Course Specification

Course Summary Information		
1	**Course Title**	Post Graduate Certificate Enhancing Neonatal Care
2	**Course Code**	PT1804
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 newly designed, flexible and innovative course has been developed to meet the needs of interdisciplinary healthcare practitioners working with neonates and their families in a variety of settings. It can be studied as both standalone modules or a full MSc, so that you can tailor the learning to your needs. It is suitable for healthcare professionals working with neonates in a variety of settings, including nurses, midwives, nursing associates, midwifery support workers and allied health professionals. The course has been developed to address the very significant challenges associated with neonatal care, providing a global perspective, and drawing upon the knowledge and experience of our course team who are experts in the speciality. It will support the development of your knowledge and skills in relation to caring for the neonate and their family and will include the underpinning physiology and skills required for practice. There is also a focus on the individualised care of multiple birth families as the international picture demonstrates that the incidence of multiple births continues to rise with about 1.6 million sets of twins born each year (Monden et al, 2021). The course will build upon your previous educational and clinical experience, supporting you as a life-long learner. The innovative programme is designed to help you gain a greater understanding of the complexities of neonatal care and how best to support and enable effective individualised management of the neonate and their family. You will develop a wide range of skills, learn about new and emerging evidence and gain critical understanding in neonatal care. You will acquire knowledge to develop and improve practice in the care of the neonate and their family. You will critically explore the evidence base towards your provision and delivery of individualised care. 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. The majority of the course is delivered online to make it accessible to learners from a wide geographical area. You will be encouraged to think critically and share practice experiences as well as engaging in both directed and self-directed learning activities.

7	Course Awards		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	Post Graduate Certificate Enhancing Neonatal Care	Level 7	60
7b	**Exit Awards and Credits Awarded**		
	Not Applicable		

8	Variations from the University Academic 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**	**Code(s)**
Part time	City South	1 Year	PT1804

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 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	Critically analyse and explore the factors that influence the care of multiple birth neonates with consideration of ethical, legal and professional issues
4	Distinguish and analyse variations of care based on gestational age, diagnosis and / or co-morbidities
5	Practice evidence-based 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.

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
	Upon completion of 60 credits at Level 7 / Post Graduate Certificate students will be able to:
1	Integrate and apply detailed knowledge of the provision of evidence-based 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	Critically analyse and explore the factors that influence the care of multiple birth neonates with consideration of ethical, legal and professional issues
4	Distinguish and analyse variations of care based on gestational age, diagnosis and / or co-morbidities
5	Practice evidence-based 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.

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 Enhancing Neonatal 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 • Seminars • Group Work • Discussions • Quizzes • Workshops • 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 written assignment. A range of summative assessments are used such as essays, presentations, analysis of evidence, and competency documents.

15	Course Requirements

15a

In order to complete this course a student must successfully complete both of the following CORE modules (totalling 40 credits):

Module Code	Module Name	Credit Value
LBR7685	Fundamentals of Neonatal Care	20
LBR7532	The Individualised Care of Multiple Birth Families from Conception to 1 Year	20

In order to complete this course a student must successfully complete a further 20 credits from an appropriate module relevant to Speciality from University / School portfolio as agreed with the Course Leader.

An alternative option module can be undertaken and transferred in utilising BCU's RPL policy and procedure at the discretion of the course team, determined by the suitability of the module to the award.

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
The Individualised Care of Multiple Birth Families from Conception to 1 year	1
Fundamentals of Neonatal Care	1/2
Optional Module	Dependent on module

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

% time spent in timetabled teaching and learning activity for 2 core modules

Activity	Number of Hours
Scheduled Learning	35
Directed Learning	115
Private Study	250
Total Hours	400

Balance of Assessment

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

Workload and balance of assessment will vary dependent on optional module taken