

## Advanced Paediatric and Neonatal Practice (Acute Care Pathway)

### Programme Information

2022.01, Approved

#### Overview

Programme Code	36020
Programme Title	Advanced Paediatric and Neonatal Practice (Acute Care Pathway)
Awarding Institution	Liverpool John Moores University
Programme Type	Masters

#### Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Science - MS	N/A
Alternative Exit	Postgraduate Diploma - PD	Apply in-depth knowledge and critical understanding of paediatric advanced practice within a variety of acute settings. Apply in-depth knowledge of the pathogenesis of paediatric disease processes; (encountered in acute paediatric practice); integration of the clinical manifestations of disease to the relevant pathophysiological mechanisms; and the subsequent relationships to assessment, diagnosis and management. Utilise advanced clinical reasoning, critical thinking and creative problem solving in the assessment and management of child illness and health. Recognise the boundaries of advanced professional roles. Explore, critically review, and apply a systematic and coherent body of knowledge relating to paediatric advanced practice and the assessment and management of child health and illness in a variety of settings. Recognise the boundaries of advanced professional roles. Reflect on, critically analyse and evaluate their own practice. Synthesise knowledge to reflect on own personal and professional development.

Alternate Award Names	
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#### External Benchmarks

Subject Benchmark Statement	
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## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Part-Time, Face to Face	January	LJMU Taught	2 Years
Part-Time, Face to Face	September	LJMU Taught	2 Years

## Aims and Outcomes

Educational Aims of the Programme	The programme aims to develop autonomous, reflective advanced neonatal and paediatric acute care practitioners who will be able to systematically utilise advanced levels of knowledge in order to respond to complex challenges and make rigorous clinical judgements. To provide a dynamic learning environment which enables the student to meet challenges flexibly and creatively to become a proficient, confident, safe and accountable practitioner whose practice is underpinned by a rigorous evidence base to ensure fitness for practice. To equip the students with the skills to assess, diagnose and manage the variety of minor injuries, illnesses and paediatric emergencies that commonly present in acute settings.
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## Learning Outcomes

Code	Number	Description
PLO1	1	Apply in-depth knowledge and critical understanding of paediatric advanced practice within a variety of acute settings.
PLO2	2	Appropriately apply theory and academic evidence to professional practice.
PLO3	3	Critically reflect on their own learning, practice and professional and academic development.
PLO4	4	Demonstrate emotional intelligence through its application to their own learning, practice and professional and academic development.
PLO5	5	Integrate and apply concepts from interdisciplinary and multi-disciplinary perspectives.
PLO6	6	Exercise advanced clinical reasoning, critical thinking and creative problem solving (based on advanced theoretical knowledge) in the assessment and management of neonatal, infant, child and adolescent illness and health in a variety of clinical settings.
PLO7	7	Utilise sophisticated scientific knowledge and clinical judgement in the achievement of a range of competencies for advanced acute paediatric practice.
PLO8	8	Develop applied research skills which contribute to the enhancement and development of advanced paediatric practice and the child health evidence-base in addition to informing those who impact upon the lives of neonates, infants, children and young people.
PLO9	9	Improve the health and well being of neonates, infants, children, adolescents and their families through partnerships in health care delivery, wider advocacy, and policy-making contexts.
PLO10	10	Recognise and appreciate the cultural context(s) that impact upon the health and well-being of the family unit.
PLO11	11	Critically analyse Quality Systems in their area of Practice and initiate activities for improvement.

PLO12	12	Apply in-depth knowledge of the pathogenesis of paediatric disease processes; (encountered in acute paediatric practice); integration of the clinical manifestations of disease to the relevant pathophysiological mechanisms; and the subsequent relationships to assessment, diagnosis and management.
PLO13	13	Communicate ideas, principles and theories effectively by oral and written means.
PLO14	14	Engage in critical discussion and creative use of key ideas and concepts.
PLO15	15	Access a range of on-line sources of information.
PLO16	16	Formulate and communicate knowledge, understanding and research findings into articulate, coherent and well-developed arguments, conclusions and recommendations.
PLO17	17	Integrate research findings into clinical practice (i.e. the assessment, diagnosis and management of infants, children and adolescents).
PLO18	18	Reflect on, critically analyse and evaluate their own practice.
PLO19	19	Negotiate learning goals and evaluate their achievement.
PLO20	20	Demonstrate development of leadership skills.
PLO21	21	Utilise advanced clinical reasoning, critical thinking and creative problem solving in the assessment and management of child illness and health.
PLO22	22	Explore, critically review, consolidate, extend and apply a systematic and coherent body of knowledge relating to paediatric advanced practice and the assessment and management of child health and illness in a variety of acute settings
PLO23	23	Recognise the boundaries of advanced professional roles.
PLO24	24	Articulate the legal and ethical frameworks in which the Advanced Practitioner works.
PLO25	25	Demonstrate critical reasoning, creativity and originality of thought.
PLO26	26	Make effective and appropriate decisions and solve problems in situations of uncertainty and complexity.
PLO27	27	Identify, apply and disseminate research findings relating to advanced practice.

## Course Structure

Programme Structure Description	The Independent and Supplementary Prescribing module is a stand-alone programme validated by the Nursing and Midwifery Council (NMC) and the Health Care Professional Council (HCPC) which means that a restricted range of registered professionals are able to undertake the programme, these include: Registered Nurse, midwives, chiropractors/podiatrists, radiographers, physiotherapists and dietitians. Some of these may have already completed this module prior to entry and will apply for RPL into the programme. Professionals who are not eligible to undertake the prescribing module will undertake the option module Negotiated Work Based Learning to achieve 180 credits.
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<b>Programme Structure - 180 credit points</b>	
<b>Level 7 - 180 credit points</b>	
<b>Level 7 Core - 160 credit points</b>	CORE
[MODULE] 7000APNP Advanced Neonatal and Paediatric Physiology and Assessment Approved 2022.01 - 20 credit points	
[MODULE] 7001APNPAC Acute Paediatric Care 1 Approved 2022.01 - 20 credit points	
[MODULE] 7002APNPAC Acute Paediatric Care 2 Approved 2022.01 - 20 credit points	
[MODULE] 7003APNPAC Acute Paediatric Care 3 Approved 2022.01 - 20 credit points	
[MODULE] 7005APNPD Dissertation Approved 2022.01 - 60 credit points	
[MODULE] 7005NAPNP Research for Paediatric Advanced Practitioners Approved 2022.01 - 20 credit points	
<b>Level 7 Optional - 20 credit points</b>	OPTIONAL
[MODULE] 70122PQHEA Negotiated Work Based Learning Approved 2022.01 - 20 credit points	
[MODULE] 7100NPAPP Independent and Supplementary Prescribing Approved 2022.01 - 20 credit points	

### Approved variance from Academic Framework Regulations

Variance
A variance has been approved for 7100NPAPP that all components of the module must be passed including those contained within the practice competency. The examination element (weighted at 40%) has a pass mark of 80%. The numeracy assessment (written examination) within the practice / competency element has a pass mark of 100%

## Teaching, Learning and Assessment

Teaching, Learning and Assessment	<p>Interactive lectures, seminars, tutorials; on-line discussion boards; problem-based learning exercises; self-directed and reflective learning; video streaming; reflective practice; clinical supervision and case presentations. Oral and written presentations, unseen examinations, written assignments, OSCE examination, clinical evaluation, clinical practice portfolio.</p> <p>Interactive lectures, seminars, tutorials; on-line discussion boards; problem-based learning exercises; self-directed and reflective learning; video streaming; reflective practice; clinical supervision and case presentations. Oral and written presentations, unseen examinations, written assignments, OSCE examination, clinical evaluation, clinical practice portfolio.</p> <p>Lectures, student-led presentations, individual and small tutorials, clinical facilitation and supervision, case conferences and presentations, clinical discussions. Oral and written presentations, written assignments, OSCE examination, clinical evaluation, clinical practice portfolio, reflections and clinical supervision and skills assessment. Interactive lectures, seminars, tutorials; on-line discussion boards; problem-based learning exercises; self-directed and reflective learning; video streaming; reflective practice; clinical supervision and case presentations. Oral and written presentations, unseen examinations, written assignments, OSCE examination, clinical evaluation, clinical practice portfolio.</p>
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## Opportunities for work related learning

Opportunities for work related learning
<p>All students will be employed in the context of children’s acute care. The will be supported via a tripartite agreement between the student, employer and LJMU . Practice based mentors will be identified and will play a role in sign off of competency; this could include registered practitioners such as nurses, advanced paediatric practitioners and doctors. The development of a portfolio and competency record will complement and strategically support the on going process of practice learning. There are mandatory clinical practice hours associated with modules 7000APNP; 7001APNPAC; 7002APNPAC;7003APNPAC. A variety of clinical sites around the country will be utilised (as required) for the clinical component of the programme. Every attempt will be made to keep students as close to home as possible in order to: (1) decrease (as far as is possible) the distances required to travel; and (2) to facilitate the relationships and partnerships that clinical placements can build between different organisations.</p>

## Entry Requirements

Type	Description
Other international requirements	International students with IELTS scores of 6.5 (with 5.5 in each component)
Alternative qualifications considered	BA/BSc (Hons) in relevant field (2.2 or above) or evidence of potential to study at Masters Level and Registration as a health professional (nursing, allied health or medicine) or Physician Associate and Evidence of organisational support with protected study and placement time and Evidence of relevant workplace opportunities for clinical placements and evidence of appropriate supervision and mentoring. .

## Programme Contacts

### Programme Leader

Contact Name
Nick Medforth

### Link Tutor

Contact Name