



PgCert Paediatric Enhanced Clinical Practice (Specialism)

Programme Specification



1. Programme title	PgCert Paediatric Enhanced Clinical Practice (Specialism)
2. Awarding institution	Middlesex University
3a Teaching institution	Great Ormond Street Hospital (GOSH) Learning Academy, London
3b Language of study	English
4a Valid intake dates	October and January
4b Mode of study	PT
4c Delivery method	<input checked="" type="checkbox"/> On-campus/Blended <input type="checkbox"/> Distance Education
5. Professional/ Statutory/ Regulatory body	N/A
6. Apprenticeship standard	N/A

7. Final qualification(s) available	PGCert Paediatric Enhanced Clinical Practice (Specialism)
8. Year effective from	2023

9. Criteria for admission to the programme

Professional: Honours degree achieving 2:2 classification or above in a healthcare related subject.

- Current registration as a healthcare professional with the Nursing and Midwifery Council (NMC), Health and Care Professions Council (HCPC) or General Pharmaceutical Council (GPhC).
- A minimum of 3-years full time experience (or equivalent) in the relevant area of practice.

Practice:

- In a role where a minimum of 70% of the role is dedicated to working with infants, children, and young people up to the age of 18 years.
- Confirmation from the employing organisational that the development of the applicant is supported within the workplace to enable evolution of the scope of practice and responsibilities by:
 - Enabling the applicant to **fully** attend university teaching, including virtual learning.
 - Enabling the applicant to dedicate a minimum of **three hours per week** as protected work-based learning time.
 - Enabling the applicant to work in a 'supernumerary capacity' to focus on their clinical/professional development as evidenced by the completion of a portfolio.

Supervision:

- Provision of a designated Educational Supervisor to supervise and support the applicants overall educational and clinical development and facilitate completion of specified work-based learning activities and assessments.
- Provision of day-to-day supervision and support by an experienced clinical team to enable the development of knowledge, skills, behaviours, competence, and confidence.

10. Aims of the programme

The programme aims to support your development of the skills and knowledge, required for enhanced level practice. The combination of an individually tailored pathway and a strong emphasis on work-based learning will allow you to demonstrate the academic qualification, competence, and capabilities in your chosen field of expertise.

Due to the multi-professional, personalised and adaptable nature of the programme, it is appropriate for healthcare professionals from a wide and diverse range of paediatric and child health professions and settings.

By completing the programme and transforming your role, you will work at an enhanced level of clinical practice, with direct patient care to manage a discrete aspect of a patient's care within a defined area of practice. This can support you in delivery of high quality, safe, effective patient care and to initiate and implement innovative, person-centred improvements for patient and service outcomes.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

A1 Critically appraise and debate the concept of enhanced clinical practice and from this comprehensive understanding, define and justify its application to the scope and boundaries of their role including the professional, ethical and legal complexities.

A2 Critically evaluate the nature of health and social care provision and further develop their role in enhanced practice, broadening their sphere of influence whilst collaboratively working across traditional boundaries.

A3 Develop a comprehensive and systematic body of expert knowledge and practical understanding within their practice discipline that has been influenced through rigorous enquiry (including research), critical appraisal, interpretation and application of evidence in complex, unfamiliar and unpredictable clinical environments.

A4 Respond appropriately to complex issues both systematically and creatively, making sound judgements in the absence of complete information and communicate their conclusions clearly and accurately.

A5 Demonstrate originality in the use of complex reasoning, critical thinking, problem solving that has been developed through critical reflection and evaluation to inform assessments, clinical judgements and clinical decision making.

A6 Defend clinical decision making and actions that are based upon conceptual understanding and evidence-based approaches to risk assessment and clinical judgements and decision making.

A7 Through a systematic understanding of in-depth knowledge and critical awareness of current perspectives / problems and new insight gained, critically evaluate policies and practices to improve clinical practice and health service outcomes within local, national and international contexts.

A8 Devise a comprehensive range of innovative policies and strategies and solutions to improve and provide safe and effective evidence-based care for patients and service users within a range of changing clinical situations

A9 Critically appraise a wide range of related theories and models enabling analysis of associated professional issues (e.g. leadership, management, professional identity, advocacy, autonomy and accountability) within their own practice discipline for the advancement of professional expertise, strategic leadership and service improvement.

A10 Develop collaborative, efficient and effective interprofessional working practices (including patient/service users and their families) that promote and facilitate effective advanced clinical leadership skills to foster a culture that can challenge and change practice for the improvement of health care services.

A11 Select relevant education theories/models to guide and facilitate learning and development at multiple levels. Supporting individual, team and organisational learning.

A12 Critically appraise and apply relevant management and leadership theory to enhance leadership effective skills and qualities, that will facilitate team development and transform service delivery.

Teaching/learning methods

Students gain knowledge and understanding through:

The promotion of a student-centred approach to learning is designed to support and develop mastery of their knowledge and understanding of their chosen discipline. Students will gain knowledge and understanding through the use of a range of teaching and learning strategies that have been informed by the University and School Teaching and Learning Strategies.

These strategies may vary according to the type and focus of each module but which may include: - lectures, seminars and workshops, small group work and feedback, case studies, problem-based scenarios and role-play, use of video, use of debates, practice based learning, use of e- learning platforms and resources, such as on line lecturers and on line material, tutorials as well as self-directed study.

Portfolio development will play a key part in the learning process for the student.

These will be facilitated by the programme leader, module leaders, practice assessors and supervisors as well as their own colleagues in order to provide interprofessional and specialist perspectives on important issues related to the students practice, this will enhance the students development of academic and clinical expertise of enhanced clinical practice.

These methods are also designed to integrate theory and practice and to foster a spirit of enquiry. This will include the critical reading and evaluation of policies, guidelines and relevant research to the students work practice.

Assessment methods

Students' knowledge and understanding is assessed by the use of a variety of methods.

Each module will be assessed according to the assessment guidelines of that particular module, therefore assessments will vary according to the type and focus of each module. In addition, the assessment methods are also designed to enable the student to evidence the capabilities required in enhanced practice.

The assessment method of each module are designed to help the student integrate theory and practice, maximise their skills of critical thinking and synthesis, develop and strengthen their understanding of enhanced practice.

Formative assessment

May include: written clinical case studies; case presentations, action plan presentations, on-line-quizzes, reflective discussions OSCEs, situational analysis, initial audit /evaluation of current practice, to help prepare students for the summative assessment.

Summative assessment

May include: case studies, service reviews, audit/evaluation of current practice, reports, OSCEs, examinations, presentations, critical reflection on practice and critical review of evidence and portfolios, research proposals.

B. Skills

On completion of this programme the successful student will be able to:

B1 Demonstrate application of local and national policies, procedures and guidelines to ensure sound clinical governance and the improvement of practice and patient/service user health outcomes and critically evaluate their effectiveness.

B2 Work independently and across professional, organisational and system boundaries using appropriate theoretical concepts and frameworks (including leadership and management) for collaborative working and developing / sustain therapeutic working relationships and proactively develop and sustain new partnerships and networks in order to influence and improve patient / service user healthcare outcomes.

B3 Demonstrate mastery in their leadership, management and communication skills through the application and innovative approaches to multi-agency working in the arena of enhanced practice, including user/carer engagement and team working whilst also acting as a clinical role model.

B4 Through the use of critical reflection continue to advance own knowledge and understanding and develop new skills to a high level through identifying further developmental needs of self and others and work collaboratively to support and meet the educational and development needs through the negotiation of a personal development plan.

B5 Adopt a comprehensive range of strategies to promote health and wellbeing through the use of appropriate theories and evidence to support innovative approaches to leadership, management and education to develop collaborative and effective working partnerships in order to prevent disease and illness with individuals, specific groups and communities.

B6 Promote a culture of learning and development through identifying the developmental needs of self and others and strategically supporting the achievement of those needs.

B7 Critical engage in clinical research and development activities including audit and through a process of proactive engagement of the research process develop a strategy for the implementation of findings.

Teaching/learning methods

Students learn skills through

There are a variety of teaching and learning strategies used within this programme. All of which are designed to support the student and to allow them to have equal and equitable opportunities to optimise their potential, support independence and autonomy of learning and facilitate in the development of the student in enhanced practice. The programme emphasises interprofessional learning and teaching in order to encourage and promote collaborative working. Key skills are fostered via the learning and teaching activities throughout the programme. Stimulating and innovative learning opportunities will be available for the student whether within the University, on line or in their work place. Learning will be supported and facilitated by the programme leader, module leaders, practice supervisor and practice assessor. Workplace learning is facilitated by the practice supervisor/assessor with the support of the programme leader.

Assessment methods

Students' skills are assessed by the use of a variety of methods, which are informed by the University and School Assessment Strategies together with the HEE/RCGP ACP capabilities. Assessment methods may vary according to the type and focus of the module but which may include:

Formative Assessment

Study skills workshops, seminars, case study presentations, debates, literature review, clinical audits, OSCEs to help prepare students for summative assessment.

Summative Assessment

Reflection on practice, oral presentations of case studies, presentations, portfolios, OSCEs, reports, clinical audits/evaluation, research/project proposal.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

PT PGCert Paediatric Enhanced Clinical Practice (Specialism)

Year 1

Physical examination and assessment of children & young people [15 credits]
Diagnostics and clinical management in children and young people [15 credits]

Applied clinical physiology of children & young people [15 credits]
Service development and quality improvement [15 credits]

12.2 Levels and modules

Level 7

COMPULSORY

Students must take all of the following:

Physical examination and assessment of children and young people, 15 credits
Applied clinical physiology of children and young people, 15 credits
Diagnostics and clinical management in children and young people, 15 credits
NSA 4200 Service development and quality improvement, 15 credits

OPTIONAL*

Not applicable

PROGRESSION REQUIREMENTS

*Please refer to your programme page on the website re availability of option modules

12.3 Non-compensatable modules

All modules are non-compensatable.

13. Information about assessment regulations

The programme will adhere to Middlesex University assessment regulation [Module Registration, Attendance and Engagement, Assessment, and Regulations | UniHub \(mdx.ac.uk\)](#)

- The pass mark for all modules is 16
- Compensation of a failed module is not allowed
- All capabilities for Enhanced Clinical Practice will have to be achieved

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

Work-based learning forms an integral part of the teaching, learning and assessment of most modules within the programme. Students must be employed in a clinical environment supportive of their development, but they may wish to negotiate time in other departments/organisations to meet the learning requirements of the programme or for their own personal development.

15. Future careers / progression

Students will have acquired a range of advanced level skills which will offer them further career progression. Students can also share their advanced knowledge and expertise across the local, national, and international arena. They can also build a reputation for themselves, acting as role models and being known as an expert within their field of clinical practice.

Academically, these courses offer the opportunity to progress registrants from their undergraduate degree through the continuum of enhanced practice. On successful completion students may progress to the MSc in advanced clinical practice.

16. Particular support for learning (if applicable)

- Programme planning guidance and support
- Tripartite / programme review meetings with practice supervisor, academic and manager
- Learning Enhancement Team - one to ones or workshops
- Each student will have a designated practice supervisor and personal tutor providing support and guidance for the Capabilities of Advanced Clinical Practice module
- Clinical supervisors to support the development and achievement of the ACP competencies, clinical components of the modules
- University Disability and Dyslexia Service
- Subject librarian to ensure that information literacy is developed within the programme

17. HECos code(s) 101325 (Paediatrics) 100476 Health and Social Care 100246 Health Sciences

18. Relevant QAA subject benchmark(s) Subject: None QAA UK Quality Code for Higher Education (Part A) 2018

19. Reference points

The following reference points were used in designing the programme:

- Department of Health (2004) Knowledge and Skills Framework.
- Health Education England (2017) Multi-professional framework for Advanced Clinical Practice in England.

- Middlesex University (2022) Learning and Quality Enhancement Handbook.
- Middlesex University (2022) University Regulations, 2022/2023.
- NHS England (2017) Next Steps on the NHS Five Year Forward View.
- NHS England (2020) The NHS People Plan: Action for us all.
- Royal College of Paediatrics and Child Health (2023) Paediatric Advanced Clinical Practice Curricular Framework (Draft).
- QAA UK quality code for Higher Education Qualifications (2014).

20. Other information

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 *PGCert Paediatric Enhanced Clinical Practice (Specialism)*

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

Programme learning outcomes

Knowledge and understanding

A1 Critically appraise and debate the concept of advanced clinical practice and from this comprehensive understanding, define and justify its application to the scope and boundaries of their role including the professional, ethical and legal complexities.

A2 Critically evaluate the nature of health and social care provision and further develop their role as an Advanced Clinical Practitioner, broadening their sphere of influence whilst collaboratively working across traditional boundaries.

A3 Develop a comprehensive and systematic body of expert knowledge and practical understanding within their practice discipline that has been influenced through rigorous enquiry (including research), critical appraisal, interpretation and application of evidence in complex, unfamiliar and unpredictable clinical environments.

A4 Respond appropriately to complex issues both systematically and creatively, making sound judgements in the absence of complete information and communicate their conclusions clearly and accurately.

A5 Demonstrate originality in the use of complex reasoning, critical thinking, problem solving that has been developed through critical reflection and evaluation to inform assessments, clinical judgements and clinical decision making.

A6 Defend clinical decision making and actions that are based upon conceptual understanding and evidence-based approaches to risk assessment and clinical judgements and decision making.

A7 Through a systematic understanding of in-depth knowledge and critical awareness of current perspectives / problems and new insight gained, critically evaluate policies and practices to improve clinical practice and health service outcomes within local, national and international contexts.

Skills

B1 Demonstrate application of local and national policies, procedures and guidelines to ensure sound clinical governance and the improvement of practice and patient/service user health outcomes and critically evaluate their effectiveness.

B2 Work independently and across professional, organisational and system boundaries using appropriate theoretical concepts and frameworks for collaborative working and developing / sustain therapeutic working relationships and proactively develop and sustain new partnerships and networks in order to influence and improve patient / service user healthcare outcomes.

B3 Through the use of critical reflection continue to advance own knowledge and understanding and develop new skills to a high level through identifying further developmental needs of self and others and work collaboratively to support and meet the educational and development needs through the negotiation of a personal development plan.

Programme outcomes A1 A2 A3 A4 A5 A6 A7 B1 B2 B3

Highest level achieved by all graduates 7 7 7 7 7 7 7 7 7 7 7

Module title	Module code by level	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3
Physical examination and assessment of children and young people	TBC	X			X	X			X	X	

Applied clinical physiology of children and young people	TBC			X					X		
Diagnostics and clinical management in children and young people	TBC					X	X	X	X	X	X
Service development and quality improvement	TBC								X	X	X