

Course Specification

Course Summary Information		
1	Course Title	Master of Science Neonatal Critical Care – Qualified in Specialty
2	Course Code	PT1803
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s) (if different from point 3)	See point 3
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	Not Applicable

6	Course Description
	This course is for neonatal practitioners who want to develop their knowledge and skills in caring for the neonate and their family. It has been designed to equip you with the knowledge, critical thinking skills, and proactive approach necessary to excel as a neonatal practitioner, ready to meet the complex challenges of modern neonatal care. You will explore both the underpinning physiology and care provision required for practice. All aspects of the role will be considered from the fundamentals to high dependency and intensive care. Neonatal practitioners provide care for an extremely vulnerable population and need to undertake accredited training appropriate to a Qualification in Specialty (QIS) (DH, 2009) in a neonatal setting. This course has been developed to align with the National standards for neonatal qualified in specialty (QIS) education (2024). We have developed this Neonatal Critical Care post-registration course in collaboration with service providers to enable registered staff working in neonatal units to become equipped with the specific knowledge and skills required to practise safely and effectively in this critical care area (BAPM, 2012). You will develop the confidence to work as a competent practitioner within the speciality, committed to ensuring the best outcome for neonates and their families. The course will develop your skills of enquiry, reflection and problem solving. You will be encouraged to think critically and share practice experiences as well as engage in both directed and self-directed learning activities. The course is delivered through blended learning, with a mixture of online and in-person sessions, in line with the university's learning and teaching strategy. We offer the option to study standalone modules as well as a full degree or master's qualification, so that you can build your learning to suit your needs. On successful completion of part 1 and part 2, you will achieve the Qualified in Specialty (QIS) aspect of this course. You can then progress to further modules to enhance your knowledge and understanding of research, quality improvement and leadership, thus enhancing your practice and professional development.

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	Master of Science Neonatal Critical Care – Qualified in Specialty	Level 7	180
7b	Exit Awards and Credits Awarded		
	Post Graduate Certificate Neonatal Critical Care – Qualified in Specialty	Level 7	60
	Post Graduate Diploma Neonatal Critical Care – Qualified in Specialty	Level 7	120

8	Variation from the University Regulations
	This course has approved variations to the University's Academic Regulations. These can be accessed via the student contract page: https://www.bcu.ac.uk/student-info/student-contract

9	Delivery Patterns		
	Mode(s) of Study	Location(s) of Study	Duration of Study
	Part time	City South	3 Years
			Code(s)
			PT1803

10	Entry Requirements		
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk .	
	EU:		
	International:		
	Access:		
11	Course Aims		
	The aim of the Neonatal Critical Care course is to equip students with the knowledge and skills required to be Qualified in Specialty. The course aims to: • Facilitate student learning to meet their individual, personal and professional needs. • Enable students to develop as knowledgeable and proactive solution focussed Neonatal Professionals. • Support Students to engage in academic work, evaluating theory and evidence, relevant to their practice. • Enable students to adopt a critical, evidence-based, inclusive, person-centred, and strategic approach to Neonatal care.		

12	Course Learning Outcomes	
	By the end of the course students will be able to:	
1	Integrate and apply detailed knowledge of the provision of evidence-based cot side care to neonates in partnership with their families	
2	Underpin care delivery with best practice that is evaluated, evidence-informed, and that ensures adherence to national and regional guidance	
3	Analyse the impact of neonatal care upon long term outcomes for neonates and their families	
4	Distinguish and analyse variations of care based on gestational age, diagnosis and / or co-morbidities	
5	Practice evidence-based cot side care as part of the MDT to neonates in partnership with their families	

6	Use a systematic approach to apply and interpret acquired knowledge and understanding of the physiology that underpins neonatal care in relation to both core neonatal conditions and systems.
7	Critically explore and evaluate quality improvement and innovation frameworks
8	Critically appraise self-management skills and interpersonal skills (own and others) to work with and lead teams
9	Design high quality research appropriate to a research question with an evidence-based rationale
10	Conduct an academic study including analysis, synthesis and evaluation of findings offering insight into an area of neonatal care.

13	Level Learning Outcomes
	Level Learning outcomes are statements that identify what learners will have gained as a result of their learning; they should be linked directly to the knowledge, understanding, skills, capabilities and values that a student will have gained after completing each level of a course, in line with the Framework for Higher Education Qualifications
	<i>Upon completion of 60 credits at Level 7 / Post Graduate Certificate students will be able to:</i>
1	Integrate and apply detailed knowledge of the provision of evidence-based cot side care to neonates in partnership with their families
2	Underpin care delivery with best practice that is evaluated, evidence-informed, and that ensures adherence to national and regional guidance
3	Analyse the impact of neonatal care upon long term outcomes for neonates and their families
4	Distinguish and analyse variations of care based on gestational age, diagnosis and / or co-morbidities
5	Practice evidence-based cot side care as part of the MDT to neonates in partnership with their families
6	Use a systematic approach to apply and interpret acquired knowledge and understanding of the physiology that underpins neonatal care in relation to both core neonatal conditions and systems.
	<i>Upon completion of 120 credits at Level 7 / Post Graduate Diploma students will be able to:</i>
1	Integrate and apply detailed knowledge of the provision of evidence-based cot side care to neonates in partnership with their families
2	Underpin care delivery with best practice that is evaluated, evidence-informed, and that ensures adherence to national and regional guidance
3	Analyse the impact of neonatal care upon long term outcomes for neonates and their families
4	Distinguish and analyse variations of care based on gestational age, diagnosis and / or co-morbidities
5	Practice evidence-based cot side care as part of the MDT to neonates in partnership with their families
6	Use a systematic approach to apply and interpret acquired knowledge and understanding of the physiology that underpins neonatal care in relation to both core neonatal conditions and systems.
7	Critically explore and evaluate quality improvement and innovation frameworks and methods
8	Critically appraise self-management skills and interpersonal skills (own and others) to work with and lead teams
19	Design high quality research appropriate to a research question with an evidence-based rationale
	<i>Upon completion of 180 credits at Level 7 / Master of Science students will be able to:</i>

1	Integrate and apply detailed knowledge of the provision of evidence-based cot side care to neonates in partnership with their families
2	Underpin care delivery with best practice that is evaluated, evidence-informed, and that ensures adherence to national and regional guidance
3	Analyse the impact of neonatal care upon long term outcomes for neonates and their families
4	Distinguish and analyse variations of care based on gestational age, diagnosis and / or co-morbidities
5	Practice evidence-based cot side care as part of the MDT to neonates in partnership with their families
6	Use a systematic approach to apply and interpret acquired knowledge and understanding of the physiology that underpins neonatal care in relation to both core neonatal conditions and systems.
7	Critically explore and evaluate quality improvement and innovation frameworks
8	Critically appraise self-management skills and interpersonal skills (own and others) to work with and lead teams
9	Design high quality research appropriate to a research question with an evidence-based rationale
10	Conduct an academic study including analysis, synthesis and evaluation of findings offering insight into an area of neonatal care.

14	Course Learning, Teaching and Assessment Strategy
	Birmingham City University is committed to developing learners who are able to develop a reflective and problem-solving approach to their practice by acquiring knowledge and skills in a contextual integrated manner. The underlying principle and aim of the learning, teaching and assessment strategy for the Neonatal Critical Care Course focuses on the relationship between theory and practice, highlighting the importance of the links between relevant, contemporary evidence-based theory and practice in the delivery of high-quality Neonatal care. A varied range of learning and teaching approaches are used throughout the module(s), for example: • A blended delivery utilising face to face and/or online resources • Lectures • Simulation • Group Work • Discussions • Quizzes • Workshops • Case studies • Self-directed study A variety of assessment methods are used to enable students to demonstrate their knowledge, skills and understanding. The assessment methods are designed to enable students to apply theory to their developing Neonatal practice. Assessment methods used include formative assessments such as group work, presentations, quizzes and patchwork assignment. A range of summative assessments are used such as essays, presentations, analysis of evidence, vivas and competency documents.

15	Course Requirements																																							
15a	In order to complete this course a student must successfully complete all of the following CORE modules (totalling 160 credits): <table><tr><th>Module Code</th><th>Module Name</th><th>Credit Value</th></tr><tr><td></td><td>Year 1</td><td></td></tr><tr><td>LBR7685</td><td>Fundamentals of Neonatal Care</td><td>20</td></tr><tr><td>LBR7688</td><td>Neonatal Critical Care in Practice</td><td>20</td></tr><tr><td>LBR7687</td><td>Holistic Approaches to Neonatal Critical Care</td><td>20</td></tr><tr><td></td><td>Year 2</td><td></td></tr><tr><td>LBR7339</td><td>Research: Methods of Enquiry</td><td>20</td></tr><tr><td>LBR7656</td><td>Understanding Personality, Potential and Performance for individuals, teams and organisations</td><td>20</td></tr><tr><td></td><td>Year 3</td><td></td></tr><tr><td>LBR7337</td><td>MSc Dissertation</td><td>60</td></tr></table> In order to complete this course a student must successfully complete a further 20 credits from a choice of one of the following OPTIONAL modules in year 2: Year 2: <table><tr><th>Module Code</th><th>Module Name</th><th>Credit Value</th></tr><tr><td>LBR7574</td><td>Innovation, creativity and improvement in healthcare– Option 1</td><td>20</td></tr><tr><td>LBR7532</td><td>The Individualised Care of Multiple Birth Families from Conception to 1 – Option 2</td><td>20</td></tr></table>	Module Code	Module Name	Credit Value		Year 1		LBR7685	Fundamentals of Neonatal Care	20	LBR7688	Neonatal Critical Care in Practice	20	LBR7687	Holistic Approaches to Neonatal Critical Care	20		Year 2		LBR7339	Research: Methods of Enquiry	20	LBR7656	Understanding Personality, Potential and Performance for individuals, teams and organisations	20		Year 3		LBR7337	MSc Dissertation	60	Module Code	Module Name	Credit Value	LBR7574	Innovation, creativity and improvement in healthcare– Option 1	20	LBR7532	The Individualised Care of Multiple Birth Families from Conception to 1 – Option 2	20
Module Code	Module Name	Credit Value																																						
	Year 1																																							
LBR7685	Fundamentals of Neonatal Care	20																																						
LBR7688	Neonatal Critical Care in Practice	20																																						
LBR7687	Holistic Approaches to Neonatal Critical Care	20																																						
	Year 2																																							
LBR7339	Research: Methods of Enquiry	20																																						
LBR7656	Understanding Personality, Potential and Performance for individuals, teams and organisations	20																																						
	Year 3																																							
LBR7337	MSc Dissertation	60																																						
Module Code	Module Name	Credit Value																																						
LBR7574	Innovation, creativity and improvement in healthcare– Option 1	20																																						
LBR7532	The Individualised Care of Multiple Birth Families from Conception to 1 – Option 2	20																																						

15b	Structure Diagram
------------	--------------------------

Please note list of optional modules is indicative only. Students' choice will not be guaranteed for optional modules, but a fair and transparent process will be adopted and shared with students.

September Intake – Module order	Semester	December Intake – Module order	Semester
Year 1		Year 1	
Fundamentals of Neonatal Care –	1	Fundamentals of Neonatal Care –	1/2
Holistic Approaches to Neonatal Critical Care	1/2	Holistic Approaches to Neonatal Critical Care	2/3
Neonatal Critical Care in Practice	1/2	Neonatal Critical Care in Practice	2/3
Year 2		Year 2	
Research methods of enquiry	1	Research Methods of Enquiry	1
Understanding Personality, Potential and Performance for individuals, teams and organisations	3	Understanding Personality, Potential and Performance for individuals, teams and organisations	3

Innovation, creativity and improvement in healthcare option 1	2	Innovation, creativity and improvement in healthcare option 1	2
The Individualised Care of Multiple Birth Families from Conception to 1 – Option 2	1	The Individualised Care of Multiple Birth Families from Conception to 1 – Option 2	1
Year 3		Year 3	
MSc Dissertation	1,2,3	MSc Dissertation	1,2,3

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Workload

Option 1

13% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	237
Directed Learning	254
Private Study	1309
Total Hours	1800

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%
Exam	
In-Person	50%

Workload

Option 2

11% time spent in timetabled teaching and learning activity

Activity	Number of Hours
----------	-----------------

Scheduled Learning	202
Directed Learning	289
Private Study	1309
Total Hours	1800

Balance of Assessment

Assessment Mode	Percentage
Coursework	66.7%
Exam	
In-Person	33.3%