

## Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	Masters of Science in Critical Care FT (A3T7) Masters of Science in Critical Care Variable Mode (A3T8)
Duration of Study / Period of Registration	1. Full-time: one calendar year 2. Part-time: two - four calendar years
QM Programme Code / UCAS Code(s)	A3T7 - Full-time; A3T8 - part-time
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification Approved	November 18th 2010
Responsible School / Institute	Barts and The London School of Medicine and Dentistry

Schools also involved in teaching part of the programme

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### Programme Rationale

Intensive care is a young, expanding specialty. Within the UK there are recently established training programmes and examinations as well as a new Faculty of Intensive Care Medicine within The Royal College of Anaesthetists. Specialist nurses and allied health professionals also play a key role in the delivery of safe and effective patient care within the specialty which is highly technical, with an expanding and rapidly evolving evidence base. This programme for clinicians, senior nurses and allied health professionals working in Critical Care Medicine is intended to provide participants with a thorough grounding in the discipline, together with the tools to maintain their knowledge base, through a course of advanced, specialist instruction. The programme is designed to ensure that course participants acquire the theoretical understanding and skills to advance and promote knowledge in the specialty and develop their leadership skills. Accordingly students will be carefully selected to ensure that they are able to meet the high academic standards required to successfully complete the course. This MSc programme provides the opportunity to obtain a higher degree through general study at a high level, rather than by undertaking a specific research project. For progression to the MSc, candidates must have demonstrated satisfactory performance in the first two semesters and be working in a Critical Care Unit where they are acquiring the necessary practical experience of critical care as applied to their profession.

### Educational Aims of the Programme

- This programme aims to provide advanced theoretical and practical teaching covering a broad range of key topics related to the management of the critically ill or injured patient
- This programme aims to develop the skills, knowledge and confidence required to provide leadership in the provision of the highest standards of critical care
- This programme aims to develop competence in critical appraisal of research and the skills to conduct robust clinical audit

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### Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the relevant QAA benchmark statement(s) (see above) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

Knowledge and understanding of:	
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A 1	The particular needs of special categories of critically ill patients
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A 2	
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A 3	
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Intellectual skills - able to:	
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B 1	Analyse, synthesise and communicate clinical information to a multi-disciplinary team
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B 2	Use a critical appraisal of research evidence as a framework for high-level, prompt clinical decision making
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B 3	Understand the tools and methodologies for conducting research and how to formulate a structured and critical argument for a research question with the submission of a dissertation relevant to critical care
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Transferable skills - able to:	
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C 1	Develop the leadership skills required to co-ordinate an effective team approach to the delivery of critical care
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C 2	
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C 3	
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Practical skills - able to:	
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D 1	Use knowledge of the pathophysiology of critical illness as a foundation for understanding the clinical presentation and management of complex critically ill or injured patients
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D 2	
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D3

## Teaching, Learning and Assessment Strategies

### Teaching strategy

We will use a range of learning and assessment strategies:

Whole group seminars/lectures on specific topics. Tutors and students will be encouraged to develop a tutorial atmosphere in which dialogue and discussion can take place.

Whole group practical classes to address a specific practical method (e.g. airway management skills) or management of a particular clinical problem. These will be recorded in the student's logbook.

Whole group demonstrations. These may take place in a clinical environment, skills laboratory or classroom to address a specific skill (e.g. care of chest tubes, tracheostomy)

Individual tuition will take place for all students, or for students who require additional input in a particular skills area.

### Learning strategy

The provision of simulator experience for developing clinical skills will enable students to maximise their ability to understand the principles and develop their technical abilities for use in the critical care environment.

Students will maintain a log of practical work

Self-directed learning is a component of each module and will encourage students to identify their own learning needs as modules progress.

Course tutors will advise on issues arising from the course, and will act as mentors to advise on post-course employment and further training opportunities. Students will have full access to the college/medical school library and student computing facilities.

Students will be encouraged to attend Institute/Centre seminar programmes in the University.

Increasingly the course will be developed using a virtual learning environment (WebCT) now provided by the college. This will initially enable reading material and skills manuals to be available electronically, provide space for discussion and question boards.

### Assessment strategy

To be eligible for an award the student must satisfactorily complete:

Semester 1 4 modules (60 credits)

Semester 2 4 modules (60 credits)

MSc 8 modules (120 credits) + dissertation (60 credits) Semesters 1, 2 and 3

The course comprises eight modules, with each module contributing equally to the academic credit points, thus making a total of 120 academic credit points. The dissertation is an additional 60 academic credit points.

The overall pass mark for the course will be 50%, with a minimum acceptable mark on any one module of 35%. Failure of the dissertation module is not condoned, as this module is a fundamental component of the degree. A Master's Degree will be awarded to those candidates fulfilling the academic requirements upon examination of the project.

Each module will be assessed by the course tutor on the basis of written work, examination and presentations by trainees who

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have achieved all the required learning objectives of the module. Please refer to module proposal forms for more information. The dissertation will be assessed by the dissertation tutors.

Award Classification:

Distinction  $\geq$  70

Merit  $\geq$  65

Pass  $\geq$  50

Fail  $<$  50

**Programme Structure(s) and Requirements, Levels and Modules**

	Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
X	The pathophysiological basis of critical illness	WH7010	15	7	Compulsory	1	Semester 1
X	Supportive care for failing organ function	WH7011	15	7	Compulsory	1	Semester 1
X	Care of the unconscious patient	WH7012	15	7	Compulsory	1	Semester 1
X	Decision making, communication outcomes and ethics	WH7013	15	7	Compulsory	1	Semester 1
X	Research and Audit Methodology	WH7014	15	7	Compulsory	1	Semester 2
X	Special Patient Groups	WH7015	15	7	Compulsory	1	Semester 2
X	Neurocritical Care and Trauma Management	WH7016	15	7	Compulsory	1	Semester 2
X	Clinical observership	WH7017	15	7	Compulsory	1	Semester 2
X	Dissertation	WH7018	60	7	Core	1	Semester 3

## Criteria for Admission to the Programme

Both UK and overseas doctors and nurses with a medical or nursing degree are eligible to apply, as are Allied Health Professionals. Postgraduate experience in critical care medicine is obligatory. Students will be carefully selected to ensure that they are able to meet the high academic standards required to successfully complete the course.

For overseas doctors and nurses in addition to the above criteria all candidates should provide scores of any English language test e.g. TOEFL/IELTS (minimum score required TOEFL 590 and IELTS 6.5)

## Quality Assurance Mechanism

Include details of: SSLC meetings, student feedback mechanisms, personal tutor arrangements, programme induction, programme review and monitoring.

The course will be managed and monitored by the Core Course Management Team. Timely assessment of each module throughout each semester will ensure that student progress is closely monitored throughout the course, allowing any potential problems to be addressed.

Progress through the course will be managed as indicated below:

Only students who satisfactorily pass the assessments for the eight taught modules (average 50%, minimum for any examination section is 35%) will be eligible to proceed to the dissertation module.

A student who satisfactorily passes four taught modules but elects not to complete eight taught modules will be eligible for a Postgraduate Certificate in Critical Care.

A student who satisfactorily passes eight taught modules, but elects not to complete the dissertation, will be eligible for a Postgraduate Diploma in Critical Care.

### Indicators of Quality

The course will be continuously quality-reviewed by the Core Course Management Team. This will include peer review of taught components, student feedback on lecture and module content and delivery. A course participant will be invited to join the Student-Staff Liaison Committee.

Periodically, the continuing validity of the course aims and outcomes will be reviewed both internally and if necessary by involving external experts to ensure that appropriate actions are taken to remedy any identified shortcomings.

One external examiner will be appointed to review dissertation marking

The external examiner will provide a written report to the MSc Examination Board.

### Academic Support

- Induction programme for orientation and introducing study skills.
- Student Handbook and Module Guides.
- Extensive library facilities and other learning resources (e.g. Patient-Centred Acute Care Training - PACT), available at the Charterhouse Square and hospital sites
- Clinical education supported by clinical supervisors and assessors located within service provider units.
- Close collaboration between the University and hospital clinical sites
- All students will be allocated personal tutors whose role is to assist them with personal problems and to advise on pastoral issues.
- Student email and open personal access to tutorial staff including the Course Directors.
- Access to student counsellors within Queen Mary University of London.
- Access to Teaching and Learning Support Services, which provides assistance and guidance e.g. dyslexia

### Programme-specific Assessment Regulations (if applicable)

In the case of programmes that deviate / do not comply with the Academic Regulations further information regarding the nature of any difference and/or deviation should be stipulated in detail.

### Employers Links

Please provide details of any links with employers e.g.

- Details of advisory panels that include current or potential employers;
- Organisations that regularly employ graduates from this programme and the roles that graduates undertake.
- Student prizes donated by organisations that may offer employment to graduates from this programme.

If there are no links with employers consider the learning outcomes and transferable skills and explain how these might be used to inform employers about the qualities and skills a graduate from this programme might be expected to have.

Healthcare providers, including the National Health Service, will benefit from employing students who have successfully completed this MSc. The aim of this course is to provide advanced specialist instruction to a higher qualification in critical care. The Chief Medical Officer Report (2009) "Safer Medical Practice" and Department of Health documents "High Quality Care For All" & "High Quality Workforce" emphasise and recommend Simulation, Clinical Skills Training and application of innovative approaches to education. Recent patient safety data from the National Patient Safety Agency (NPSA) suggests 1:10 patients are harmed in hospital by some complication, a significant proportion of these being caused by medical and nursing mistakes. This MSc will consolidate clinical training to a high level and reinforce technical and behavioural competencies essential for patient safety.

## Programme Specification Approval

**Person completing Programme Specification**

Professor David Watson

**Person responsible for management of programme**

Professor Charles Hinds

**Date Programme Specification produced/amended by School or teaching and learning committee**

June 23rd, 2010

**Date Programme Specification approved by Programme and Module approval Board**

November 18th 2010



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**Key**

A Learning Outcome which is assessed as part of the module is denoted by a 'tick' in the above table.

**K & U = Knowledge & Understanding**

**I Skills = Intellectual Skills**

**T Skills = Transferable Skills**

**P Skills = Practical Skills**