

## Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MSc Critical Care Pg Dip Critical Care Pg Cert Critical Care
Name of interim award(s):	Pg Cert
Duration of study / period of registration:	by DL - PgC: 1/2 semesters; PgD 1/2 acad years; MSc 1/2 years
QMUL programme code(s):	MSc: A3V5 & A3VG / PgD: A3V4 & A3VF / PgC: A3V3 & A3VE
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	22 May 2019
Responsible School / Institute:	William Harvey Research Institute

Schools / Institutes which will also be involved in teaching part of the programme:

William Harvey Research Institute

Collaborative institution(s) / organisation(s) involved in delivering the programme:

N/A

### Programme outline

Intensive care is a young and expanding specialty. Trainee doctors, specialist nurses and allied health professionals play a key role in the delivery of safe and effective patient care within the specialty which is highly technical, and rapidly evolving evidence base. This programme for clinicians and senior nurses working in Intensive Care Medicine is intended to provide course participants with the skills to advance their knowledge in the speciality and obtain a higher degree through distance learning mode of study.

It will provide a theoretical basis for gaining competence in the general aspects of managing the critically ill or injured patient. The student will also develop and demonstrate competence in the production of critical reviews and theoretical research activities. Much of the course is currently successfully provided by the same group as a residential programme, using the local expertise in the topics covered.

With an aging population, often with high burden of chronic illness, as well as the increasing scope and availability of treatments, Critical Care Medicine is a rapidly expanding field across the world. As a result, the demand for high quality educational programmes in the field is increasing.

## Aims of the programme

The aim of this programme is 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 for the attendees to obtain a higher degree while in full time employment.

## What will you be expected to achieve?

Students are expected to achieve a solid theoretical foundation in the area of Critical Care.  
A comprehensive analysis of the nutritional and genetic approaches to the diagnosis of various diseases as well as tracking and managing conditions;  
How Critical Care can be utilised to understand disease mechanisms and biology;  
In depth appraisal of the complexity of conditions, treatment options of individuals.

### Academic Content:

A 1	To develop insight into the biological pathways and mechanisms that underlie the Critical illness
A 2	To develop knowledge and understanding on current evidence related to treatment options in complex diseases
A 3	To develop theoretical basis for gaining competence in the general aspects of managing the critically ill or injured patient.
A 4	Demonstrate knowledge and understanding of Critical Care facts, terms, methods, concepts, principles and relationships and to appreciate their importance.
A 5	Demonstrate awareness into issues faced by the Critical Care teams in the treatment of critically ill patients .
A 6	To further develop skills which will enable health professional to better assess risks and treatment of critical care patients to prevent development of complications

### Disciplinary Skills - able to:

B 1	Display an awareness of the scientific needs to support the development and understanding of the field of Critical Care
B 2	Demonstrate a thorough understanding of the strengths and weaknesses in utilizing specific techniques in a clinical setting.
B 3	Display a critical view to the potential ethical issues arising from the application of research in patient care
B 4	Retrieve, filter and collate data from a variety of information sources relevant to Critical Care patients and treatments

Attributes:	
C 1	Be able to evaluate and critique methodologies related to Critical Care medicine
C 2	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
C 3	Be able to make decisions in complex and unpredictable situations
C 4	Communicate effectively by written and verbal means.
C 5	To develop knowledge and understanding on current evidence related to Critical Care complex conditions

### How will you learn?

The taught component of the course will provide clear and concise insights into key areas of Critical Care. The taught part of the course will be delivered online via the SMD e-learning platform.

Students will receive comprehensive study materials via virtual learning environment (QMPLUS) including lecture capture materials, seminar forums and message boards which requires student interaction to discuss and exchange ideas, share knowledge as well as reviewing lecture sessions.

- Overall course information, including student handbook and timetables, will be distributed through the learning platform
- Induction material and a welcome chatroom session and / or online discussion thread will be set up at the start of the course between the distance learning students and the Programme Director.
- A variety of teaching strategies will be employed, most of which will be administered via the learning platform
- Each module is presented on-line as:
  - Summary of the module
  - Aims and Objectives
  - Plan for assessment
  - Additional one-to-one tutorials with individual students will be arranged if required
- Library facilities. All students registered on the course will have access to the college on-line library facilities. This gives access to a large number of relevant journals. Students will have access to other academic literature and journals via an ATHENS log-on in the same way as on-site students.

1) Lectures – screen capture with audio soundtrack. These lectures will be delivered by members of the course faculty with occasional ‘guest lectures’ for selected topics. Both types of lecture will be captured and presented in the same way.

2) Lecture notes and document reading material (word documents and PDF.) Topics will also be covered in the form of guided reading – with a reading list or short series of scientific papers to read followed by questions or exercises.

3) Online Seminars / Tutorials. Some topics will be covered in real-time online seminars, delivered by Skype (or similar technology). These will be based around a topic or around a series of relevant articles from scientific journals. The organisation of such synchronous support by voice / video seminars will depend on the proportion and location of overseas students in order to circumvent any difficulties posed by differences in time zones.

One of the major strengths of this programme lies in the fact that the teaching staff will consist of top professionals working in the fields of Critical Care. The exceptional expert “panel” of internal as well as external lecturers will be actively engaged with the course at all times.

## How will you be assessed?

Students will be assessed by using multiple choice questions (using QMPlus) as well as written assignments.

### Dissertation

The candidates will submit a written dissertation on a subject in which they have been supervised.

A viva (via skype) on the dissertation may be required for candidates.

All assignments as well as dissertation will be double marked.

## How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The proposed programme will have a modular structure, and will provide the students with the academic background and specialist knowledge and skills required for work and research in the area of Critical Care.

The course has nine modules of which eight will be taught in 3-day time blocks to facilitate training of professionals. Modules are taught in order and the 3 day guided learning will be matched by self-guided learning before moving to the next module.

Participants will be able to either join 1-year full time course in which modules will be taught monthly or a part-time programme (4 of the taught modules per year + dissertation module in year 2).

For PGDip- students will undertake all taught modules in one year (Full time course).

For a part time PGDip students will complete 4 taught modules per academic year.

For PGCert students are required to complete 4 taught modules: FT students take all Sem 1 modules, whereas PT student may select any two modules from Semester 1 and any two modules from semester 2.

### Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Pathophysiological basis of critical illness	WHR7710	15	7	Compulsory	1	Semester 1
Supportive care for failing organ function	WHR7711	15	7	Compulsory	1	Semester 1
Care of the unconscious patient	WHR7712	15	7	Compulsory	1	Semester 1
Neurocritical Care and Trauma management	WHR7716	15	7	Compulsory	1	Semester 1
Decision making, communication and ethics	WHR7713	15	7	Compulsory	1	Semester 2
Research and Audit methodology	WHR7714	15	7	Compulsory	1	Semester 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Special Patient Groups	WHR7715	15	7	Compulsory	1	Semester 2
Multidisciplinary team in critical care	WHR7719	15	7	Compulsory	1	Semester 2
Dissertation	WHR7718	60	7	Core	1	Semesters 1-3

### What are the entry requirements?

To be eligible to apply you will need a recognised undergraduate degree in medicine, or a recognised undergraduate degree with 2:2 or above (or international equivalent) in nursing/allied health professions. You must have experience in critical care medicine to enrol on the course and our admissions will be carefully assessed to ensure that they are able to meet the high academic standards required to successfully complete the course. References from two academic/scientific referees are required to support each application. All MSc registrants must provide details of their experience since graduation and the range of services available in their Intensive Care Unit. In addition a written undertaking from their Head of Department is required to confirm that adequate time and facilities will be made available in order to complete the course. An ILETS overall score of  $\geq 6.5$  (6 in writing component of the test) is required for this programme.

### How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

There will be regular feedback sessions and online discussion board review between students and staff to address issues arising from delivering the programme.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year. We anticipate that the distance learning students will engage in this process through an on-line mediated discussion forum, i.e. an interactive message board where students can discuss topics and formulate views, and by direct email.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Distance learning student views will be incorporated in the committee's work through student surveys.

All schools/institutes operate an Annual Programme Review of their taught postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; Students' views are considered in this process through analysis of the module evaluations.

### What academic support is available?

Participants will get access to extensive on-line material. There will be an induction day to review the programme details and expectations. Mechanisms for student support (academic, technical, administrative and pastoral) are all in place and information about this will be available on-line as part of the induction material.

Allocation of senior faculty including the Programme Director as personal tutors will ensure consistency of student experience and a commitment to personal contact.

Programme Title: Critical Care

### Programme-specific rules and facts

N/A

### Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

### Links with employers, placement opportunities and transferable skills

---

## Programme Specification Approval

---

**Person completing Programme Specification:**

Dr Nina Ravic/ Dr Parjam Zolfaghari

**Person responsible for management of programme:**

Dr Parjam Zolfaghari/ Professor Rupert Pearse

**Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:**

19/05/2023(For 2023/24)

**Date Programme Specification approved by Taught Programmes Board:**

22 May 2019