LSBU
EST 1892

Course Specification

A. Course Information

Final award title(s)	MSc Advanced Paediatric Critical Care Practice
Intermediate exit award title(s)	PgCert Advanced Paediatric Critical Care Practice PgDip Advanced Paediatric Critical Care Practice – Top Up MSc Top up Advanced Paediatric Critical Care Practice

UCAS Code		**Course Code(s)**	5809 - MSc 5808 - MSc Top Up 5806 – PgDip 5807 – PgDip Top Up

Awarding Institution	London South Bank University
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS
Division	TBC
Course Director	TBC
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Croydon ☒ Other: Evelina Children's Hospital
Mode(s) of delivery	☐Full time ☒Part time ☐other please specify

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Part time	3	March	Feb

This is a Full MSc in Advanced Paediatric Critical Care Practice with step off awards.

Individuals can also top up to a MSc if they have undertaken the PgDip as part of this

validated pathway. This would be in line with LSBU APEL regulations and admissions policy.

Is this course suitable for students on a Tier 4 visa?	No

Approval dates:	Course(s) validation date/Subject to validation	January 2022
	Course specification last updated and signed off	September 2022

Professional, Statutory & Regulatory Body accreditation	This course currently maps directly to the national clinical and academic requirements for Faculty of Intensive Care Medicine Critical Care Advanced Practitioners (2015) to be eligible to register with the Faculty of Intensive Care Medicine.

Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)	N/A	
Reference points:	Internal	LSBU Group Corporate Strategy 2020-2025: https://www.lsbu.ac.uk/__data/assets/pdf_file/0008/273869/2025-group-strategy.pdf
		Academic Quality and Enhancement Website
		LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018
		Framework for Higher Education Qualifications
		Subject Benchmark Statements
		PSRBs
		OfS Guidance
		Competitions and Markets Authority
		SEEC Level Descriptors 2021
		OfS Guidance
		FICM ACCP Syllabus (2015)

B. Course Aims and Features

Distinctive features of course	This programme is for paediatric practitioners working in acute paediatric and critical care environments, including High Dependency Unit and Paediatric Intensive Care Unit and retrieval services.
	This is the only course in the United Kingdom and Europe delivering this level of teaching and training in the clinical setting to this group of trainees. The Evelina PICU team, having delivered courses since 2003, have been able to modify and improve the content and applicability and have trained over 80 paediatric advanced critical care practitioners nationally to date.
	The course is also aligned to four pillars of advanced practice (HEE 2017) which is an advanced marker for advanced practice education.

Course Aims	**PgCert aims**: This course provides the foundations understanding of anatomy and physiology, with application to recognition, resuscitation, and stabilisation of critically ill children. Students are equipped with knowledge and skills to undertake independent care of critically ill children in the paediatric intensive care and transport arena. The PgCert aims to develop knowledge, skills, and understanding enabling the applicant to gain confidence in not only academic aspects but applied skills and procedures specific to the Paediatric Critical Care and retrieval medicine environment. The academic modules link and are delivered with an integrated foundation's portfolio. **PgDip aims**: This course provides a consolidation of knowledge, skills, and understanding enabling the applicant to become an autonomous practitioner. Demonstrating a higher level of knowledge, skills and understanding specific to the Paediatric Critical Care and retrieval medicine environment. The academic modules are delivered with an integrated consolidation learning portfolio. Individuals will scaffold additional knowledge, understanding and application of non-medical prescribing for critically ill children both in the paediatric intensive care and retrieval setting. Students will be enabled to operate autonomously to make strategic decisions in the unpredictable and complex environment of intensive care. They will be able to systematically and critically analyse and evaluate data and evidence used for critical care practices. **MSc aims**: The MSc provides incremental development in complexity and demonstrates an advanced level of competency and skills in the clinical context. Consideration has been applied specifically to the development of advanced knowledge and synthesis and its application to diseases specific within Paediatric Critical Care and retrieval medicine. This course creates opportunities for the creation of new knowledge including the development, consolidation and integration of knowledge, skills, and understanding of recognition, resuscitation, and stabilisation of critically ill children. The student will be working at a high level across all the four pillars of advanced practice which include: Clinical Practice, Leadership and Management, Education and Research. They will be expected to operate in highly unpredictable and complex contexts not only within the intensive care department but within the wider healthcare system.

Course Learning Outcomes	**A) Students will have knowledge and understanding of:** A1 Evaluating and appraising a range of information, which may include clinical data, research, and surrounding concepts to evaluate strategies which promote/improve and provide safe and effective evidence-based care for critically ill children. A2 Advanced knowledge and understanding of anatomy, pathophysiology and presentation of critical illness in children. This includes creating hypothesis and generating appropriate differential diagnosis and using advanced clinical reasoning whilst acknowledging bias and human factors. **Students exiting with a PG Cert in Paediatric Critical Care Advanced Practice will have achieved A1 & A2** A3 Working in partnership, specifically with critically ill children's families, carers and other health and social care workers and professionals. A4 How evidence-based practice can be applied to improve the quality of care given to children. This includes appraising and acknowledging the need for prompt investigation, diagnosis, and treatment in the management of a child. Individuals should be proficient in the ability to prioritise. Evaluating a range of elements including pharmacological and therapeutic management options, principles of safe prescribing, pharmacotherapeutics relating to safe and clinically appropriate prescribing in relation to common clinical presentations in area of practice. A5 Approaches leadership and management in complex paediatric clinical scenarios and the implications of these in the context of healthcare. **Students exiting with a PG Dip in Paediatric Critical Care Advanced Practice will have achieved A1 – A5** A6 Research as a method of inquiry that creates new insights into professional practice and enhances the quality of health care environment. To evaluate and synthesise the pivotal impact research findings have upon EBP and how they translate to clinical practice, whilst simultaneously upholding and respecting the requirements for shared decision making with patients/clients **Students exiting with an MSc in Paediatric Critical Care Advanced Practice will have achieved A1 – A6** **B) Students will develop their intellectual skills such that they are able to:** B1 Use critical thinking, problem-solving, critical reflection, and critical analysis to make sound judgements and decisions (possibly in the absence of complete data) and to explore potential solutions and implement change in unpredictable and complex dynamic contexts. This includes appraising the leadership challenges that may occur whilst working in an advanced role within the paediatric intensive care and retrieval team. B2 Demonstrate the ability to safely synthesise and engage with a range of digital technologies including the recognition of the role and its application within contemporary healthcare practice setting so that safe decisions are made. **Students exiting with a PG Cert Paediatric Critical Care Advanced Practice will have achieved B1 & B2** B3 Critically appraise information from a wide range of sources in order to gain a coherent in-depth understanding of pertinent theoretical principles and their application to practice with reference to critically ill children. Able to synthesise incomplete or contradictory data and evidence and critically evaluate best

recommendations for the practice of critical care. To apply the principles of law and ethics when supporting families.

B4 Demonstrate in-depth critical understanding of contemporary evidence that underpins all the healthcare practice in a variety of contexts which impact upon safe, and clinically appropriate decisions. To be able to critically analyse and evaluate their role in practice identifying both abilities and limitations.

Students exiting with a MSc/PG Dip Paediatric Critical Care Advanced Practice will have achieved B1 – B4

C) Students will acquire and develop practical skills such that they are able to:

C1 Act with professionalism and integrity, and work within agreed professional, ethical, and legal frameworks and processes to maintain and improve standards. This includes independently assessing the critically unwell child and to develop the technical competence to undertake and perform advanced clinical skills in the context of Paediatric Intensive Care and Retrieval Medicine.

C2 Practice in a compassionate, respectful way, whilst maintaining dignity and well-being towards critically ill children and their families. This includes the skills needed when retrieving child retrieval skills using a variety of information and appraising the information that is gathered.

Students exiting with a PG Cert Paediatric Critical Care Advanced Practice will have achieved C1 & C2

C3 Critically analyse assessment findings and clinical outcomes, plan, deliver and evaluate care using the best available evidence base. This includes being able to independently elicit a comprehensive and holistic assessment of a critically unwell child. Applies and develops advanced interpersonal, team and networking skills to strategically enhance team performance in the unpredictable environment of critical care.

C4 Critically evaluate professional practices and implement appropriate evidence-based strategies to initiate and lead service innovation to improve children, young people, and family's experience.

Students exiting with a MSc/PG Dip Paediatric Critical Care Advanced Practice will have achieved C1 – C4

D) Students will acquire and develop transferrable skills such that they are able to:

D1 Demonstrate self-awareness and recognise how their own values, principles and assumptions may affect their practice. Develop the necessary leadership skills in managing complex paediatric clinical scenarios.

D2 Maintain their own personal and professional development, learning from experience, through supervision, feedback, reflection, and evaluation.

D3 Work effectively across professional and agency boundaries, and co-ordinate smooth effective transition within and between services and agencies.

Students exiting with a PG Cert Paediatric Critical Care Advanced Practice will have achieved D1 - D3

D4 Gather and interpret current information from different sources and make informed judgements about its quality and appropriateness including assessing rigor and validity.

Students exiting with a PG Dip Paediatric Critical Care Advanced Practice will have achieved D1 – D4

D5 Demonstrate self-awareness, the ability to critically appraise individual learning needs, implement appropriate strategies for continuing professional and personal development and evaluate the impact.

Students exiting with an MSc Paediatric Critical Care Advanced Practice will have achieved D1 – D5

Students exiting with an MSc Paediatric Critical Care Advanced Practice will have achieved A1–A6; B1-B4; C1-C4 & D1-D5

C. Teaching and Learning Strategy

This course is a collaboration between LSBU, and their industry partner the Evelina London Children's Hospital. This course is entirely focused upon the development of senior registered practitioners within Nursing/ Midwifery AHP and Medicine.

The PgCert/PGDip and MSc will be delivered in partnership between the Evelina Children's Hospital and LSBU. The clinical leads delivering this course are all consultants in Paediatric Critical Care and Retrieval Medicine with a wealth of clinical and academic experience. The Evelina collaborative modules intend to be delivered as face to face teaching and practical study days with a mixture of lecturer and student- delivered lectures, high fidelity clinical simulation and case-based scenarios and discussion using state of the art facilities. There will be practical workshops, face to face clinical skills, clinical seminars, and hybrid delivery of onsite and online material. Throughout the year of clinically supervised practice, students will need ongoing consultant evaluation, direction, critique, and support to further develop clinical learning.

The PGDip will consist of taught study days delivered by both the Evelina and LSBU and will be a mixture of lectures, practical simulation, and tutorials.

The MSc will consist of taught study days by both the Evelina and LSBU and consist of a mix of hybrid learning and work-based learning projects and or a dissertation route.

All students will be fully enrolled and inducted as LSBU and Evelina students. A joint induction will be given to prepare all the students. They will attend the LSBU library services and digital skills bespoke sessions set up to ensure that they are fully equipped will the necessary knowledge. There will be a mix of teaching methodologies including lectures, groups work, peer assessment, seminars, tutorials, practical and VLE activities throughout the whole MSc pathway.

D. Assessment

- The assessment strategy for this course is chosen so that there is a maximum yield into enhancing and consolidating learning with an aim to transfer knowledge into clinical practice. Applying and recalling knowledge when faced in unpredictable and complex situation of the critically ill child is crucial. Therefore, all modules in this course have both formative and summative assessments attached. Close mentorship and guidance both on the course and throughout the clinical practice is crucial and will be monitored by the Evelina Course Directors at regular intervals.
- *Formative assessment* is mainly undertaken by supervised practice recorded in the practice Based Learning records integrated into Module 1,2 and 4. This integration enables the student to scaffold and build upon knowledge skills and abilities alongside the academic requirements. Students will engage with case summary, debate additional investigations needed, develop a deep understanding and appreciation of clinical reasoning, hypothesis formation, differential diagnosis, and discuss management strategies based on their learning. Peer review and assessment is encouraged to promote learning and development of skills within the group. Critical reflection and gaining perspective upon self is threaded through the whole course to enable the individual to engage as a critically reflective practitioner.
- *Summative assessments* develop the individuals throughout the course starting from the development of a guideline in module 1 where there is a set structure or almost recipe given to two clinical VIVAS (module 4) which are highly unpredictable and complex situations.
- The combination of formative and summative assessments ensures there is an interconnected and layered approach rather than focusing on passing exams and only retaining knowledge for a short period of time. Explicit links are made as the student progresses through the course curriculum. Support from mentors, peers and clinical experts in the field is crucial to help move the students' forwards throughout the course. One on one sessions on the clinical floor are just as much part of the course as are group lectures and summative assessments. But it is not without active planning and organising from the student. The structure and system are in place to have maximum learning and development but active participation and critical thinking of the student with constant evaluation of the progress is crucial.

Module 1: Foundations in Paediatric Critical Care - Evelina:
- Formative assessment is in the form of one-on-one bedside examinations (CEX), case-based discussions (CBD) at the end of each organ system and directly observed procedural skills (DOPS).
- Summative assessment is in the form of clinical guideline development and presentation. A specific clinical condition is researched in detail. A structured approach from presentation to intensive care is developed and formatted in a set structure. This **written draft guideline** is the **academic** clinical submission. This is then **presented** to the trainee group and a group of examiners including an external LSBU examiner with a 10-minute **VIVA**. The pass mark is 50% and the guideline must achieve local publication within a year of completing the course. The guideline presentations and VIVA serve as a valuable learning experience for all. Close mentorship from highly experienced clinicians and peers throughout the guideline development is crucial. The guideline is reviewed formally by experts and should be pushed through the governance board to publish locally within a year of completing the course. This helps in the improvement of service delivery and ensures application in daily clinical practice. The students become experts in the field and often go on further developing this area of the service in the form of quality improvements projects and audits or taking on leadership roles in this area. **The Practice Based Learning (PBL) record 1** is submitted alongside assessing the clinical skills and knowledge application within the workplace. This provides triangulation between the assessment as part of the Evelina/LSBU modules and the clinical environment capturing real time performance in the areas in which the students are working.

Module 2: Case Management and Prioritisation in Paediatric Critical Care – Evelina:
- At the end of module 2 there are 3 days allocated to case presentations and high-fidelity simulation scenarios with peer assessments and debriefs for the formative assessments. By creating a safe learning environment of peer-to-peer assessment it helps each student track their progress and gain confidence in complex clinical situations. They also develop an understanding of the impact of human factors in their decision making.
- Summative assessment is undertaken for both the practical and theoretical and academic elements learned in both modules 1 and 2. A **10-station based OSCE** covers all relevant critical care **practical** procedures but also technical tasks and applied knowledge of interpretation of investigations. This offline, in classroom interpretation of results and performance of procedures helps consolidate the assessments that have been built up throughout the year in the form of the portfolio. The pass mark is 65%.
- This is followed by an **academic clinical case-based exam**. This consists of 6 cases worth 15 points each and undertaken in 90 minutes to match the time pressure experienced in the emergency clinical setting. The pass mark for the clinical exam is 65% and is set at this level as this is safety critical ensuring that the trainees, who will be undertaking supervised retrieval leadership in the following

year, have attained a clinical level that maintains patient safety. ***The pass mark for the exam will always be set at 65%. This is set at 65% as it is a safety critical examination. There is no variability to the 65%.***

- **The Practice Based Learning record 2** is submitted alongside assessing the clinical skills and knowledge application within the workplace. This advances on PBL 1, to deepen knowledge and assess increasing complexity of knowledge and clinical skills. This provides triangulation between the assessment as part of the Evelina/LSBU modules and the clinical environment capturing real time performance in the areas in which the students are working.

Module 3: Research in Health and Social Care– LSBU:

Research in Health and Social Care
TAR_7_011 **(20 Level 7 Credits)**

Existing module at LSBU

Contact Hours: 30hrs
Blended Learning Hours: 0hrs
Student Managed Learning Hours: 170 hrs.
Total: 200 hrs.

A 4000-word written assignment incorporating a literature review and critical appraisal of the evidence in a clinically relevant topic of the students choosing. The assessment should include:

- Research question

- Search strategy

- Research table summarising studies from the review

- In-depth evaluation of 2 chosen studies preferable from opposing paradigms.

- Conclusion

  Pass Mark – 50% Weighting - 100%

Module 4: Consolidating practice in Paediatric Critical Care – Evelina:
- Throughout module 4 students are given specific clinical questions to teach peers on in the form of a 30-minute lecture with an interactive debate at the end. The questions are pragmatic questions that transition easily into daily clinical practice. Peer to peer teaching enhances consolidation and retention of the learning. This is the formative assessment for module 4.
- The summative **practical** element is evaluated as **two clinical VIVAS**, one in the intensive care setting and one in the retrieval setting. These are highly unpredictable and complex situations where the students need to show not only critical thinking and applied knowledge integration but also clear understanding and analysis of the overall case in order to perform excellent leadership from beginning to the end. These are undertaken near completion of training and for them to progress to solo practice, these must both be passed with a pass mark of 65%.
- The **academic** element is assessed by **in-depth case-based presentations and discussions**, submitted as a 3000-word assignment exploring a specific element from either a PICU setting or in the retrieval setting. The essays show the student applies a systematic understanding of knowledge and specialist theoretical and methodological approaches. They must systematically and critically analyse and evaluate incomplete and/or contradictory data and evidence and develop conclusions and recommendations. **The Practice Based Learning record 3** is the final PBL to be submitted and is the final consolidation of practice assessing the clinical skills and knowledge application within the workplace. This advances on PBL 1, and PBL 2 to consolidate all key knowledge and clinical skills. This provides triangulation between the assessment as part of the Evelina/LSBU modules and the clinical environment capturing real time performance in the areas in which the students are working.

Module 5: Non-Medical Prescribing– LSBU:

Paediatric Non-Medical Prescribing

NMP_7_040

(40 Level 7 Credits)

Existing module at LSBU

Total = 400
Contact hours: 74
Student managed learning hours: 156 Blended Learning hours: 80 Supervised clinical hours: 90

Formative assessment:

EX2: Mock drug calculation exam and self-administered times math's tests

EX2: VIVA workshop

EX3: mock pharmacology exam

CW1: Portfolio: continuous assessment from Practice Assessor and support of Practice Supervisor/s. Face-to-face tutorial.

CW2: Review of section of case study, written feedback, and face-to-face tutorial

Summative assessment:

CW1: Portfolio   Pass Mark = Pass / Fail Weighting = 0%

CW2: Case Study (3000-word count)   Pass Mark = 50% Weighting = 50%

EX1: Drug calculation exam – (30 minutes)   Pass Mark = Pass / Fail Weighting = 0%

EX2: VIVA (15 mins)   Pass Mark = Pass / Fail Weighting = 0%

EX3: Pharmacology exam – (90 minutes)   Pass mark 80% Weighting = 50%

Students must pass all components to pass the module

Module 6: Dissertation Module– LSBU:

Dissertation Module
TAR_7_010
(60 Level 7 credits)

Existing module at LSBU

Contact Hours:
18 in classroom
9 in 1-1 supervision
Total contact hours 27

Blended Learning Hours: 73

Student Managed Learning Hours: 500

Total: 600 hours

The assessment has two options:

1. A primary research or work-based project (e.g., a service evaluation or audit or evaluation of a workplace intervention) OR
2. A mini-systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits.

Each option can be presented for assessment as either
- a traditional 12,000-word dissertation OR
- an academic paper suitable for publication in a peer-reviewed journal (approx. 5,000 words) accompanied by the rationale for the project/review and journal selection (approx. 2,000 words)

and a detailed methodological evaluation of the study and exploration of the implications of the results/findings with reference to the student's professional setting (approx. 3,000 words).

The pass mark is 50%.
Weighting = 100%

OR A TAUGHT ROUTE

Module 4: Enhancing Practice Through Work Based Learning – LSBU:

Enhancing Practice Through Work Based Learning WBL_7_2122
(**20 Level 7 credits**)

Existing module at LSBU

Contact Hours: 4hrs
Blended Learning Hours: 46hrs
Student Managed Learning Hours: 150 hrs.
Total: 200 hrs.

Formative assessment:

Discuss the negotiated learning contract with the module facilitator and colleagues via the discussion board.

Summative assessment:

3 elements to this assessment. The learning contract must be submitted. CW2 and 3 must be passed. Pass mark is 50% at level 7

CW1 Learning contract 0% weighting

CW2 Reflective narrative component 1600 words 40% weighting

CW3 Evidence 2400 words 60% weighting

Module 7: Examining the Evidence in Portfolios within Advanced Professional Practice– Joint Module Evelina and LSBU:
Examining the Evidence in Portfolios within Advanced Professional Practice

(**40 Level 7 Credits**)

Contact Hours: 25
Blended Learning Hours: 50
Student Managed Learning Hours:325
Total: 400 hrs.

Formative Assessment:

The individual will present a formal presentation to a group of peers outlining the chosen topic area and its

rationale. They will also submit a formal plan to their academic supervisor for feedback.

Summative Assessment:

Pass mark at L7 50%
Weighting 60%

CW2: To submit a formal poster presentation of your findings from **CW1** which may be used at a

conference. You should address the following areas on the poster submission:

- Title

- Introduction
- Methods
- Results
- Discussion
- References/ Acknowledgements
- Higher Education Institution acknowledgement

CW1: A **4500-word assignment** with a focus upon **ONE** area selected from within the relevant Professional Portfolio. Within the submission the following areas should be addressed:

- Rationale for the chosen topic from the Professional Portfolio
- What is the evidence, and research in your chosen topic area?
- Identify your framework(s) for critical appraisal of the evidence
- Summary of the evidence
- How does the evidence inform clinical practice what is the best available evidence?
- How does this apply specifically to your context of Practice?
- Elements of risk; weighing up risk benefit to patients of intervention and treatments, communications (*relevant only to some of the topic areas within the portfolio*)
- Patient values and shared decision making, how does this impact upon the creation of individualised care?
- Quality assurances and guidelines
- Recommendations and future practices

Pass mark at L7 50%
Weighting 60%

CW2: To submit a formal poster presentation of your findings from **CW1** which may be used at a conference. You should address the following areas on the poster submission:

- Title
- Introduction
- Methods
- Results
- Discussion
- References/ Acknowledgements
- Higher Education Institution acknowledgement

Pass mark at L7 50%
Weighting 40%
All elements must be passed to the minimum requirements for successful completion of the module

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here:
 https://www.lsbu.ac.uk/__data/assets/pdf_file/0008/84347/Academic_Regulations_2021-2022.pdf

The school follows the university regulations apart from:
- Learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements

The entry requirements have been set based upon the standard benchmarked by Health Education England (HEE) and the Faculty of Intensive Care Medicine (FICM). The scope and requirements to fulfil the role of an Advanced Paediatric Critical Care Practitioner includes a high degree of autonomy and complex decision making from the outset. It is necessary that the individual has the scope and ability to meet the demands of the course.

PgCert
•Current active professional registration with the Nursing & Midwifery Council (NMC) or Health Care Professions Council (HCPC) or The General Pharmaceutical Council (GPhC) or The General Medical Council (GMC)

OR to be a qualified Health Care professional with current Professional Statutory Regulatory Body within the country which they are practicing. Applicants must have a skilled worker visa which allows individuals to come to or stay in the UK to do an eligible job with an approved employer. This visa has replaced the Tier 2 (General) work visa. This visa permits study at HEI. Students undertaking these modules would therefore fall under this category They must also meet the international entry requirements accepted by the University and meet the English language qualifications needed to study at LSBU

• To have a minimum of a 2:2 Batchelor Degree and evidence of relevant Post graduate study.

• Currently working within a Paediatric Critical Care and or retrieval environment for a minimum of 25 hours a
  week
•Have a minimum of 3 years post qualification experience within the paediatric Critical care environment and or retrieval environment
•Be employed at minimum of Band 6 or equivalent
  • The applicant must be able to demonstrate that they are supported by their employer and will ensure the following:
    - Close mentorship during clinical and non-clinical working days
    - Supported release of time to facilitate the applicant's assessment requirements
    - To have identified a suitable Practice Assessor with the relevant specialism and with relevant experience, knowledge, and skills to sign students Assessments in Practice. These can include
      o The supervising consultants
      o Clinical fellows post ST7 training
      o Advanced Critical Care Practitioners with a minimum of 5 years of experience.
      o Consultants with subspecialty relevant to critical care

 •Be able to meet the attendance and travel requirements of the course

PgDip – all the above and

An identified need for prescribing within a specified field of clinical practice

Employed for and working for a minimum of 25 hours a week

A Practice Educator (PE), Practice Assessor (PA) or Designated Prescribing Practitioner (DPP) willing to act as a clinical facilitator

MSc – all the above

All students must complete the full MSc pathway with a six academic year period.

AP(E)L

The school welcomes claims from students who wish to use the accreditation of prior (experiential) learning (AP(E)L) as a means of entry to courses. This is considered on an individual basis, in accordance with the University Academic Regulations and School of Health and Social Care AP(E)L Policy and Procedure.

G. Course structure(s)

Course overview

All components are at credit level 7

MSc Advanced Paediatric Critical Care Practice – Part time

MSc qualification [180 credits at L7]
• A dissertation or a taught route for 60 Credits

PgDip qualification [120 credits at L7]
• Two modules for 60 credits

PgCert qualification [60 credits at L7]
• Three modules for 60 credits

Semester 1		Semester 2	
Year 1			
Foundation in Advanced Paediatric Critical Care, **(March-August)**	20	Case Management and Prioritisation in Paediatric Critical Care, **(Sept-March)**	20
		Research in Health and Social Care. (Existing module at LSBU) **(Sept-January)**	20
Year 2			
Consolidating Practice in Paediatric Critical Care, **(March-Aug)**	20	Paediatric Non-Medical Prescribing NMP_7_040 (existing module at LSBU) **(Sept-January)**	40
Year 3			
Dissertation Module TAR_7_010 (existing module at LSBU)	60		
Enhancing practice through work-based learning WBL_7_2122 (existing module at LSBU) **(January-May)**	20	Examining the Evidence in portfolios within Advanced Professional Practice (Joint Evelina LSBU module) **(Sept-January)**	40

Placement information

H. Course Modules

PGCert
- Module 1: Foundations in Paediatric Critical Care – Evelina module
- Module 2: Case Management and Prioritisation in Paediatric Critical Care - Evelina module
- Module3: Research in Health and Social Care- LSBU module

PGDip
- Module 4: Consolidating Practice in Paediatric Critical Care-Evelina module
- Module 5: Paediatric Non-Medical Prescribing – LSBU module

MSc
- Module 6: Dissertation – LSBU module

Or
- Module 6: Enhancing Practice Through Work Based Learning –LSBU module
- Module 7: Examining the evidence in Portfolios and Professional Practice -Joint LSBU and Evelina Module

Module Code	Module Title	Level	Semester	Credit value	Assessment	

| TBC | Foundations in Paediatric Critical Care **(New Module)** | 7 | 2 | 20 | **Formative assessment**

Formative Assessment and evaluation of clinical skills/ procedures/ and Case based discussions are provided as part of the Practice Learning Log.

Clinical case scenarios and group work surrounding the creation of a clinical guideline to explore ideas in preparation for the summative submission. The learners will be required for one of the applied systems above which will allow individuals to submit a plan of their draft guideline to their academic advisor.

Summative assessment:

CW1: To create and present a clinical guideline within the context of Paediatric Critical Care and Retrieval Medicine, showing its application in context and the contemporary evidence base.
Pass mark at L7 50%
Weighting: 50%

CW2: Practice based Learning Record 1
Pass mark at L7 Pass/Fail
Weighting 0%

EX1: 20-minute VIVA surrounding the applications of the clinical guideline with 10-minute for questions
Pass mark at L7 50%
Weighting 50%

All elements must be passed to the minimum requirements for successful completion of the module |

TBC	Case Management and Prioritisation in paediatric critical care **(New Module)**	7	2	20	**Formative assessment** A series of 5 formative simulated clinical case scenarios and 5 case based discussions with shared learning opportunities. **Summative assessment** **EX1**: A series of **10** OSCE stations with each station lasting 15 mins. The OSCE examinations will address the following areas: clinical reasoning, procedural skills, interpretation of investigations and results, complex scenario management, physics, biochemistry, microbiology, ECG interpretation, case prioritisation, law and ethics and advanced communication skills. **Pass mark** Minimum pass mark 65% (**Safety critical percentage**) **Weighting 50%** **EX2:** Complex case and clinical reasoning exam composed of 6 unseen cases the exam lasting 90 minutes. **Pass mark** Minimum pass mark 65% (**Safety critical percentage**) **Weighting 50%** **CW1:** Practice based Learning Record 2 **Pass mark at L7 Pass/Fail** **Weighting 0%** **All elements must be passed to the minimum requirements** for successful completion of the module

TAR_7_011	Research in Health and Social care **(Existing Module)**	7	2	20	**Summative assessment**
					A 4000-word written assignment incorporating a literature review and critical appraisal of the evidence in a clinically relevant topic of the students choosing. The assessment should include:
					• Research question
					• Search strategy
					• Research table summarising studies from the review
					• In-depth evaluation of 2 chosen studies preferable from opposing paradigms.
					• Conclusion
					Pass Mark – 50%
					Weighting - 100%

TBC	Consolidating Practice in Paediatric Critical Care (New Module)	7		20	**Consolidating Practice in Paediatric Critical Care** **(20 Level 7 Credits)** **Contact Hours:** 70 hrs. Blended Learning Hours: 30 hrs. Student Managed Learning Hours: 100 hrs. **Total: 200 hrs.** **All elements must be passed to the minimum requirements** for successful completion of the module **Formative assessment** A 15-minute formal intensive care focused aspect of the taught subjects to peers with Q&A **Summative assessment** **EX1**: **Two** 20-minute VIVA stations plus 10 minutes for questioning, individually with different consultants each. One station is focused upon the Paediatric Intensive Care setting and the other station is focused upon the Paediatric retrieval setting. The subject areas for both are drawn from the following subject areas: - Comprehensive system-based history taking - Applied clinical examination - Interpretation and evaluation of investigations - Hypothesis generation and differential diagnosis - Decision making and clinical reasoning underpinning treatment - Patient as central focus of care - Advanced communication skills - Leadership prioritisation and team working - Speciality referral - Law and ethics - Managing difficult conversations **Pass mark** Minimum pass mark **65% (Safety critical percentage) Weighting 50%** **CW1:** Up to 3000-word Case Based Assignment which

					explores a clinical case in practice. The case can be selected from either a Paediatric Intensive Care setting or a paediatric retrieval setting. This should include a full case write up within the appendix. The Case Based assignments should focus on a specific intensive care aspect of the case and encompass and address the following areas: • Specific intensive care focus • Background to case and its context • Anatomy, physiology, pathophysiology applications • Clinical reasoning, in relation to the contemporary evidence base • Clinical investigations and their relevance to the case • Prescribing decisions, treatment and therapeutic management options related to the evidence base • Critical reflection of learning of the case **Pass mark at L7 50%** **Weighting 50%** **CW2:** Practice Based Learning Record 3 **Pass mark at L7 Pass/Fail** **Weighting 0%**

NMP_7_040	Non-Medical Prescribing V300 **(LSBU Existing Module)**	7	2	40	**NMP_7_040** **(40 Level 7 Credits)** Existing module at LSBU Total = 400 Contact hours: 74 Student managed learning hours: 156 Blended Learning hours: 80 Supervised clinical hours: 90 **Formative assessment:** EX2: Mock drug calculation exam and self-administered times math's tests EX2: VIVA workshop EX3: mock pharmacology exam CW1: Portfolio: continuous assessment from Practice Assessor and support of Practice Supervisor/s. Face-to-face tutorial. CW2: Review of section of case study, written feedback, and face-to-face tutorial **Summative assessment:** CW1: Portfolio Pass Mark = Pass / Fail Weighting = 0% CW2: Case Study (3000-word count) Pass Mark = 50% Weighting = 50% EX1: Drug calculation exam – (30 minutes) Pass Mark = Pass / Fail Weighting = 0% EX2: VIVA (15 mins) Pass Mark = Pass / Fail Weighting = 0% EX3: Pharmacology exam – (90 minutes) Pass mark 80% Weighting = 50% **Students must pass all components to pass the module**

TAR_7_010	Dissertation **(Existing LSBU Module)**	7	2	60	**Dissertation Module** TAR_7_010 **(60 Level 7 credits)** Existing module at LSBU Contact Hours: 18 in classroom 9 in 1-1 supervision Total contact hours 27 Blended Learning Hours: 73 Student Managed Learning Hours: 500 **Total: 600 hours** The assessment has two options: 3. A primary research or work-based project (e.g., a service evaluation or audit or evaluation of a workplace intervention) OR 4. A mini-systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits. Each option can be presented for assessment as either: • a traditional 12,000-word dissertation OR • an academic paper suitable for publication in a peer-reviewed journal (approx. 5,000 words) accompanied by the rationale for the project/review and journal selection (approx. 2,000 words) and a detailed methodological evaluation of the study and exploration of the implications of the results/findings with reference to the student's professional setting (approx. 3,000 words). **Pass Mark = 50%** **Weighting = 100%**

WBL_7_2122	Enhancing Practice Through Work Based Learning **(existing LSBU module)**	7	2	20	**Enhancing Practice Through Work Based Learning** WBL_7_2122 (**20 Level 7 credits**)
					Existing module at LSBU
					Contact Hours: 4hrs Blended Learning Hours: 46hrs Student Managed Learning Hours: 150 hrs. **Total: 200 hrs.**
					Formative assessment:
					Discuss the negotiated learning contract with the module facilitator and colleagues via the discussion board.
					Summative assessment:
					3 elements to this assessment. The learning contract must be submitted. CW2 and 3 must be passed. Pass mark is 50% at level 7
					CW1 Learning contract 0% weighting
					CW2 Reflective narrative component 1600 words 40% weighting
					CW3 Evidence 2400 words 60% weighting

TBC	Examining the evidence in portfolios and professional practice **(new module)**	7	2	40	**Examining the Evidence in Portfolios within Advanced Professional Practice** **(40 Level 7 Credits)** **Contact Hours:** 25 Blended Learning Hours: 50 Student Managed Learning Hours:325 **Total: 400 hrs.** **Formative Assessment:** The individual will present a formal presentation to a group of peers outlining the chosen topic area and its rationale. They will also submit a formal plan to their academic supervisor for feedback. **Summative Assessment:** **Pass mark at L7 50%** **Weighting 60%** **CW2**: To submit a formal poster presentation of your findings from **CW1** which may be used at a conference. You should address the following areas on the poster submission: • Title • Introduction • Methods • Results • Discussion • References/ Acknowledgements • Higher Education Institution acknowledgement **CW1:** A **4500-word assignment** with a focus upon **ONE** area selected from within the relevant Professional Portfolio. Within the submission the following areas should be addressed:

					• Rationale for the chosen topic from the Professional Portfolio • What is the evidence, and research in your chosen topic area? • Identify your framework(s) for critical appraisal of the evidence • Summary of the evidence • How the evidence informs clinical practice what is the best available evidence? • How does this apply specifically to your context of Practice? • Elements of risk; weighing up risk benefit to patients of intervention and treatments, communications (*relevant only to some of the topic areas within the portfolio*) • Patient values and shared decision making, how does this impact upon the creation of individualised care? • Quality assurances and guidelines • Recommendations and future practices **Pass mark at L7 50%** **Weighting 60%** **CW2**: To submit a formal poster presentation of your findings from **CW1** which may be used at a conference. You should address the following areas on the poster submission:

					• Title
					• Introduction
					• Methods
					• Results
					• Discussion
					• References/ Acknowledgements
					• Higher Education Institution acknowledgement
					Pass mark at L7 50% **Weighting 40%** **All elements must be passed to the minimum requirements** for successful completion of the module

I. Timetable information

- Students will receive a full timetable for each module on the first day of each module, all study days are available to the student when then apply via the online LSBU portal.

J. Costs and financial support

Course related costs

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Personal Development Planning (postgraduate courses)
Appendix D: Terminology

Appendix A: Curriculum Map PgCert

This map provides a design aid to help course teams identify where course outcomes are being developed, taught, and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation, and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course ou
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	E
7	Foundations in Paediatric Critical Care Advanced Practice	HCN_7_036	TD A	TD A	TD	TD	TD	TD	TD A	TD A	TD	T
7	Case Management and Prioritisation in Paediatric Critical Care	HCN_7_037	TD A	TD A	TD A	TD A	TD	TD	TD A	TD A	TD A	T A
7	Research in Health and Social Care	TAR_7_011	TD A	TD A	TD A	TD A		TD A	TD		TD A	T A

Appendix A: Curriculum Map PgDip

This map provides a design aid to help course teams identify where course outcomes are being developed, taught, and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation, and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course ou
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	E
7	Foundations in Paediatric Critical Care Advanced Practice	HCN_7_036	TD A	TD A	TD	TD	TD	TD	TD A	TD A	TD	T

7	Case Management and Prioritisation in Paediatric Critical Care	HCN_7_037	TDA	TDA	TDA	TDA	TD	TD	TDA	TDA	TDA	T A
7	Research in Health and Social Care	TAR_7_011	TDA	TDA	TDA	TDA		TDA	TD		TDA	T A
7	Consolidating practice in Paediatric Critical Care	HCN_7_038	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	T A
7	Paediatric Non-Medical Prescribing	NMP_7_040	TDA	TDA	TDA	TDA	TDA		TD		TD	T A

Appendix A: Curriculum Map MSc

This map provides a design aid to help course teams identify where course outcomes are being developed, taught, and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation, and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes																		
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
7	Foundations in Paediatric Critical Care Advanced Practice	HCN_7_036	TDA	TDA	TD	TD	TD	TD	TDA	TDA	TD	TD	TDA	TDA	TD	TD	TDA	TDA	TDA	TD	TD
7	Case Management and Prioritisation in Paediatric Critical Care	HCN_7_037	TDA	TDA	TDA	TDA	TD	TD	TDA	TDA	TDA	TDA	TDA	TDA	TD	TD	TDA	TDA	TDA	TDA	TD
7	Research in Health and Social Care	TAR_7_011	TDA	TDA	TDA	TDA		TDA	TD		TDA	TDA		TDA		TDA				TDA	
7	Consolidating practice in Paediatric Critical Care	HCN_7_038	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
7	Paediatric Non-	NMP_7_040	TDA	TDA	TDA	TDA	TDA		TD		TD	TDA	TDA		TD		TD	TD	TDA	TDA	TD

Medical Prescribing																		

7	Dissertation	TAR_7_010	TDA			TD		TDA		TD	TDA	TDA
7	Enhancing Practice Through Work Based Learning	WBL_7_2122	TDA		TD	TD	TDA	TD	TD		TD	TDA
7	Examining the evidence in Portfolios and professional practice	TBC	TDA	TD	TD	TDA	TDA	TDA	TDA	TD	TD	TDA

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Each student will be assigned a PICU consultant as an Education Supervisor (ES). The ES will be a personal tutor; this may be the module leader or course co-directors or a course instructor. The personal tutor will provide academic guidance and pastoral support across the course of study and review wider academic progress. Formal meetings will be scheduled once every academic year to facilitate progress review and provide academic feedback. Additional meetings can be arranged as required. **Evidence: student records / tutor records**
2 Supporting the development and recognition of skills in academic modules and clinical modules.	Students will be supported to develop their academic skills to work at level 7. This will be facilitated through tutorials, workshops, and feedback from formative assessments. Support from course instructors and education supervisors will extend to clinical settings for technical skills. The module leaders and teaching team will provide tutorials on assessments and review draft work of students as needed. Assessment feedback will also provide guidance that will assist further academic development. **Evidence: Formative and summative assessment feedback**
3 Supporting the development and recognition of skills through purpose designed modules	The course co-directors will work with stakeholders and clinical colleagues to continue to identify priorities to be included within courses. This will ensure that the course remains current and supports the development of relevant new knowledge and skills. The course modules are designed in accordance with local and national competencies and standards. **Evidence: minutes of course board meetings with clinicians and stakeholders across trusts.**

4 Supporting the development and recognition of skills through research projects and dissertations work.	Students on this course will be expected to develop their research skills through clinical guideline development and clinical case study write-up submission. Educational supervisors will support the individual students. Course co-directors will evaluate the work ensuring standards are met and appropriate referencing is documented. **Evidence: Student Clinical Guidelines and Case write-ups and Supervision evaluation records**
5 Supporting the development and recognition of career management skills.	An education supervisor will be allocated to each student undertaking the course. The role of the supervisor is to assist students by providing advice and guidance on how to prepare, and structure the review and guide them in each specialist area. All students will be allocated a minimum of 9 hours of personal supervision for support and feedback on draft work for the dissertation module **Evidence: Supervision records**
6 Supporting the development and recognition of career management skills through work placements or work experience.	Students on this course are expected to have a minimum of 4 years post registration experience in the critical care working environment. They are thus able to achieve the relevant competences of the course. Additionally, in all modules there is a focus on ongoing clinical roles and development as a competent and qualified advanced critical care practitioner. **Evidence: Reflective accounts; case studies.**
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	With the support of course co-directors, module instructors, and education supervisors, students studying at level 7 are expected to be able to identify their specific needs and develop an action plan to develop these skills. In addition, student learning will be facilitated by a multi-professional teaching team using Blended Learning Approach. **Evidence: Reflective accounts; participation in online discussion forums where applicable and e-activities**
8 Supporting the development of skills and attitudes as a basis for continuing professional development.	Health professionals are required to demonstrate continuing professional development (CPD) to maintain registration with their professional body. The course co-directors and education supervisors will support this development. **Evidence: Reflective accounts; personal tutor records/ re validation portfolio**

9 Other approaches to personal development planning.	Course co-directors and module instructors will support student personal development plan (PDP) through ongoing discussions and feedback. Students will be supported to identify a career pathway appropriate to meet their PDP. **Evidence: Reflective accounts; education supervisor records**
10 The means by which self-reflection, evaluation and planned development is supported e.g., electronic, or paper-based learning log or diary.	Students are encouraged to participate in critical reflection throughout the assessment strategy on this course. In addition, students are encouraged to participate in online learning activities that promote reflection and evaluation. Education supervisors will focus on the appropriate approaches for PDP for each student and the advantages of electronic versus paper-based learning log . **Evidence: Reflective accounts; education supervisor records; formative and summative assessments**

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education
bursary	a financial award made to students to support their studies; sometimes used interchangeably
collaborative provision	a formal arrangement between a degree-awarding body and a partner
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars, and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination

current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment: formative assessment

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks,
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic. in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or

national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance- based subjects such as
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with
semester	either of the parts of an academic year that is divided into two for purposes of teaching and
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be
summative assessment	formal assessment of students' work,
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit, or course, including all class contact, independent learning, revision
tutorial	one-to-one or small group supervision, feedback, or detailed discussion on a particular
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions