

Overview

Programme Code	36023
Programme Title	Advanced Paediatric and Neonatal Practice (Neonatal Pathway)
Awarding Institution	Liverpool John Moores University
Programme Type	Masters
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	Nick Medforth
Link Tutor(s)	

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Science - MS	See Learning Outcomes Below
Alternative Exit	Postgraduate Diploma - PD	Apply in-depth knowledge and critical understanding of neonatal advanced practice. Apply in-depth knowledge of the pathogenesis of neonatal disease processes ; 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 neonatal and child illness and health. Explore, critically review, and apply a systematic and coherent body of knowledge relating to paediatric advanced practice and the assessment and management of neonatal and child health and illness. 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

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	October	LJMU Taught	2 Years
Full-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 paediatric practitioners in neonatal care 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 emergencies that commonly present in neonatal settings.

Learning Outcomes

Code	Description
PLO1	Apply in-depth knowledge and critical understanding of neonatal advanced practice within a variety of settings.
PLO2	Appropriately apply theory and academic evidence to professional practice.
PLO3	Critically reflect on their own learning, practice and professional and academic development.
PLO4	Demonstrate emotional intelligence through its application to their own learning, practice and professional and academic development.
PLO5	Integrate and apply concepts from interdisciplinary and multi-disciplinary perspectives.
PLO6	Exercise advanced clinical reasoning, critical thinking and creative problem solving (based on advanced theoretical knowledge) in the assessment and management of neonatal and paediatric illness and health in a variety of clinical settings.
PLO7	Utilise sophisticated scientific knowledge and clinical judgement in the achievement of a range of competencies for advanced neonatal practice.

Code	Description
PLO8	Develop applied research skills which contribute to the enhancement and development of advanced neonatal 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	Improve the health and well being of neonates, infants, children , young people and their families through partnerships in health care delivery, wider advocacy, and policy-making contexts.
PLO10	Recognise and appreciate the cultural context(s) that impact upon the health and well-being of the family unit.
PLO11	Critically analyse Quality Systems in their area of Practice and initiate activities for improvement.
PLO12	Apply in-depth knowledge of the pathogenesis of neonatal disease processes; integration of the clinical manifestations of disease to the relevant pathophysiological mechanisms; and the subsequent relationships to assessment, diagnosis and management.
PLO13	Communicate ideas, principles and theories effectively by oral and written means.
PLO14	Engage in critical discussion and creative use of key ideas and concepts.
PLO15	Access a range of on-line sources of information.
PLO16	Formulate and communicate knowledge, understanding and research findings into articulate, coherent and well-developed arguments, conclusions and recommendations.
PLO17	Integrate research findings into clinical practice (i.e. the assessment, diagnosis and management of infants, children and adolescents).
PLO18	Reflect on, critically analyse and evaluate their own practice.
PLO19	Negotiate learning goals and evaluate their achievement.
PLO20	Demonstrate development of leadership skills.
PLO21	Utilise advanced clinical reasoning, critical thinking and creative problem solving in the assessment and management of neonatal illness and health.
PLO22	Explore, critically review, consolidate, extend and apply a systematic and coherent body of knowledge relating to neonatal advanced practice and the assessment and management of neonatal health and illness .
PLO23	Recognise the boundaries of advanced professional roles.
PLO24	Articulate the legal and ethical frameworks in which the Advanced Practitioner works.
PLO25	Demonstrate critical reasoning, creativity and originality of thought.
PLO26	Make effective and appropriate decisions and solve problems in situations of uncertainty and complexity.
PLO27	Identify, apply and disseminate research findings relating to advanced practice.

Programme Structure

Programme Structure Description

The Independent/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, chiropodists/podiatrists, radiographers, physiotherapists and dieticians. 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.

Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 160 credit points	CORE
[MODULE] 7000APNP Advanced Neonatal and Paediatric Physiology and Assessment Approved 2022.01 - 20 credit points	
[MODULE] 7001APNPNE Foundations of Neonatal Care Approved 2022.01 - 20 credit points	
[MODULE] 7002APNPNE Acute Neonatal Care Approved 2022.01 - 20 credit points	
[MODULE] 7003APNPNE Complex Neonatal Care 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	
Level 7 Optional - 20 credit points	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	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

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

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. 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. 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.

Opportunities for work related learning

All students will be employed in the context of children's ambulatory care. They will be supported via a tripartite agreement between the student, employer, commissioner 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; 7001APNPNE;7002APNPNE;7003APNPNE. 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.

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.

Extra Entry Requirements