Lecturer for critical care and the cardiac directorate at Blackpool, Fylde &amp; Wyre Hospitals NHS Foundation Trust. She is also a link lecturer for critical care and medical assessment at East Lancashire Hospitals NHS Trust where she holds an Honorary Contract and still undertakes clinical practice. Particular interests are critical care education and recognising deterioration in the acutely and critically ill patient. She is a registered nurse teacher with the Nursing and Midwifery Council and Fellow of the Higher Education Academy.</td>
</tr>
<tr>
<td><a href="mailto:aeddleston1@uclan.ac.uk">aeddleston1@uclan.ac.uk</a></td>
<td>NU3173 - Managing Care Delivery of Critical Care Patients</td>
<td></td>
</tr>
<tr>
<td>01772 893615</td>
<td>NU3174- Current Contexts of Critical Care Practice</td>
<td></td>
</tr>
<tr>
<td>GR 215</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>John Billington</strong></td>
<td></td>
<td>John is a Link Lecturer for the Surgical directorate at Lancashire Teaching Hospitals NHS Foundation Trust. He also holds an honorary contract on the Cardiothoracic Intensive Care Unit at Blackpool, Fylde and Wyre Hospitals NHS Foundation Trust and still undertakes clinical practice there. Particular interests are the physical and psychological effects of the critical care environment on patients and their carers and recognising deterioration in the acutely and critically ill patient. He is a registered nurse teacher with the Nursing and Midwifery Council and Fellow of the Higher Education Academy.</td>
</tr>
<tr>
<td><a href="mailto:jjbillington@uclan.ac.uk">jjbillington@uclan.ac.uk</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01772 895197</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BB349</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paul Cairns</strong></td>
<td></td>
<td>Paul is a Link Lecturer for several renal areas including renal services at Lancashire Teaching Hospitals NHS Foundation Trust, Clifton hospital dialysis unit, Blackpool and the Renal unit, Barton House, Wigan.</td>
</tr>
<tr>
<td><a href="mailto:Phcairns2@uclan.ac.uk">Phcairns2@uclan.ac.uk</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Contact Information</td>
<td>Bio</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Paul</td>
<td>01772 895096</td>
<td>Paul has an MSc in the Management of Long Term Health Conditions. His project was entitled &quot;an exploration of registered nurses care experiences in maintenance haemodialysis units&quot;. He is a registered nurse with the Nursing and Midwifery Council and a Fellow of the Higher Education Academy.</td>
</tr>
<tr>
<td>Sarla Gandhi</td>
<td><a href="mailto:sgandhi4@uclan.ac.uk">sgandhi4@uclan.ac.uk</a></td>
<td>Sarla is Link Lecturer at Lancashire Teaching Hospitals NHS Foundation Trust for the Medical Assessment Unit, Neurosciences Directorate, Burns and Plastics Unit as well as the Gynaecology ward. Particular interests are traumatic brain injury, pathophysiology, evidence based practice and practice development. Sarla is very interested in the enhancement of student learning. Sarla was awarded the Vice-Chancellor’s Award in Excellence in Teaching and Learning - Student Support and progression – in 2011 and again in 2012. She is a registered nurse teacher with the Nursing and Midwifery Council and a Fellow of the Higher Education Academy.</td>
</tr>
<tr>
<td>Jacqueline Lowe-berry</td>
<td>01772 893623</td>
<td>Jacqueline Lowe-berry is a Link Lecturer for Cardiac Intensive Care, Surgical Pre-Operative Assessment Unit and Surgical Assessment Unit at Blackpool Fylde and Wyre Hospital Trust that she has an Honorary Contract with as well as an Honorary Contract with Lancashire Teaching Hospitals Trust. Her particular interests are in acute and critical care, pathophysiology, and sociology. Her clinical experience is in acute medicine, cardiac and general intensive care. She is a qualified Nurse, a Fellow of the Higher Education Society and a member of the British Association of Critical Care Nurses.</td>
</tr>
</tbody>
</table>
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

Each student has an academic advisor who is responsible for supporting you throughout the whole of your programme of study, facilitating personal and academic growth. You will be made aware of whom your academic advisor is on the first day of the course.

If you are undertaking two modules lead by the same lecturer, they will be your academic advisor. If you are undertaking two modules lead by different module leaders, Sarla Gandhi will your personal tutor.

Your academic advisor is. **Alison Eddleston**

1.5 HUB ADMINISTRATION DETAILS

Campus Admin Services provides academic administration support for students and staff and are located at Brook building room 204 and is 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. Course specific information is also available via school Blackboard sites.

The hub telephone number is **01772 891992 or 01772 891993**

The hub email contact is **BrookHub@uclan.ac.uk**

This is an important communication centre for the School. Messages can be left and staff will be pleased to answer your general queries. If you want something that could be described as ‘administrative’, then this is a good place to start.
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. The school seeks to take encourage a positive approach to communication.

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.

Please note that allowing for other commitments such as annual leave, staff aim to reply to your email within 3 working days of its receipt. Academic staff are involved in a range of activities, for example they teach across a number of different courses; make placement visits across the Northwest; attend a number of meetings in and outside the University; carry out their own research; and as a result, you should not expect an instant response.

We recognise that email will be a key method by which you communicate with staff and staff with you whilst at the university. There is an UCLan policy for the Use and Administration of Email Services and the advice below on how to make the most effective use of this method of communication is adapted from this and will help to ensure that your emails are dealt with as quickly as possible.

Do

• use appropriate language, be professional and courteous.
• send the email directly to the person who you want a response from.
• make it clear when other people are cc’d into the email that the message indicates why. E.g., i am copying in my course leader so that they are also aware of this situation.
• follow email etiquette guidelines
  
  
  http://www.emailreplies.com/
• keep messages brief and to the point
• ensure the subject line clearly indicates the focus of the email
• indicate early in your message the purpose of your email
• indicate clearly any expected action required by the recipient e.g., ‘please can i arrange a meeting with you about my assignment’ is better than ‘i am struggling with my assignment’
• include all the relevant information to enable staff to respond to you in an efficient manner. E.g., ‘please can you ring me about …….., my number is 0123456789, i am available after 2pm most days....’ is better than ‘please can you ring me about ……..’
• resend the email if you have had no response after 3 working days. If you still receive no response then bring this to the attention of another member of staff, e.g., cohort or course leader. This member of staff will then address the matter with the original member of staff.

• remember that email is not private.

Don’t

• have conversations by email – pick up the phone or go and speak in person.

• routinely use cc and reply all – the unnecessary copying in of a range of people decreases the likelihood of an efficient response and increases email load for academic staff.

• Forward on emails when they were intended only to be read by you.

• use email to discuss confidential information.

• send emails in anger – take time to consider how best to communicate.

• use capitals – it looks like you are shouting.

• use email to avoid personal contact.

• Forward chain letters or junk mail.

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. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework 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.

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. Assessment will be through essays and some modules also have a practice assessment too. 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.

Example:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module NU 3172</strong></td>
<td><strong>Module NU3173 &amp; NU3174</strong></td>
</tr>
<tr>
<td>Lectures, discussion groups, skills development and personal tutor</td>
<td></td>
</tr>
<tr>
<td>Directed study</td>
<td>Personal development planning</td>
</tr>
<tr>
<td>Clinical practice (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Meetings with mentors</td>
<td>Learning in practice</td>
</tr>
</tbody>
</table>

2.1.1 ACCREDITATION OF PRIOR LEARNING

If you consider that you may have already achieved some of the learning outcomes of the course through previous learning, please consult your course leader and gain advice from
the APL Coordinator to find out whether you can make a claim for **accreditation of prior learning** for part of your course.

### 2.2 MODULES AVAILABLE

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Graduate Certificate in Critical Care Nursing consists of the following modules:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU3172</td>
<td>Assessment and monitoring of critical care patients</td>
</tr>
<tr>
<td>NU3173</td>
<td>Managing the care delivery of critical care patients</td>
</tr>
<tr>
<td>NU3174</td>
<td>Current contexts of critical care practice</td>
</tr>
</tbody>
</table>

### 2.2.1 PROGRESSION

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.

### 2.2.2 WHAT NEXT?

Consider applying onto a degree programme, such as the BSc (Hons) Professional Practice offered by the School of Health Sciences. There are a wide range of courses to support your continuing education and professional development offered by the School of Health Sciences. Other degree opportunities exist within the University and you could explore opportunities in Health Studies, Education or Management based degrees as potential options. If you require any information on other courses please contact the Brookhub on 01772 891992 or 891993.
2.3 STUDY TIME

2.3.1 TIMETABLE

You access your timetables online at http://www.uclan.ac.uk/students/timetable.php

At this link you will see your personal timetable. This will be made available to you once you have fully completed your student enrolment process including obtaining your UCLan corporate card (username and password) from the library.

**NB timetables will not be available from any other place.**

You must review your timetable on a regular in order to keep up to date with any changes e.g. room allocations. You should get to know the building codes e.g. Greenbank Building is Gr. The University is well signposted and you should be able to find your way around quite easily. Car parking can be a problem. You should consider purchasing car parking permits for your University study days or explore group travel or travel by train/bus as an option.

2.3.2 EXPECTED HOURS OF STUDY

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.

**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 cares 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, formative and summative assessment processes, 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.
Practice Breakdown

Specific breakdown of this activity cannot be exact, however to support the development of learning, evidence and your portfolio (where relevant) you must identify the range and amount of practice learning activity needed.

Practice Placements

Practice placements enable students to compare and contrast service delivery in a variety of settings and support achievement of learning goals. In addition spending time with members of other professional groups increases the understanding of the interface between and roles of members of the multi-agency team. The critical care team believe that undertaking such activity provides and exposes students a wealth of learning experiences.

During the course students should negotiate time to undertake this type of practice learning activity and it is recommended that students spend **a minimum of 5 learning experiences in this type of activity over the course**. To maximise the learning experiences students are required to arrange this activity. The activity must assist the student in meeting the course learning outcomes and students are required to produce learning outcomes for each visit / placement and write a report for inclusion as evidence for mentors.

2.3.3 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 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

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 should report non-attendance to the hub email – BrookHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891993.

2.3.4 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:

“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.”

2.4 DATA PROTECTION

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk
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 heart failure, critical care 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.

The Learning Pyramid

<table>
<thead>
<tr>
<th>Level</th>
<th>Activity</th>
<th>Average Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Lecture</td>
<td>5%</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading</td>
<td>10%</td>
</tr>
<tr>
<td>Audio-Visual</td>
<td>Audio-Visual</td>
<td>20%</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Demonstration</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Group</td>
<td>Discussion Group</td>
<td>50%</td>
</tr>
<tr>
<td>Practice by Doing</td>
<td>Practice by Doing</td>
<td>75%</td>
</tr>
<tr>
<td>Teach Others / Immediate Use</td>
<td>Teach Others / Immediate Use</td>
<td>100%</td>
</tr>
</tbody>
</table>
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

**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.

**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.

**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.

**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.

**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 Graduate Certificate in Critical Care Nursing?

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’.

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’s a focus — always beware of red herrings placed by the author!

Be yourself

Think about what’s 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 don’t 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 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

WISER
https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1

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_tab_group_id= 25_1

The Learning and information services (LIS) offer many services to students. There are books, journals, study areas and access to PC workstations. The Online University Network provides you with onsite and remote (offsite) access to the internet, word-processing and other software applications, e-journals, e-books, e-databases, email, webmail, and Blackboard etc. Detailed information about the full range of services available can be found on their web pages library

Full access to the Library is available to all Students of UCLan with a valid Corporate Card. You will need a Corporate Card to enter and borrow books from the library and to log on to the Network. Therefore it is important that you apply for your Corporate Card as soon as possible. To apply for your UCLan Corporate Card you need to bring the following to the ‘i’ based on the ground floor of the Library Building.

- an official document with your signature such as Passport, Driving Licence, Bank Card
- UCLan green enrolment form

Corporate Cards can normally be created while you wait and are valid for use within 24 hours. It is important that you keep your Corporate Card safe and with you at all times.

In term time, the library is open 24/7; during holiday periods the opening hours are slightly reduced.
3.4.2 ELECTRONIC RESOURCES

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Module Leaders will also upload relevant links / policy documents on the module Blackboard site.

Accessing the Network

Your network ID and Password

Your UCLan Network ID is printed on your University Corporate Card. Your ID to login to the UCLan Network is the same as the first part of your UCLan email address e.g. EAPresley. The default password for new accounts on the UCLan Network is the 14 digit barcode number printed on the card. You will be prompted to change your password when you login.

Email

You are given an e-mail address once you enrol with the library. Your university library identification number can be found on the reverse of your library card. Your initial(s) and surname (and a number if you have more than one person registered with the same initials and surname e.g. EAPresley2) @uclan.ac.uk will make up your University e-mail address. Your course leader will contact you via this address and you should check it regularly.

Blackboard

Using Blackboard

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.

Blackboard is the brand name for the University’s on-line Managed Learning Environment (MLE) to support and enhance teaching and learning. 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.

Passwords

Some of the LLRS services require additional passwords for access such as Athens, Blackboard, Webmail, and study skills. Information about accessing these services, initial access codes and setting up your passwords can be found at:
Remote or Offsite Access

‘Remote Access’ is a University I.T. system that allows users to remotely access the University network over the Internet. Remote access is accessible almost 24 hours a day, with only a 10 minute break at 4 am every morning to restart the servers. Details on accessing remote services can be found at http://www.uclan.ac.uk/students/it/access_from_home.php

PC Workstations

You can access computers on the University campus, computer terminals can be found in:

- The main library building
- The Cyber Cafe in Greenbank building
- Harrington Building
- Computer laboratories throughout the campus

There are many useful information sheets and booklets available in the library which will guide you through the library and its services. Please log onto http://www.uclan.ac.uk/students/library/nursing_guide.php to look at guides and resources for the School of Health. If you need to contact a librarian Mike Hargreaves is the health and nursing specialist. He can be contacted on 01772 892308 or via email: mhargreaves@uclan.ac.uk
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.

Personal Development Planning

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.

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 Progress File

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

- Action Plans
- Reflective Logs
- Self-evaluations
- Notes from Personal Tutor 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

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 personal tutor, 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 personal tutors will provide support for your PDP activities. It is recommended that at your support sessions with your personal tutor 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 Sciences 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.
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

Careers offers a range of support for you including:
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- 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.

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, GUIDANCE AND CONDUCT

The transition to university life and education can be a stressful time for people. If you have not studied recently, remember to take into account the fact that almost every part of your life may undergo change and this may lead to problems. If this happens to you, don’t imagine that you are on your own. If problems do arise (no matter how minor they may appear to you) try to discuss them with your personal tutor as soon as possible, as delays can make them harder to resolve.

Remember, if you have a problem that you don’t feel you can discuss with teaching staff, professional counsellors are available. We can help arrange appointments or you can consult your copy of the University’s Guide to Student Services. The Students Union also operates a Welfare Unit, which can offer advice on both personal and financial difficulties.

For further information about student services you can refer to the Student Services Handbook or access their web page: -
http://www.uclan.ac.uk/study_here/student_support.php

4.1 ACADEMIC ADVISORS

You will also be allocated a personal tutor (who may also be the course leader). Your personal tutor 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.

4.2 STUDENT SUPPORT

The ‘i’ is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘i’ shop and UCLan Financial Support Bursary (first year students only).
4.3 STUDENTS WITH DISABILITIES

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - 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.

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 or the School disability contact: TBC. Please contact your course leader for advice.

4.4 HEALTH AND SAFETY

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

If you are signed off sick from work but wish to attend class, your module leader requires a letter from medical staff stating you are fit to attend university classes. You will not be allowed into the classroom without this confirmation.
4.5 CONDUCT

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

Please follow these ‘Do’s’ and ‘Don’ts’ for the classroom to make learning an enjoyable and constructive experience for everyone.

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be punctual and return from breaks on time (on-campus students)</td>
<td>Waste time</td>
</tr>
<tr>
<td>Be prepared</td>
<td>Use your mobile phone – AT ALL! (on-campus students)</td>
</tr>
<tr>
<td>Be supportive to your fellow students</td>
<td>Finish off your lunch during teaching time (on-campus students)</td>
</tr>
<tr>
<td>Be respectful and value each other</td>
<td>Be discourteous</td>
</tr>
<tr>
<td>Be open and honest</td>
<td>Undermine others</td>
</tr>
<tr>
<td>Listen carefully</td>
<td>Have mini-conversations with your colleagues during class / Blackboard sessions</td>
</tr>
<tr>
<td>Maintain confidentiality</td>
<td>Discuss incidences / clients /staff members outside the classroom /Blackboard sessions</td>
</tr>
</tbody>
</table>
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 ongoing 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.

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.
5. ASSESSMENT

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.

5.1 ASSESSMENT STRATEGY

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

A number of modules are assessed in both theory and practice. Theory assessment is by written assignments, presentations, oral viva and examinations. Clinical practice where applicable, will be assessed through a variety of methods (e.g. Objective Structured Clinical Examination (OSCE) and/or the production of a supporting portfolio of 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.

### 5.1.1 OVERVIEW OF MODULE ASSESSMENTS AND SUBMISSION DATES

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module name</th>
<th>Assessment type</th>
<th>Submission date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU3172</td>
<td>Assessment and monitoring of critical care patients</td>
<td>Examination</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical Competencies</td>
<td></td>
</tr>
<tr>
<td>NU3173</td>
<td>Managing the care delivery of critical patients</td>
<td>Written assignment</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical Competencies</td>
<td></td>
</tr>
<tr>
<td>NU3174</td>
<td>Current contexts of critical care practice</td>
<td>Oral Presentation</td>
<td>Semester 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical Competencies</td>
<td></td>
</tr>
</tbody>
</table>

### 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:

- Have a frontispiece – your module leader will inform you in relation to where this is located.
- Be submitted no later than by 12noon on the due date unless an extension has been approved or extenuating circumstances have been submitted. Details of claiming an extension to deadline or extenuating circumstances can be ascertained from your module leader.
• 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'.

• You will submit your assignment through a programme called Turnitin - a plagiarism detection service. More details will be provided by the relevant module leader.
Once your work is handed in it takes approximately six weeks to process. The table below outlines the procedure for marking, moderation and external scrutiny of theoretical work.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work submitted</td>
<td>Work must be submitted by the date identified in the module assessment guidelines, unless an extension has been negotiated with the module leader</td>
</tr>
<tr>
<td>All work marked by the module leader/team</td>
<td>All assignments are marked using the level 3 (6) assessment criteria published in the School Student Handbook</td>
</tr>
<tr>
<td>A sample for work is reviewed by a moderator</td>
<td>To ensure fairness and parity between markers, samples of scripts are reviewed by a moderator. You may receive some feedback on your work at this stage; however, <strong>the grade is not confirmed until after the module assessment board.</strong></td>
</tr>
<tr>
<td>A sample of work is sent to an external examiner</td>
<td>Following the internal marking processes, a sample of assignments are sent to an external examiner who reviews the assessment process in terms of its fairness, parity with other courses and standards of marking and feedback.</td>
</tr>
<tr>
<td>Grades entered into the students database</td>
<td>A database of student grades is used to register results, this record will be used in assessment board and provides a record of student progress</td>
</tr>
<tr>
<td>Module Assessment Board</td>
<td>The module board confirms the grade awarded for each piece of work.</td>
</tr>
<tr>
<td>Course Assessment Board</td>
<td>The course assessment board makes recommendations in relation to your progression or final award The external examiner attends this board.</td>
</tr>
<tr>
<td>Publication of results</td>
<td>Approximately a week after assessment boards, results are published. A list of the names of all students undertaking a course is posted on a notice board in Greenbank Building first floor.</td>
</tr>
</tbody>
</table>

You should take some time to review the marking criteria at level 6 which can be found in the School Student Handbook. Work receiving a mark of less than 40% is referred and should be resubmitted if you wish to complete the module. Each student is entitled to 2 attempts at any one assignment i.e. if you fail your first submission, you may resubmit your work 6 weeks after the relevant Board. If you pass your work on second attempt, you will only receive 40% for that piece of work, no matter how much it has improved. However, if the resubmission is only one part of the module assessment, the overall module mark will be calculated on all components.
It is your responsibility to check your results via MyUClan. Results will not be given out over the telephone. If you see a grade of 40% or higher against your name you can assume you have been successful in the module, if the grade is less than 40% you should contact the module leader do so as soon as possible.

A Course Board usually takes place in June and September. At this meeting the profile of each student is considered and if all the required modules have been successfully passed, the student is progressed onto the next academic year. If it is the final Course Board, the award of the specific course is made.

**5.3 REFERENCING**

This year a new system has been introduced – the American Psychological Association (APA) 6th edition referencing system - [http://www.apastyle.org/manual/index.aspx](http://www.apastyle.org/manual/index.aspx). You should always use the APA referencing system. This is explained in The School Referencing Guide available via Blackboard.

**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.”

Further details relating to anonymity and confidentiality can be found in the School of Health Anonymity and Confidentiality Guidelines via the Student Office online.
5.5 DEALING WITH DIFFICULTIES IN MEETING ASSESSMENT DEADLINES

Assignments must be submitted no later than the date on your assignment instructions / brief. 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 at the earliest possible opportunity to the module leader.

All students on a course are set the same date for submission of work and all students are treated equally. You have personal responsibility for submitting your work on time, and this reflects on your personal ability to manage workloads, problem solve, manage time and make priority decisions.

The key to avoiding difficulty with course work and course submission is to inform your module leader as soon as a problem arises.

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).
5.5.2 LATE SUBMISSIONS

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.6 FEEDBACK FOLLOWING ASSESSMENTS

UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.
5.7 CHEATING, PLAGIARISM, COLLUSION OR RE-PRESENTATION

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

Use Turnitin throughout the development of your work to check for plagiarism issues. Do not leave it to the last minute to check this, as you can be doing this as an ongoing process as you write.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:
- The penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- When it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.
In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- The appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

Important note re cases of proven plagiarism:

Plagiarism is a professional issue which the learner’s employer needs to be made aware of. Therefore when a case of plagiarism is proven the University will contact the learner’s employer to inform them of the case.

This includes learners who

- have their CPD module funded by the MPET SLA.
- are funded directly by their Trust or other means.
- Self-funders.
If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. That the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
6. COURSE REGULATIONS

6.1 COURSE REQUIREMENTS

You must undertake and pass all of the modules named in section 2.2 of this handbook to achieve the award of Graduate Certificate in Certificate Critical Care Nursing. The award is 40 credits at level 6.

6.2 CLASSIFICATION OF AWARDS

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations Section H. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) - as both modules have equal weighting within the award.
7. STUDENT VOICE

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 COURSE REPRESENTATIVES AND SCHOOL PRESIDENTS

The course team will make arrangements for you to elect a course representative who can represent any issues you may have to the course team within Student Staff Liaison Committee meetings. If you are interested in becoming a course representative yourself and wish to find out more about the role you can visit the Student Union site for more information and volunteer for the role when the opportunity arises.

A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.
The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students' Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students' Union website or email: coursereps@uclan.ac.uk

7.2 STUDENT STAFF LIAISON COMMITTEE MEETINGS (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

All feedback, evaluation (formal and informal) feed back into the course. The course you are now on is a result of the course team taking into account the messages given to us from previous courses. You in your turn will influence the next course. You will be invited to nominate a course representative during the first few weeks of the course. Students are also
invited to join the school student staff liaison committee, which meets once per semester. Students are urged to get 'involved' with their course; it is a great opportunity to actively contribute to this course. For example, actions taken as a result of student feedback about individual modules include changes to assessment and scheduling of sessions.

Lecturing staff visit the practice areas and liaise with and support practice staff in their role as practice mentors.

The external examiner provides the School with a report on the courses they have examined.

**7.3 COMPLAINTS**

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information [Complaints Procedure](#)
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)
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. University School/Centre</td>
<td>Health</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td></td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>Graduate Certificate Critical Care Nursing</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part Time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td></td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DH (2008) <em>THE NATIONAL EDUCATION AND COMPETENCE FRAMEWORK FOR ADVANCED CRITICAL CARE PRACTITIONERS</em>. (DH) LONDON.</td>
</tr>
<tr>
<td></td>
<td>CRITICAL CARE NETWORKS- NATIONAL NURSE LEADS</td>
</tr>
<tr>
<td></td>
<td>A STRATEGY FOR IMPROVING CRITICAL CARE NURSE EDUCATION (2010).</td>
</tr>
</tbody>
</table>
## Aims of the Programme

The aims of this course is:

- To enable critical care nurses from clinical environments relevant to the outcome award to explore and extend their understanding and application of the knowledge that informs competent clinical practice.
- To facilitate critical care nurses to reflect on their own experiences, challenge assumptions and consider alternative courses of action to support the development of a high quality critical care service.
- To support exploration of the drivers that influence and shape contemporary professional practice in health and social care organisations.

## Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

A1. Identify, retrieve and review research findings making judgments about the appropriateness for their sphere of practice.

A2. Identify, select, and assess appropriate information / data to inform clinical decision-making.

A3. Take account of the legal and professional frameworks that govern practice, recognising the parameters of their role and provide care congruent with the professional codes of behaviour, organisational requirements and personal value systems.

A4. Adopt a critical, questioning approach to practice and contribute to an 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 virtual learning environment to provide supplemental reading/activity, module information and a student discussion board

**Assessment methods**

Essays, written examinations, presentations, clinical competencies

**B. Subject-specific skills**

B1. Discuss the altered physiological processes of specific diseases processes and explain how this manifests in clinical practice.

B2. Utilise clinical assessment, monitoring and surveillance skills to obtained data that informs diagnosis, care planning and delivery and the evaluation of the effectiveness of clinical interventions.

B3. Utilise specialist knowledge and skills to assess, plan, implement and evaluate individualised plans of care for patients through the trajectory of care in health and/or social care environments.

B4. Discuss the roles that members of the multi-disciplinary team and service users/carers have in the overall provision of care acknowledging and recognising the contributions that individuals/professional groups offer 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 virtual learning virtual learning environment to provide supplemental reading/activity, module information and a student discussion board

**Assessment methods**

Essays, written examinations, presentations, clinical competencies
### C. Thinking Skills

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 and contribute to problem solving

**C2.** Reflect on and analyse practice, integrating practice and theory and evaluating practice outcomes

**C3.** Analyse contemporary evidence for their practice underpinning multi-professional approaches to care

### 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
- Classroom 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 of virtual learning environment to provide supplemental reading/activity, module information and a discussion board

### Assessment methods

Essays, presentations, clinical competencies

### D. Other skills relevant to employability and personal development

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

**D1.** Demonstrate the ability and desire to learn for oneself and improve 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

### 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.

- Classroom 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 virtual learning environment to provide for supplemental reading/activity, module information and a discussion board

Assessment methods
Reflective writing, clinical competencies

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>NU3172</td>
<td>Assessment and monitoring of critical care patients</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU3173</td>
<td>Managing the care delivery of critical care patients</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU3174</td>
<td>Current contexts of critical care practice</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

Graduate Certificate
Critical Care Nursing
Requires 60 credits at Level 6

15. Personal Development Planning

According to QAA (2009), Personal Development Planning (PDP) is:

• A structured process that is integral to learning at all levels
• Concerned with learning in an holistic sense (academic, personal and professional contexts)
• Something that an individual does with guidance and support
• An inclusive, open to all learners
• Something that an individual does with guidance and support which decreases as personal capacity is developed so that it becomes self-sustaining
• A process that involves self-reflection, the creation of personal records and planning monitoring progress towards achievement of personal objectives
• Intended to improve the capacity of the individual to communicate their learning to others (for example academic staff/employers)
Reference


http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/PDPguide.pdf

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 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 others and gain additional skills which will enhance problem solving and team working.

Personal development work will be focused on the use of a personal learning portfolio. The School of Health has explored the virtual learning environment. You may not have used an ‘e-portfolio’ yet, but we hope that you will explore such an option whilst on the course. If you do not wish to use or cannot access a web-based portfolio, we will advise you as to the development of a paper based document. Your plan may fit with your NHS PDP, but could be a separate activity.

16. Admissions criteria

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. Students will be informed of their personal minimum entry criteria in their offer letter.

- Students must have a current professional registration with the Nursing and Midwifery Council. Overseas applicants must be registered with the Nursing and Midwifery Council
- Work within a clinical care setting appropriate to the outcome award for a minimum of 18 hours per week
- They are required to be supported by their line manager
- Be able to satisfy the Course Leader that you are competent to pursue 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. If you do not meet the above criteria you may still be considered for admission to the programme; however you will be required to provide evidence of suitable experience and equivalent qualifications.

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.

Further information relating to accreditation of prior learning can be found at:

[http://www.uclan.ac.uk/other/registry/accreditation/index.htm](http://www.uclan.ac.uk/other/registry/accreditation/index.htm)

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

- **Fact sheet:** [http://www.uclan.ac.uk](http://www.uclan.ac.uk)
- **Course Enquiries - NHS Contracts Unit** – Tel 01772 893836/893839
- **Course Leader – Alison Eddleston** Tel 01772 893615
  Email Aeddleston1@uclan.ac.uk
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level Code</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Thinking Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other skills relevant to employability and personal development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Code</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Thinking Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other skills relevant to employability and personal development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Code</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Thinking Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other skills relevant to employability and personal development</td>
</tr>
</tbody>
</table>

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