BIRMINGHAM CITY University

Course Specification

Course Summary Information		
1	**Course Title**	Graduate Certificate Neonatal Critical Care – Qualified in Specialty
2	**Course Code**	UQ0640
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.

7	**Course Awards**		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	Graduate Certificate Neonatal Critical Care – Qualified in Specialty	Level 6	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	UQ0640

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	Apply acquired 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	Evaluate the impact of neonatal care upon long term outcomes for neonates and their families
4	Distinguish 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 acquired knowledge and understanding of the physiology that underpins neonatal care in relation to both core neonatal conditions and systems.

13	**Level Learning Outcomes**
	Upon completion of 60 credits at Level 6 / the Graduate Certificate, students will be able to:
1	Apply acquired 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	Evaluate the impact of neonatal care upon long term outcomes for neonates and their families
4	Distinguish 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 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 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, vivas and competency documents.

15	**Course Requirements**
15a	**In order to complete this course a student must successfully complete allof the following CORE modules (totalling 60 credits):**

Module Code	Module Name	Credit Value
LBR6667	Fundamentals of Neonatal Care	20
LBR6669	Neonatal Critical Care in Practice	20
LBR6668	Holistic Approaches to Neonatal Critical Care	20

Any Recognition of Prior Learning (RPL) of internal or external credits must be discussed with the course team to be deemed as appropriate in accordance with BCU RPL policy and procedures.

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.

There are no optional modules on this award, the below modules are all core.

September Intake – Module order	Semester	December Intake	Semester
1. Fundamentals of Neonatal Care –	1	1. Fundamentals of Neonatal Care –	1/2
1.		1.	
2. Holistic Approaches to Neonatal Critical Care	1/2	3. Holistic Approaches to Neonatal Critical Care	2/3
4. Neonatal Critical Care in Practice	1/2	2. Neonatal Critical Care in Practice	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

19 % time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	115
Directed Learning	120
Private Study	365
Total Hours	600

Balance of Assessment

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