

# MSc Paediatrics and Child Healthcare Practice

## Programme Specification



<p><b>1. Programme title</b></p>	<p>MSc Paediatrics &amp; Child Healthcare Practice (Oncology)  MSc Paediatrics &amp; Child Healthcare Practice (Critical Care)  MSc Paediatrics &amp; Child Healthcare Practice (specialism)</p> <p>PgDip Paediatrics &amp; Child Healthcare Practice (Oncology)  PgDip Paediatrics &amp; Child Healthcare Practice (Critical Care)  PgDip Paediatrics &amp; Child Healthcare Practice (specialism)</p> <p>PgCert Paediatrics &amp; Child Healthcare Practice (Oncology)  PgCert Paediatrics &amp; Child Healthcare Practice (Critical Care)  PgCert Paediatrics &amp; Child Healthcare Practice (specialism)</p> <p>GradCert Paediatrics &amp; Child Healthcare Practice (Oncology)  GradCert Paediatrics &amp; Child Healthcare Practice (Critical Care)  GradCert Paediatrics &amp; Child Healthcare Practice (specialism)</p>
<p><b>2. Awarding institution</b></p>	<p>Middlesex University</p>
<p><b>3a. Teaching institution</b>  <b>3b. Language of study</b></p>	<p>3a. GOSH Learning Academy and Middlesex University  3b. English</p>
<p><b>4a. Valid intake dates</b>  <b>4b. Mode of study</b></p>	<p>4a. Module dependant; September and February</p>

<b>4c. Delivery method</b>	4b. Part time 4c. On-campus/Blended
<b>5. Professional/Statutory/Regulatory body</b>	None
<b>6. Apprenticeship Standard</b>	N/A
<b>7. Final qualification(s) available</b>	<p>MSc Paediatrics &amp; Child Healthcare Practice (Oncology)  MSc Paediatrics &amp; Child Healthcare Practice (Critical Care)  MSc Paediatrics &amp; Child Healthcare Practice (specialism)</p> <p>PgDip Paediatrics &amp; Child Healthcare Practice (Oncology)  PgDip Paediatrics &amp; Child Healthcare Practice (Critical Care)  PgDip Paediatrics &amp; Child Healthcare Practice (specialism)</p> <p>PgCert Paediatrics &amp; Child Healthcare Practice (Oncology)  PgCert Paediatrics &amp; Child Healthcare Practice (Critical Care)  PgCert Paediatrics &amp; Child Healthcare Practice (specialism)</p> <p>GradCert Paediatrics &amp; Child Healthcare Practice (Oncology)  GradCert Paediatrics &amp; Child Healthcare Practice (Critical Care)  GradCert Paediatrics &amp; Child Healthcare Practice (specialism)</p>
<b>8. Year effective from</b>	<b>2023 - 2024</b>

## 9. Criteria for admission to the programme

Students admitted to this programme must be able to meet:

- Individual requirements of specific chosen modules
- Be currently working within children and young people healthcare
- Undergraduate degree or equivalent Evidence of commitment to study, professional development to date, consideration of a coherent study pathway and plans for future professional development and progression.
- Students who do not have a degree but who have successfully completed level 6 or 7 CPD modules may be admitted to the programme through the Middlesex Recognition of Prior Learning (RPL) process. This will be at the programme leader's discretion.
- Minimum English language requirements. All modules in the programme are delivered in English so IELTS English required with an average score of 6.5 with no less than 6 in a single area.

Additional admissions criteria:

- Recognition of Prior Learning (RPL) is available in line with Middlesex University regulations.

## 10. Aims of the programme

The programme has an overarching aim to enable you to undertake an individualised pathway of post graduate study through reflection on your level of practice, underlying knowledge, and clinical experience with the intention of identifying areas for professional and personal development and for the advancement of Paediatric Healthcare practice.

The programme will promote an informed, critical, and ethical attitude towards postgraduate and professional practice and enable you to demonstrate a critical understanding of your broadened level of responsibility and autonomy.

The clinical specialisms within the programme will empower you to display mastery of your specialised area of knowledge and skills that supports your ability to influence and/or lead service development and improvement, displaying originality of thought, initiative, advanced decision-making and the development of strategic thinking, in response to an unpredictable, complex and dynamic practice environment, when practising as both an autonomous practitioner and when working inter-professionally with other disciplines.

## 11. Programme outcomes

### A. Knowledge and understanding

On successful completion of this programme, you will have a knowledge and understanding of:

[GradCert, PgCert, PgDip & MSc]

1. Systematic and critical application of professional, policy and/or clinical practice issues relevant to your area of paediatric healthcare practice.

### Teaching/learning methods

The teaching and learning methods used in this programme are designed to integrate theory and practice and to foster a spirit of inquiry. Throughout the programme this will include critical reading and evaluation of policies, guidelines, and relevant research to your paediatric healthcare practice

[GradCert, PgCert, PgDip & MSc]

2. Developing a comprehensive and systematic body of expert knowledge and practical understanding within your paediatric discipline that has been influenced through rigorous inquiry and research, critical appraisal, interpretation, and application of evidence in child healthcare environments.

[PgCert, PgDip & MSc only]

3. Systematic and critical application of a range of quality improvement strategies, relevant to practice/organisational issues that have the potential to transform paediatric practice.

[PgDip & MSc only]

4. Systematically analysing findings and evaluating the outcomes, action planning and disseminating outcomes appropriately.

[PgCert, PgDip & MSc only]

5. Critically applying ethical principles and professional codes of practice to your practice and that of others.

[GradCert, PgCert, PgDip & MSc only]

6. Working in partnership, specifically with children and young people, families, carers and other health and social care professionals.

[PgDip and MSc only]

7. Demonstrating originality in the use of complex reasoning, critical thinking and problem solving that has been developed through critical reflection and evaluation to inform healthcare, decision making and leadership.

[MSc only]

8. Critically appraising a wide range of related theories and models enabling analysis of associated paediatric professional issues (e.g., leadership, safeguarding, advocacy, autonomy, and accountability) within your own practice discipline for the advancement of

You will gain knowledge and understanding using a variety of teaching and learning strategies, which vary according to the type and focus of each module, but which may include:

- practice-based learning and portfolio development, lectures, seminars and workshops, small group work and feedback, viva voce, case studies, and problem-based scenarios, role-play, webinars, debates, use of e-learning, one-one supervision, and self-directed learning.

These learning opportunities will be facilitated by the programme leader, module leaders, and subject matter experts to develop your perspectives on important issues related to your healthcare practice and to enhance your academic and clinical expertise.

### **Assessment methods**

The assessment methods of each module are designed to help you integrate theory and practice, maximise your skills of critical thinking and synthesis and develop and strengthen your understanding of the implications of paediatric healthcare practice.

Your knowledge and understanding are assessed using a variety of methods relevant to your area of practice and study. Each module will be assessed according to the assessment guidelines of that module; therefore, assessments will vary according to the type and focus of each module.

Formative assessment – are dependent upon modules undertaken and may include written critical and analytical case studies, peer presentations, on-line-quizzes, and reflective discussions. All formative assessments are designed to guide you towards successful completion of the summative assessment.

<p>professional expertise and quality improvement.</p>	<p><u>Summative assessment</u> - may include case studies and critical reflection on practice, practice-based portfolios, service reviews, reports, OSCAs,, viva voce, quality improvement projects and presentation of research findings.</p>
<p><b>B. Skills</b></p> <p>On successful completion of this programme, you will be able to:</p> <p>[PgCert, PgDip &amp; MSc only]</p> <p>1. Practice in advanced partnership with children and families, taking into consideration the importance of partnership working, negotiation of care, recognising personal belief systems and values.</p> <p>[PgCert, PgDip &amp; MSc only]</p> <p>2. Problem-solve effectively and efficiently, developing skills of decision making to promote high quality paediatric healthcare.</p> <p>[GradCert, PgCert, PgDip &amp; MSc]</p> <p>3. Assess, plan, implement and evaluate paediatric healthcare, demonstrating the ability to engage with digital technology and recognise the role of this within contemporary health care settings, as well as the social impact and implications for communication.</p> <p>[GradCert, PgCert, PgDip &amp; MSc]</p> <p>4. Demonstrate competent, dynamic, compassionate, and flexible holistic care by drawing on both research-based evidence and the experiential knowledge of the paediatric healthcare team.</p> <p>[PgDip &amp; MSc only]</p> <p>5. Explore ethical, legal, and professional implications of specialist paediatric practice, demonstrating the application of local and national policies, procedures, and guidelines to ensure the improvement of practice and child health outcomes and critically evaluate their effectiveness.</p>	<p><b>Teaching/learning methods</b></p> <p>There are a variety of teaching and learning strategies used within this programme, all of which are designed to support you and allow you to have equitable opportunities to optimise your potential, support independence and autonomy of learning and facilitate your post-graduate skills development.</p> <p>Stimulating and innovative learning opportunities will be available for you within the GLA, Middlesex University, online, blended or in your workplace.</p> <p>Learning skills will be supported and facilitated by the programme leader, module leaders, and subject matter experts.</p> <p><b>Assessment methods</b></p> <p>Your skills are assessed using a variety of methods, and which vary according to the type and focus of the module, but may include:</p> <p><u>Formative Assessment</u> - Skills workshops, seminars, reflective case study presentations, debates, literature discussion, practice-based reviews. All formative assessment is designed to guide you towards successful completion of the summative assessment.</p> <p><u>Summative Assessment</u> - Reflection on practice, oral presentations and viva voce, practice-based portfolios, critical review of evidence, OSCAs, reports, quality improvement projects and research project/proposal.</p>

<p>[PgDip &amp; MSc only] 6. Maintain your own personal and professional development, learning from experience, through supervision, feedback, reflection, and evaluation to support your own educational and development needs.</p> <p>[MSc only] 7. Explore your ability to undertake responsibility and leadership for the effective management of a research project and the subsequent improvement initiatives.</p>	
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<p><b>12. Programme structure (levels, modules, credits and progression requirements)</b></p>
<p><b>12.1 Overall structure of the programme</b></p>
<p>A high-quality curriculum covering a wide range of content that allows you flexibility to tailor your development in ways that are relevant to your specific clinical needs. You can study part-time and online, allowing you to combine study with work, in a schedule that can fit around your employment. The breadth of the programme prepares you for a wide range of nursing career options and aims to build confidence for those seeking to progress to senior healthcare roles.</p> <p>The <b>MSc</b> Paediatrics &amp; Child Healthcare Practice is a 180 UK credit master's programme consisting of:</p> <ul style="list-style-type: none"> <li>• Pick and choose optional modules (totalling 120 credits) and</li> <li>• One compulsory Project at FHEQ level 7 (60 credits)</li> </ul> <p>The <b>PgDip</b> Paediatrics &amp; Child Healthcare Practice is a 120 UK credit master's level programme consisting of:</p> <ul style="list-style-type: none"> <li>• Optional FHEQ level 7 modules</li> </ul> <p>The <b>PgCert</b> Paediatrics &amp; Child Healthcare Practice is a 60 UK credit master's level programme consisting of:</p> <ul style="list-style-type: none"> <li>• Optional FHEQ level 7 modules</li> </ul> <p>The <b>GradCert</b> Paediatrics &amp; Child Healthcare Practice is a 60 UK credit graduate programme consisting of:</p> <ul style="list-style-type: none"> <li>• Optional FHEQ level 6 modules</li> </ul>

## GradCert

- Optional FHEQ level 6 modules
- Total = 60 credits

## PgCert

- Optional FHEQ level 7 modules
- Total = 60 credits

## PgDip

- Optional modules to total 120 credits
- (minimum of 90 credits at FHEQ level 7)

## MSc

- Optional modules to a total of 120 credits
- Compulsory module to total 60 credits
- Overall total = 180 credits
- (minimum of 150 credits at FHEQ level 7)

Prior to signing up to a programme , a programme planning meeting will assist you to determine the modules to be undertaken, any accredited learning and the options for recognition of prior learning. The choice of pathway for the modules will be determined by your preferred clinical specialism and your reflection on which pathway will support your role and career progression.

Example course plan:

<p>CPD options</p>	<ul style="list-style-type: none"> <li>• Utilise portfolio to select clinically relevant modules essential to your role.</li> </ul>
<p>Year 1-2 PgCert Paediatrics &amp; Child Healthcare Practice</p>	<ul style="list-style-type: none"> <li>• Clinically essential modules to job role e.g. <ul style="list-style-type: none"> <li>• Critical care modules</li> <li>• Haematology/Oncology modules</li> <li>• Preceptorship</li> <li>• Children and Neonates</li> </ul> </li> </ul>
<p>Year 3-4 PgDip Paediatrics &amp; Child Healthcare Practice</p>	<ul style="list-style-type: none"> <li>• Increased level of speciality and complexity e.g. <ul style="list-style-type: none"> <li>• Extra-corporeal membrane oxygenation</li> <li>• Infection control</li> <li>• Ventilator management</li> </ul> </li> </ul>
<p>Year 5-6 MSc Paediatrics and Child Healthcare Practice</p>	<ul style="list-style-type: none"> <li>• Compulsory module - Developing Research Capability</li> </ul>

Dependent upon your clinical specialism, you may wish to specify your award within your clinical specialty, such as oncology or critical care. The name of the specialism will be determined by the awarding institution after discussion with the programme leader.

Approximate start dates of modules to allow for programme structure planning are outlined below:



Caring for CYP in Critical Care level 1 and 2 (high dependency)	<ul style="list-style-type: none"> <li>• Four intakes per year</li> <li>• September, November, February, May</li> </ul>
Essential Care of the Neonate (QJS 1)	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• October</li> </ul>
Fundamental Care of CYP	<ul style="list-style-type: none"> <li>• Two intakes per year</li> <li>• October and February</li> </ul>
Care of the CYP Undergoing Extra Corporeal Membrane Oxygenation	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• February</li> </ul>
Caring for CYP undergoing Hematopoietic Stem Cell Transplant	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• March</li> </ul>
Advanced Clinical Skills in Paediatric Ventilator Management	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• September</li> </ul>
Foundations of Paediatric Intensive Care Nursing (PICU 1)	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• September</li> </ul>
Care of the Child with Cardiac and Respiratory Compromise (PICU 2)	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• January</li> </ul>
Nursing Interventions for the Child in Paediatric Intensive Care (PICU 3)	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• April</li> </ul>
Preceptorship in Practice	<ul style="list-style-type: none"> <li>• Two intakes per year</li> <li>• January, May</li> </ul>
Infection Prevention and Control for CYP	<ul style="list-style-type: none"> <li>• Two intakes per year</li> <li>• September, May</li> </ul>
Caring for CYP with Cancer	<ul style="list-style-type: none"> <li>• Two intakes per year</li> <li>• September, May</li> </ul>
Systemic anti-cancer therapy in CYP	<ul style="list-style-type: none"> <li>• Three intakes per year</li> <li>• September, February, May</li> </ul>
Caring for CYP with Orthopaedic or Spinal Conditions	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• February</li> </ul>
Principles of Neonatal Critical Care (QJS 2)	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• May</li> </ul>
Caring for CYP with a Cardiac Condition	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• March</li> </ul>
Caring for CYP with a Renal Condition	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• February</li> </ul>
Caring for CYP with Acute Neuroscience and Craniofacial Conditions	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• February</li> </ul>
Caring for CYP in the Recovery Room	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• March</li> </ul>
Mental Health and Psychological Development of CYP	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• March</li> </ul>
Paediatric Palliative Care	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• January</li> </ul>
Caring for children with endocrine and metabolic conditions	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• September</li> </ul>
WBH 4630 Advanced Practitioner Inquiry	<ul style="list-style-type: none"> <li>• Two intakes per year</li> <li>• September, February</li> </ul>
NSA 4200 Service Development and Quality Improvement	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• September</li> </ul>
NSA 4050 Developing Research Capabilities (MSc only)	<ul style="list-style-type: none"> <li>• One intake per year</li> <li>• October</li> </ul>

<b>12.2 Levels and modules</b>	
Level 6	
Optional	Core

<ul style="list-style-type: none"> <li>• Caring for CYP with Cancer</li> <li>• Caring For CYP in Critical Care level 1 and 2 (high dependency)</li> <li>• Infection Prevention and Control for CYP</li> <li>• Systemic Anti-Cancer Therapy in CYP</li> <li>• Foundations of Paediatric Intensive Care Nursing (PICU 1)</li> <li>• Advanced Clinical Skills in Paediatric Ventilator Management</li> <li>• Care of the Child with Cardiac and Respiratory Compromise (PICU 2)</li> <li>• Nursing Interventions for the Child in Paediatric Intensive Care (PICU 3)</li> <li>• Care of the CYP Undergoing Extra Corporeal Membrane Oxygenation</li> <li>• Essential Care of the Neonate (QIS 1)</li> <li>• Caring For CYP Undergoing Haematopoietic Stem Cell Transplant</li> <li>• Fundamental Care of Children and Young People</li> <li>• Preceptorship in Practice</li> <li>• Caring for CYP with Orthopaedic or Spinal Conditions</li> <li>• Principles of Neonatal Critical Care (QIS 2)</li> <li>• Caring for CYP with a Cardiac Condition</li> <li>• Caring For CYP with a Renal Condition</li> <li>• Caring For CYP with Acute Neuroscience and Craniofacial Conditions</li> <li>• Mental Health and Psychological Development of CYP</li> <li>• Caring for CYP in the Recovery Room</li> <li>• Paediatric Palliative Care</li> <li>• Caring for CYP with Endocrine and Metabolic Conditions</li> </ul> <p><b>RPL and credit transfer may be possible for PgDip and MSc (Maximum of 30 credits at FHEQ level 6 for PgDip and MSc).</b></p>	<p>NA</p>
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Level 7	
Optional	Core

<ul style="list-style-type: none"> <li>• Caring for CYP with Cancer</li> <li>• Caring For CYP in Critical Care level 1 and 2 (high dependency)</li> <li>• Infection Prevention and Control for CYP</li> <li>• Systemic Anti-Cancer Therapy in CYP</li> <li>• Foundations of Paediatric Intensive Care Nursing (PICU 1)</li> <li>• Clinical Skills in Paediatric Ventilator Management</li> <li>• Care of the Child with Cardiac and Respiratory Compromise (PICU 2)</li> <li>• Nursing Interventions for the Child in Paediatric Intensive Care (PICU 3)</li> <li>• Care of the CYP Undergoing Extra Corporeal Membrane Oxygenation</li> <li>• Essential Care of the Neonate (QIS 1)</li> <li>• Caring For CYP Undergoing Haematopoietic Stem Cell Transplant</li> <li>• Fundamental Care of Children and Young People</li> <li>• Preceptorship in Practice</li> <li>• Caring for CYP with Orthopaedic or Spinal Conditions</li> <li>• Principles of Neonatal Critical Care (QIS 2)</li> <li>• Caring for CYP with a Cardiac Condition</li> <li>• Caring for CYP with a Renal Condition</li> <li>• Caring for CYP with Acute Neuroscience and Craniofacial Conditions</li> <li>• Mental Health and Psychological Development of CYP</li> <li>• Caring for CYP in the Recovery Room</li> <li>• Paediatric Palliative Care</li> <li>• Caring for CYP with Endocrine and Metabolic Conditions</li> <li>• WBH 4630 Advanced Practitioner Inquiry</li> <li>• NSA 4200 Service Development and Quality Improvement</li> </ul>	NSA 4050 Developing Research Capabilities (MSc only) Or WBH 4760 Advanced Work Based Project (MSc Only)
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\*Please refer to your programme page on the website re availability of optional modules

<b>12.3 Non-compensatable modules</b>	
<b>Module level</b>	<b>Module code</b>

	All modules are non-compensatable

### 13. Information about assessment regulations

- The programme will adhere to Middlesex University assessment regulations, which can be found here: [Module Registration, Attendance and Engagement, Assessment, and Regulations | UniHub \(mdx.ac.uk\)](http://www.md.ac.uk/unihub/assessment-and-regulations)

### 14. Placement opportunities, requirements and support (if applicable)

This will be determined on a module-by-module basis, dependant on learning outcomes stated.

### 15. Future careers / progression

You will be able to map the learning outcomes from your chosen modules plus the programme outcomes against your own career and development pathway. You can also share your enhanced knowledge and expertise across the local, national and international area of specialism.

Engagement with the programme and the modules within, will provide evidence of CPD for professional re-validation with the NMC or other regulatory body.

A completed pathway will indicate to employers that you have the abilities and characteristics required of practitioners working in more senior positions. As such, some learners move on to more advanced roles, while others pursue a clinical-academic career.

If you successfully complete the MSc Paediatrics and Child Healthcare Practice, you will be able to demonstrate commitment to CPD, lifelong learning and practice research and development. You may choose to undertake future doctoral level study which will underpin advanced level practice.

### 16. Particular support for learning (if applicable)

GLA

- Pre accreditation guidance and support
- Programme planning support
- Programme review meetings
- Academic support Team offers one to ones or workshops
- Learning support needs analysis
- Well-being service

Middlesex

- Each student will have a designated supervisor for NSA 4050
- University English Language and Learning Support

- E-learning support
- Library services
- University Dyslexia and Disability Support
- Well-being Service and Care & Concern Team

<b>17. HECos code(s)</b>	100280 Children's Nursing 100246 Health Sciences 100260 Healthcare Science 100282 Critical Care Nursing 100290 Nursing 100476 Health and Social Care
<b>18. Relevant QAA subject benchmark(s)</b>	Subject: None QAA UK Quality Code for Higher Education (Part A) 2018

<b>19. Reference points</b>
<p>Bloom, Benjamin S <i>et al</i> (1956;1964) A Taxonomy of Educational Objectives: Handbook 1 - Cognitive Domain. New York: Longmans Green &amp; Co.</p> <p>QAA (2021) Higher Education Credit Framework for England: Advice on Academic Credit Arrangements <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/higher-education-credit-framework-for-england.pdf?sfvrsn=527fd781_8">https://www.qaa.ac.uk/docs/qaa/quality-code/higher-education-credit-framework-for-england.pdf?sfvrsn=527fd781_8</a> [accessed 27/01/23]</p> <p>QAA UK quality code for Higher Education Qualifications (2018) <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf">https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf</a> [accessed 27/01/23]</p> <p>Middlesex University (2022) University Regulations, 2022/2023</p> <p>Middlesex University Learning &amp; Quality Enhancement Handbook. Available from: <a href="http://www.mdx.ac.uk/learning-and-quality-enhancement-handbook">Learning and Quality Enhancement Handbook (LQEH)   Middlesex University London (mdx.ac.uk)</a></p> <p>NHS England (2020) WE ARE THE NHS: People Plan 2020/21 - action for us all. Available from: <a href="https://www.nhs.uk/our-plan/we-are-the-nhs-people-plan-2020-21">NHS England » We are the NHS: People Plan for 2020/21 – action for us all.</a></p> <p>NMC (2019) Quality Assurance framework for Nursing, Midwifery and Nursing Associate Education. Available from: <a href="https://www.nmc.org.uk/globalassets/sitedocuments/qa-link/quality-assurance-framework--for-nursing-and-midwifery-education.pdf">https://www.nmc.org.uk/globalassets/sitedocuments/qa-link/quality-assurance-framework--for-nursing-and-midwifery-education.pdf</a></p> <p>PICS (2018) Recommendations for nationally consistent level 3 Paediatric Critical Care Unit (PCCU) specialist nurse education <a href="https://pccsociety.uk/wp-content/uploads/2015/10/2015-09-V2.1-PICS-E-Specialist-Education-Standards.pdf">https://pccsociety.uk/wp-content/uploads/2015/10/2015-09-V2.1-PICS-E-Specialist-Education-Standards.pdf</a></p>

SEEC (2021). Credit Level Descriptors for Higher Education. Available from: <https://seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> [accessed 31/01/23]

## 20. Other information

### Fitness to Practice

#### **Fitness to Practice Statement for Students on GradCert, PgCert, PgDip and MSc Paediatrics and Child Healthcare Practice**

When reading assessments or running seminars or other group discussion sessions which focus on descriptions of or reflections on practice, health and social care academics may read accounts or become aware of situations which suggest that unsafe practice has taken place *with no apparent resolution*.

If the health and social care academic becomes aware of situations which seem to suggest unsafe practice by a practitioner on a module or programme, the health and social care academic is professionally bound to address this to fulfil their professional role to protect the public. Initially, the academic may seek clarity or an explanation from the student.

If the issue of concern appears **not** to have been resolved satisfactorily, the relevant Trust Education Commissioning Manager will be notified in writing by the module or programme leader, copying in the Chair of the Nursing and Midwifery Fitness for Practice Sub-Committee. The student's employer will be responsible for assessing the situation and deciding whether to notify the relevant regulatory body Fitness to Practice Committee (or equivalent).

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.



## 21. Curriculum map for MSc Paediatrics and Child Healthcare Practice (optional specialism)

This section shows the highest level at which programme outcomes are to be achieved, and maps programme learning outcomes against the modules in which they are assessed.

### Programme learning outcomes

Knowledge and understanding	
A1	Systematic and critical application of professional, policy and/or clinical practice issues relevant to your area of paediatric healthcare practice [GradCert, PgCert, PgDip & MSc]
A2	Developing a comprehensive and systematic body of expert knowledge and practical understanding within your paediatric discipline that has been influenced through rigorous inquiry and research, critical appraisal, interpretation, and application of evidence in child healthcare environments. [GradCert, PgCert, PgDip & MSc]
A3	Systematic and critical application of a range of quality improvement strategies, relevant to practice/organisational issues that have the potential to transform paediatric practice. [PgCert, PgDip & MSc only]
A4	Systematically analysing findings and evaluating the outcomes, action planning and disseminating outcomes appropriately. [PgDip & MSc only]
A5	Critically applying ethical principles and professional codes of practice to your practice and that of others. [PgCert, PgDip & MSc only]
A6	Working in partnership, specifically with children and young people, families, carers and other health and social care professionals. [GradCert, PgCert, PgDip & MSc]
A7	Demonstrating originality in the use of complex reasoning, critical thinking and problem solving that has been developed through critical reflection and evaluation to inform healthcare, decision making and leadership. [PgDip & MSc only]
A8	Critically appraising a wide range of related theories and models enabling analysis of associated paediatric professional issues (e.g., leadership, safeguarding, advocacy, autonomy, and accountability) within your own practice discipline for the advancement of professional expertise and quality improvement. [MSc Only]
Skills	
B1	Practice in advanced partnership with children and families, taking into consideration the importance of partnership working, negotiation of care, recognising personal belief systems and values. [PgCert, PgDip & MSc only]
B2	Problem-solve effectively and efficiently, developing skills of decision making to promote high quality paediatric healthcare. [PgCert, PgDip & MSc only]
B3	Assess, plan, implement and evaluate paediatric healthcare, demonstrating the ability to engage with digital technology and recognise the role of this within contemporary health care settings, as well as the social impact and implications for communication. [GradCert, PgCert, PgDip & MSc]
B4	Demonstrate competent, dynamic, compassionate, and flexible holistic care by drawing on both research-based evidence and the experiential knowledge of the paediatric healthcare team. [GradCert, PgCert, PgDip & MSc]
B5	Explore ethical, legal, and professional implications of specialist paediatric practice, demonstrating the application of local and national policies, procedures, and guidelines to ensure the improvement of practice and child health outcomes and critically evaluate their effectiveness. [PgDip & MSc only]
B6	Maintain your own personal and professional development, learning from experience, through supervision, feedback, reflection, and evaluation to support your own educational and development needs. [PgDip & MSc only]
B7	Explore your ability to undertake responsibility and leadership for the effective management of a research project and the subsequent improvement initiatives. [MSc only]

Programme outcomes														
A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7
Highest level that can be achieved by learners on PgCert, PgDip and MSc														
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

Module Title	Module Code by Level																
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	
Caring for CYP in Critical Care level 1 and 2 (High Dependency)	PCH3806/4806	x	x	x	x	x	x		X	X		x	x	x	X		
Essential Care of the Neonate (QIS 1)	PCH3808/4808	x	x	x	x	x	x		X	X		x	x	x	X		
Fundamental Care of CYP	PCH3834/4834	x	x	x	x	x	x	x		X	x	x	x	x	X		
Care of the CYP undergoing Extra Corporeal Membrane Oxygenation	PCH3814/4814	x	x	x	x	x	x	x	x	X	x	x	x	x	X		
Caring for CYP undergoing Hematopoietic Stem Cell Transplant	PCH3816/4816	x	x	x	x	x	x	x	X	x	x	x	x	x	X		
Clinical Skills in Paediatric Ventilator Management	PCH3800/4800	x	x	x	x	x	x	x	X	x	x	x	x	x	X		
Foundations of Paediatric Intensive Care Nursing (PICU 1)	PCH3804/4804	x	x	x		x	x			x	x	x	x	X	X		
Care of the Child with Cardiac and Respiratory Compromise (PICU 2)	PCH3802/4802	x	x	x	x	x	x	x	X	x	x	x	x	X	X		
Nursing Interventions for the Child in Paediatric Intensive Care (PICU 3)	PCH3805/4805	x	x	x	x	x	x	x	X	x	x	x	x	X	X		
Preceptorship in Practice	PCH3836/4836	x		x		x	x				x	x	x	X	X		
Infection Prevention and Control for CYP	PCH3810/4810	x	x	x	x	x	x	x	X	x	x	x	x	X	X		
Caring for CYP with Cancer	PCH3807/4807	x	x	x		x	x	x		x	x	x	x	X	X		
Systemic anti-cancer therapy (SACT) in CYP	PCH3801/4801	x	x	x	x	x	x	x	X	x	x	x	x	X	x		
Caring for CYP with Orthopaedic or Spinal Conditions	PCH3832/4832	x	x	x	x	x	x	x	x	x	x	x	x	X	x		
Principles of Neonatal Critical Care (QIS 2)	PCH3812/4812	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Caring for CYP with a Cardiac Condition	PCH3818/4818	x	x	x	x	x	x	X	x	x	x	x	x	x	x		
Caring for CYP with a Renal Condition	PCH3820/4820	x	x	x	x	x	x	x	x	x	x	x	x	x	X		
Caring for CYP with Acute Neuroscience and Craniofacial Conditions	PCH3830/4830	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Mental Health and Psychological Development of CYP	PCH3809/4809	x	x		x	x	x	x		x	x	x	x	x	X		
Caring for CYP in the Recovery Room	PCH3803/4803	x	x		x	x	x	x	x	x	x	x	x	x	X		
Paediatric Palliative Care	PCH3110/4110	x	x	x	x	x	x	x	x	x	x	x	x	x	X		
Caring for CYP with Endocrine and Metabolic Conditions	PCH3120/4120	x	x	x	x	X	x	x	x	x	x	x	x	x	x		
Developing Research Capabilities	NSA 4050		x	x	x	X		x	X		x	x	x	x	X	X	
Advanced Practitioner Inquiry	WBH 4630		x	x	x			x	X				x	x	x	X	
Service Development and Quality Improvement	NSA 4200		x	x	x			x	X		x	x	x	x			