Programme Specification for the MSc Cardiorespiratory Nursing

This specification provides a **concise** summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. This specification provides a source of information for students and prospective students seeking an understanding of the nature of the programme and may be used by the College for review purposes and sent to external examiners. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the course handbook online at [http://www1.imperial.ac.uk/medicine/teaching/postgraduate/cardiorespiratory/](http://www1.imperial.ac.uk/medicine/teaching/postgraduate/cardiorespiratory/).

The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency.

1. **Awarding Institution:** Imperial College London
2. **Teaching Institution:** Imperial College London
3. **External Accreditation by Professional / Statutory Body:** Not applicable
4. **Name of Final Award (BEng / BSc / MEng, MSc etc.):** MSc
5. **Programme Title (e.g. Biochemistry with Management):** Cardiorespiratory Nursing
6. **Date of production / revision of this programme specification:** August 2012
7. **Name of Home Department:** National Heart & Lung Institute
8. **Name of Home Faculty:** Medicine
9. **UCAS Code (or other coding system if relevant):** Not applicable
10. **Relevant QAA Subject Benchmarking Group(s) and/or other external/internal reference points**

   QAA subject benchmarks:
   1) Expectations of nurses in providing patients services
   2) Application of practice in securing, maintaining and improving health and well-being
   3) Knowledge, understanding and skills that underpin the education and training of healthcare professionals.

11. **Level(s) of programme within the Framework for Higher Education Qualifications (FHEQ)**

<table>
<thead>
<tr>
<th>Master's (MSc)</th>
<th>Level 7</th>
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12. **Mode of Study:** Part-time
13. **Language of Study:** English
14. Educational aims/objectives of the programme

The programme aims/objectives are to:

The programme aims to provide an academically challenging and innovative approach to advance thinking in cardio-respiratory nursing. It is intended for nurses who wish to combine studies related to their clinical practice with strong intellectual training. The course places research and dissemination squarely alongside clinical patient management. The course gives nurses the intellectual tools to collect, analyse and interpret information at a high level. Thus this postgraduate qualification will provide the education, training and skills necessary for a senior career in cardio-respiratory nursing.

At the end of the course, students will:

• Have a sound knowledge of basic science as applied to cardio-respiratory nursing.

• Gain the skills to lead the clinical nursing agenda within the speciality in subsequent years.

• Have a thorough preparation for professional clinical leadership and innovation. The scope of ‘leadership’ encompasses both the local considerations within a ward, department or clinic but also the wider national and international context of cardio-respiratory nursing.

• Have acquired the skills to act as a role model in advancing cardio-respiratory nursing through academic skills applied directly at practice level.

• Have acquired the intellectual tools to collect, analyse and interpret information at a high level.

• Have acquired and practised research and dissemination skills, as well as practical patient-based skills pertinent to cardio-respiratory nursing.

• Understand the importance of an Evidence Based approach to the delivery of care within the multi disciplinary team.

• Be well qualified for PhD studies

Imperial College works closely with employers and industry, including Industrial Advisory Panels to design Master’s courses which provide graduates with technical knowledge, expertise and transferable skills. This course was developed with employer needs in mind. It was guided by NHS employers in London, a representative from the British Association of Nursing in Cardiovascular Care and the British Heart Foundation. The programme has links with the Royal Brompton & Harefield NHS Foundation Trust who contribute towards its delivery.

The course offers students an opportunity to carry out research projects in healthcare organisations.

15. Programme Learning Outcomes

1. Knowledge and Understanding

Knowledge and Understanding of:

1. The aetiology, epidemiology and pathophysiology of the more common cardio-respiratory diseases (including cardiovascular disease, heart failure, congenital heart disease, asthma, cystic fibrosis)
2. Clinical examination and history taking in the patient with cardio-respiratory illness
3. Management of the patients with a cardio-respiratory illness both in the acute and longer term setting (including approaches to disease management, technological interventions)
4. National and international influences on practice
5. Evidence based healthcare
6. The development and adoption of national and international guidelines for practice
7. Applied healthcare research methods
8. Presentation of results and clinical findings
9. Development of research project

Teaching/learning methods and strategies include the following:
- Acquisition of A1 – A3 – through lectures, seminars, tutorials, indirect study, group work, work-based learning, problem solving and course work
- Acquisition of A4 - through lecturers, presentations, debates and course work
- Acquisition of A5 – A8 – through lecturers, presentations, group work, course work
- Acquisition of A 9 - through supervised project work, thesis preparation and write-up

2. Skills and other Attributes

Intellectual Skills:
1. Have acquired the intellectual tools to collect, analyse and critically interpret information and literature for use in cardio-respiratory nursing
2. Develop an appropriate cardio-respiratory patient management plan
3. Evaluate the effectiveness of a comprehensive patient management plan
4. Have acquired and practised research and dissemination skills
5. Synthesis of published literature and clinical practice

Teaching/learning methods and strategies include the following:
Acquisition of B 1 – B3 through lectures, seminars, tutorials, direct and indirect study, group work, student presentations course work
Acquisition of B 2 - through work-based learning,
Acquisition of B 2 – B3 through work-based learning and course work
Acquisition of B 4 – B5 through oral presentations, posters, journal club, course work, and viva voce

Practical Skills:
1. Have acquired the skills to act as a role model in advancing cardio-respiratory nursing
2. Patient-based skills pertinent to cardio-respiratory nursing (such as advanced life support, clinical examination and history taking)
3. Have acquired the skills of preparing and presenting patient case studies
4. Have acquired the skills to undertake effective literature searching, data analysis and data presentation
5. Research and dissemination skills (such as data collection, use of data software packages, poster and presentations skills)

Teaching/learning methods and strategies include the following:
Skills C1 – C2 are developed through simulated learning, clinical experience and work-based learning
Skills C3 and C5 are developed through seminars, group work, student presentations and the journal club
Skills C4 - C5 are developed through seminars, tutorials, direct and indirect study, group work and library workshops.
Skills C5 – In addition research skills are taught through lecturers and tutorial support on statistics, preparing a data base and using quantitative data analysis software (SPSS) and through the dissertation.

Professional Skills Development:
1. Communicate effectively between and across disciplines
2. Learn independently and apply critical appraisal skills
3. Use IT skills effectively
4. Use data software packages
5. Manage resources and time effectively
6. Learn effectively
Teaching/learning methods and strategies include the following:

Acquisition of D1 - D2 through seminars, tutorials, presentations, group work and course work
Acquisition of D3 – D4 through seminars, presentations and course work
Acquisition of D5 - D6 – through seminars, workshops, student presentations, work-based learning, debates, problem solving, analysis and evaluation.

In addition to the training embedded in the programme, the Graduate School runs a Professional Development Skills programme for Master’s students. The programme, consisting of the “MasterClass” workshops and e-learning modules, aims to help students develop the skills needed both in their academic studies and in obtaining and progressing in their future careers. The Careers Advisory Service also provides training and support for students on career options, job seeking and interviews.

16. The following reference points were used in creating this programme specification:

Course handbook,
Module study guides
Cardio-respiratory nursing competency statements:
Nursing benchmarks statements:
http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/nursing.pdf

17. Programme structure and features:

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<th>Year one</th>
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<tr>
<td><strong>Term one: (October – December)</strong></td>
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<tr>
<td>Applied healthcare research I (compulsory) (7.5 ECTS)</td>
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<tr>
<td>Respiratory nursing/cardiac nursing (optional) (7.5 ECTS)</td>
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<tr>
<td><strong>Term Two: (January – March)</strong></td>
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<tr>
<td>Smoking cessation (optional) (7.5 ECTS)</td>
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<tr>
<td>Lung failure (optional) (7.5 ECTS)</td>
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<tr>
<td>Advanced life support (optional) (7.5 ECTS)</td>
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<tr>
<td>History taking and clinical examination (optional) (7.5 ECTS)</td>
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<td><strong>Term Three: (April – June)</strong></td>
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<tr>
<td>Practice development (compulsory) (7.5 ECTS)</td>
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<tr>
<td>Heart failure (optional) (7.5 ECTS)</td>
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<tr>
<td>Cystic fibrosis (optional) (7.5 ECTS)</td>
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<tr>
<td><strong>June:</strong> End of year 1 examinations</td>
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<td><strong>June –Sept:</strong></td>
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<td>Dissertation (compulsory)</td>
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<th>Year two</th>
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<tr>
<td><strong>Term one:</strong></td>
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<tr>
<td>Applied healthcare research II(compulsory) (7.5 ECTS)</td>
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<tr>
<td>Evidence-based healthcare(compulsory) (7.5 ECTS)</td>
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<tr>
<td><strong>Term Two:</strong></td>
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<tr>
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History taking and clinical examination (optional) (7.5 ECTS)

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<tr>
<td>Cystic fibrosis (optional) (7.5 ECTS)</td>
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<td>Heart failure (optional) (7.5 ECTS)</td>
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**June:** end of year 2 exams

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<tr>
<td>Dissertation (compulsory) (25 ECTS)</td>
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<td>October - viva (compulsory) (5 ECTS)</td>
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18. Support provided to students to assist learning (including collaborative students, where appropriate).  

- Course director and faculty of lecturers based on site
- Allocated personal tutor
- Induction programme for orientation, introduction to library and information technology, and to the course
- MSc Student Handbook, which includes descriptions of each module, academic regulations and learning support.
- A large community of specialist nurses, doctors and allied health professionals based within the Royal Brompton and Harefield NHS Foundation Trust, the National Heart and Lung Institute (NHLI) and other partner NHS Trusts
- Library and other learning resources and facilities at NHLI.
- Student representation on the Post Graduate Taught Courses committee, which meets twice per year.
- Access to the cardiology and respiratory grand rounds at the Royal Brompton, which run weekly with a variety of leading experts speaking on research, audit and technology advances.
- Dissertation supervisor.
- Imperial College email address and web-sites
- Student email and access to tutorial staff including the Course Director.
- Access to student counsellors on the South Kensington site.
- Access to Teaching and Learning Support Services, which provide assistance and guidance, e.g. on dyslexia and English language support
- Student feedback on oral presentations and written assignment within one month of the data of submission of the work.
- Tutorial support is available in person or by email or phone to support learning

Welfare and Pastoral Care:

College student [welfare services](#) are the responsibility of the Dean of Students, Learning and Teaching who manages the Head of the Student Counselling Service, the Head of the Disability Advisory Service, the College Tutors and the Hall Wardens. The Dean of Students, Learning and Teaching acts as liaison between the College and the College Health Centre (NHS) and the Chaplaincy and works closely with the ICU Deputy President (Welfare) to enhance welfare, advice and support.

The Library

There are libraries at all Imperial College campuses; with print collections, PCs, study space and other amenities. The Library has extensive electronic resources, including electronic databases, electronic books and full text electronic journals. Students are able to search for electronic resources,
using the on-line library catalogue and web pages, and access them from anywhere on and off campus.

**English Language Support Programme**

The English Language Support Programme (ELSP) offers classes, the majority of which are free of charge, to students and members of Imperial College London who are not native speakers of English.

19. **Criteria for Admission**

The minimum qualification for admission is normally a Lower Second Class Honours degree in a healthcare subject from an UK academic institution, or an equivalent overseas qualification. A special case may be submitted to the Graduate School’s Master’s Quality Committees where an applicant has a lesser degree qualification or a diploma but has three years experience working post qualifying in a specialist cardio-respiratory field.

20. **Processes used to select Students**

- All applicants complete the on-line application form
- This is reviewed by the course director once all paperwork and references are submitted.
- Applicants are notified of the outcome of the review by the admissions department of the college.

21. **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

a) **Methods for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:**

The external examiner system and Boards of Examiners are central to the process by which the College monitors the reliability and validity of its assessment procedures and academic standards. Boards of Examiners comment on the assessment procedures within the College and may suggest improvements for action by relevant departmental teaching Committees.

At programme level, the Head of Department has overall responsibility for academic standards and the quality of the educational experience delivered within the department.

The Faculty Studies Committees and the Graduate School’s Master’s Quality Committees review and consider the reports of external examiners and accrediting bodies and conduct periodic and internal routine reviews of programmes. Regular reviews ensure that there is opportunity to highlight examples of good practice and ensure that recommendations for improvement can be made.

The optional module on the theory and practice of advanced life support is accredited with the resuscitation council (UK) and successful candidates are awarded the certificate in Advanced life support.

b) **Committees with responsibility for monitoring and evaluating quality and standards:**

The **Senate** oversees the quality assurance and regulation of degrees offered by the College. It is charged with promoting the academic work of the College, both in teaching and research, and with regulating and supervising the education and discipline of the students of the College. It has responsibility for approval of changes to the Academic Regulations, major changes to degree programmes and approval of new programmes.

The **Strategic Education Committee** includes representatives of academic staff and academic support services. The SEC has four Committees reporting to it: the e-Learning Strategy Committee (e-LSC), the Strategic Humanities Committee, the Graduate Education Strategy Committee and the Recruitment and Admissions Strategy and Policy Committee (RASPC), which also reports to the SRC. The SEC reports to the Management Board and also submits regular reports to Senate for information and is responsible for in developing and implementing the College’s educational strategy.
The Quality Assurance Advisory Committee (QAAC) is the main forum for discussion of QA policy and the regulation of degree programmes at College level. QAAC develops and advises the Senate on the implementation of codes of practice and procedures relating to quality assurance and audit of quality and arrangements necessary to ensure compliance with national and international standards.

The Faculty Studies Committees and the Graduate School Master’s Quality Committees are the major vehicle for the quality assurance of undergraduate / Master’s courses respectively. Their remit includes: setting the standards and framework, and overseeing the processes of quality assurance, for the areas within their remit; monitoring the provision and quality of e-learning; undertaking reviews of new and existing courses; noting minor changes in existing programme curricula approved by Departments; approving new modules, changes in module titles, major changes in examination structure and programme specifications for existing programmes; and reviewing proposals for new programmes, and the discontinuation of existing programmes, and making recommendations to Senate as appropriate.

The Faculty Teaching Committees maintain and develop teaching strategies and promote inter-departmental and inter-faculty teaching activities to enhance the efficiency of teaching within Faculties. They also identify and disseminate examples of good practice in teaching.

Departmental Teaching Committees have responsibility for the day-to-day oversight of a Department’s programmes including the approval of minor changes to course curricula and examination structures and approval of arrangements for course work.

c) Mechanisms for providing prompt feedback to students on their performance in coursework and examinations and processes for monitoring that these named processes are effective:

All students are provided with written feedback form any written assignment within one month of date of submission.

Students are notified of their exam results following ratification by the examination board on their personal college records.

d) Mechanisms for gaining student feedback on the quality of teaching and their learning experience and how students are provided with feedback as to actions taken as a result of their comments:

Students are invited to participate in surveys so that student feedback on the College and its courses can be obtained and used to enhance provision. External surveys in which students participate include:

- National Student Survey (NSS)
- Postgraduate Research Experience Survey (PRES)
- International Student Barometer (ISB)

Internal surveys include:

- SOLE (undergraduate student online evaluation exercise)
- PG SOLE (Master’s student online evaluation exercise)
- TOLE (tutor online evaluation exercise)

Staff-Student committees are the primary arenas for staff-student engagement at a Departmental level. Staff-student committees are run slightly differently according to the size and UG:PG ratio of the Department. Most Departments have separate committees for undergraduates and postgraduates. A range of issues are discussed from SOLE and PG SOLE reports, external examiner reports and curriculum changes to practical issues, such as the availability of computers and pastoral care. Staff-Student Committees are normally chaired by a student who will liaise with the Department and fellow students to agree an agenda for the meeting in advance.
f) Mechanisms for recognising and rewarding excellence in teaching, research supervision, pastoral care and supporting the student experience:

Staff are encouraged to reflect on their teaching, in order to introduce enhancements and develop innovative teaching methods. Each year College awards are presented to academic staff for outstanding contributions to teaching, pastoral care, supporting the student experience or research supervision. A special award for Teaching Innovation, available each year, is presented to a member of staff who has demonstrated an original and innovative approach to teaching. Nominations for these awards come from across the College and students are invited both to nominate staff and to sit on the deciding panels.

g) Staff development priorities for this programme include:

The course is developing its on-line material to support the taught component and enable students to review lectures, engage in on-line group discussions and undertake interactive learning exercises.

22. Regulation of Assessment

a) Assessment Rules and Degree Classification:

The Pass Mark for Master’s programmes is 50%. In order to be awarded a result of merit, a candidate must obtain an aggregate mark of 60% or greater; a result of distinction requires an aggregate mark of 70% or greater.

Where appropriate, a Board of Examiners may award a result of merit where a candidate has achieved an aggregate mark of 60% or greater across the programme as a whole AND has obtained a mark of 60% or greater in each element with the exception of one element AND has obtained a mark of 50% or greater in this latter element.

Where appropriate, a Board of Examiners may award a result of distinction where a candidate has achieved an aggregate mark of 70% or greater across the programme as a whole AND has obtained a mark of 70% or greater in each element with the exception of one element AND has obtained a mark of 60% or greater in this latter element.

Further information is available in the Academic and Examination Regulations

b) Processes for dealing with mitigating circumstances:

The College’s Extenuating Circumstances Affecting Academic Performance: Policy and Procedures makes provision for Boards of Examiners to use their discretion where extenuating circumstances are independently corroborated and are judged by the advisory panel to be of sufficient severity to have substantially affected performance

c) Processes for determining degree classification for borderline candidates:

Candidates should only be considered for promotion to pass, merit or distinction if their aggregate mark is within 2.5% of the relevant borderline. Nevertheless, candidates whom the Board deems to have exceptional circumstances may be considered for promotion even if their aggregate mark is more than 2.5% from the borderline. In such cases the necessary extra marks should be credited to bring the candidate’s aggregate mark into the higher range. Detailed records of all decisions should be recorded in the minutes of the meeting of the Board.

d) Role of external examiners

The external examiner system and Boards of Examiners are central to the process by which the College monitors the reliability and validity of its assessment procedures and academic standards. External examiners’ primary duties are to ensure that the standard of the College’s degrees is consistent with that of the national sector; to ensure that assessment processes measure student achievement rigorously and fairly and that the College is maintaining the threshold academic
standards set for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmarks statements. External examiners gather evidence to support their judgement through the review of course materials, approval of draft question papers, assessment of examination scripts, projects and coursework, and in some instances, through participation in viva voce and clinical examinations. External examiners are members of Boards of Examiners and participate in the determination of degree classifications and student progress.

External examiners submit their reports to the Rector and President. The reports are scrutinised by the Pro-Rector (Education) and by the Registry QA team to identify any points of concern. These are then referred to the HOD and Chairman of the Board of Examiners, with a request to comment on the points raised and to explain how any concerns will be addressed. The reports and Departmental comments are subsequently considered by the relevant Faculty Studies Committee or Graduate School MQC, which may seek further assurances from a Department on the resolution of a particular problem. The committees will also consider examples of good practice raised by the external examiners. Following consideration of the reports, the Registry provides feedback to external examiners. From 2011-12 external examiner reports, and the departmental responses to them, are available on the College’s intranet.

23. Key sources of information about the programme can be found in:

http://www1.imperial.ac.uk/medicine/teaching/postgraduate/cardiorespiratory/