

Course Specification

A. Course Information				
Final award title(s)	PgCert Contemporary Foundations in Neonatal Practice			
Intermediate exit award title(s)	N/A			
UCAS Code		Course Code(s)	5932	
Awarding Institution	London South Bank University			
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS			
Division	Childrens Nursing			
Course Director				
Delivery site(s) for course(s)	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input checked="" type="checkbox"/> Other: Cambridge University Hospital NHS Trust			
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify			
Length of course/start and finish dates	Mode	Length years	Start - month	Finish - month
	Full time			
	Full time with placement/ sandwich year			
	Part time	1 year	September	September
		1 year	January	January
Part time with Placement/ sandwich year				
Is this course suitable for students on a Tier 4 visa?	Yes ✓ - If the individual is currently employed with the NHS No			
Approval dates:	Course(s) validation date	30 May 2023		
	Course specification last updated and signed off	Sept 2023		
Professional, Statutory & Regulatory Body accreditation	N/A			

Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)	N/A	
Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	Revised QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRBs Competitions and Markets Authority SEEC Level Descriptors 2021 OfS Guidance

B. Course Aims and Features

Distinctive features of course	<p>This course will be taught, delivered, and assessed in practice, led by an experienced clinical and teaching faculty at Cambridge University Hospitals NHS Foundation Trust (CUH) validated by London South Bank University.</p> <p>The Neonatal Intensive Care Unit (NICU) at Cambridge University Hospitals NHS Foundation Trust (CUH) is a specialist, tertiary, regional Neonatal Unit. This consists of 40 cots incorporating ITU/HDU and SCBU. It is one of three centres providing specialist neonatal: medical, surgical and intensive care within the East of England Neonatal Operational Delivery Network (EoE ODN). In 2019, the NICU at CUH undertook 3490 intensive care days, 4494 high dependency days and 5046 special care days. Due to the specialist provision provided at the NICU at CUH, this PgCert Contemporary Foundations in Neonatal Practice will provide a range of neonatal subjects, presented by experts in their fields. Neonatal consultants, Surgeons, Advanced Neonatal Nurse Practitioners, Specialist Nurses, and Educators will provide teaching sessions, alongside integral Allied Health Professionals involved with neonatal care such as Dieticians, Speech and Language Therapists and Clinical Psychologists. This will provide students with a holistic approach to neonatal care. The PaNDR (Paediatric and Neonatal Decision and Retrieval) Service are part of Cambridge University Hospitals NHS Foundation Trust. PaNDR provides critical care retrievals for neonates and children up to the age of 16 years requiring transfer from different locations across the East of England. In addition to specialist retrieval, they also offer clinical advice to health professionals caring for all children, from extremely preterm infants up to 16 years of age. Students are able to spend time with the PaNDR Service to further gain experience to develop knowledge and skills.</p> <p>The course structure, curriculum and assessments are aligned with current guidance on the essential core syllabus and skills content for QIS nurses. This guidance includes: The Royal College of Nursing (RCN) guidance on “Career, education and competence framework for neonatal nursing in the UK” (2015) and the British Association of Perinatal Medicine (BAPM) “Matching Knowledge and Skills for Qualified in Specialty (QIS) Neonatal Nurses: A core syllabus for clinical competency” (2012).</p> <p>Healthcare Professionals providing direct nursing care for neonates and their families, can undertake modules in the special care, high</p>
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	<p>dependency care and intensive care of the neonate, appropriate to their roles and responsibilities. The successful completion of these modules results in becoming 'Qualified in Speciality' within the neonatal field. Modules within the course are also offered as 'standalone' modules. However, only successful completion of the full course (PgCert Contemporary Foundations in Neonatal Practice), or successful completion of modules 2 and 3 with evidenced pre-module 'in-house' preparation within a Neonatal Special Care environment (as assessed by the module lead at application), will validate the student with being classed as 'Qualified in Speciality', as guided by BAPM (2012).</p>
<p>Course Aims</p>	<p>This course aims to:</p> <ol style="list-style-type: none"> 1. Provide the student with applied theoretical knowledge, decision making skills and core clinical skills to initiate competent, evidence-based care of the neonate across three areas of care; special care, high dependency and within the neonatal intensive care environment 2. Develop a critical and specialist theoretical understanding relating to the holistic assessment of the neonate, utilising specialist clinical skills to deliver safe and effective care 3. Systematically appraise the key factors which impact on the preterm and/or sick new-born infant in the antenatal, intra-partum and post-natal period and the complex factors which may impact upon the neonate at the identified stages and the care they receive across special care, high dependency and within the neonatal intensive care environment 4. Advance specialist understanding and the ability to engage in complex decision making in the management of the neonate in partnership with families and the multi professional team 5. Synthesis the contemporary evidence-base when delivering care to the neonate and their families to develop strategic decision-making to enhance the relationship when working in partnership with families and the multidisciplinary team
<p>Course Learning Outcomes</p>	<p>A) Students will have knowledge and understanding of:</p> <p>A1- To have a critical understanding of the assessment of the neonate and the inter-related concepts between assessments and relevant investigations that neonates may receive within special care, high dependency, and the neonatal intensive care environment.</p> <p>A2- Critically analyse the evidence-base, to demonstrate in depth knowledge and understanding of physiological, and pathophysiological change and how this relates to contemporary therapeutic interventions within special care, high dependency, and the neonatal intensive care environment.</p> <p>A3- Critically evaluates and develops an in depth understanding of the assessment of the neonate within special care, high dependency, and the neonatal intensive care environment care environment when selecting and implementing specialist theoretical frameworks and methodological approaches relating to clinical investigations.</p> <p>A4- Independently manage changing acuity of the neonate within the neonatal intensive care environment by critically appraising the evidence-base and apply systematic knowledge and specialist</p>

understanding when evaluating contemporary therapeutic interventions.

B) Students will develop their intellectual skills such that they are able to:

B1- Selects and critically evaluates principles of assessment, complex decision-making approaches and theoretical framework when rationalising an admission across special care high dependency and the neonatal intensive care environment.

B2- Advance systematic understanding relating to the theoretical and methodological approaches used when undertaking a systems-based approach in the assessment and management of the sick neonate across special care high dependency and the neonatal intensive care environment.

B3- Systematically appraise the key factors which impact on the preterm and/or sick new-born infant in the antenatal, intra-partum and post-natal period and the complex factors which may impact upon the neonate at the identified stages across special care high dependency and the neonatal intensive care environment.

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

C1- Independently elicit a comprehensive, holistic assessment of the neonate within the special care, high dependency, and the neonatal intensive care environment.

C2- Critically analyses and evaluates the requirements for the continuous review of care of a neonate and demonstrates advanced communication skills to convey information effectively with the multi-professional team within special care, high dependency, and the neonatal intensive care environment.

C3- Equip the student with the core clinical skills to deliver safe enhanced, evidence-based care of the neonate within special care, high dependency, and the neonatal intensive care environment.

C4- Act with professionalism and integrity, and work within agreed professional, ethical, and legal frameworks, and processes to maintain and improve standards of care provided to the neonate.

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

D1- Autonomously develop strategic decision-making to enhance the relationship when working in partnership with families and the multidisciplinary team within special care, high dependency, and the neonatal intensive care environment.

D2- Gather and interpret information from different sources and make informed judgements about its quality and appropriateness including assessing rigor and validity.

C. Teaching and Learning Strategy

This course is a collaboration between LSBU, and their industry partner Cambridge University Hospitals NHS Foundation Trust (CUH). This course is entirely focused upon the development of health care practitioners to be able to deliver competent, evidence-based care of the neonate requiring special care, high dependency care and intensive care.

The teaching and learning strategy for this course has been underpinned with the necessary theoretical and core skills required to become 'Qualified in Speciality'. Neonatal nurses applying for a Band 6 and above position, require post registration neonatal qualifications (QIS).

The course provides a wide range of teaching and learning opportunities with face-to-face teaching being delivered at Cambridge University Hospitals NHS Foundation Trust (CUH) through:

1. Face to face teaching
2. Seminars
3. Practical workshops
4. Group work
5. Hybrid learning opportunities.
6. Support with practice-based learning and assessment and clinical simulation

The teaching and learning resources at Cambridge University Hospitals NHS Foundation Trust (CUH) are state of the art and will provide students with the cutting-edge technology to support teaching and learning.

Teaching Spaces and Resources

- Dedicated skills room accommodates 30 students with ability to divide room into three skills stations.
- Lecture room facilities holding up to 120 staff.
- Dedicated skills room
- Simulation centre fully equipped by the medical school
- Access to medical school and library support
- Simulation manikins – 22 week to term gestation manikins available
- Auscultation simulator
- Career hub facility to hold tutorials and one-to-one meetings

Students will receive a joint induction online between Cambridge University Hospitals NHS Foundation Trust (CUH) and London South Bank University. Despite all teaching delivery and assessment taking place at Cambridge University Hospitals NHS Foundation Trust (CUH) students will have full access to all services including support and study skills at London South Bank University.

The teaching faculty delivering and supporting students on this course are currently employed full time as practitioners across all settings (special care, high dependency care and intensive care). The faculty have a depth and breadth of skills including recognised teaching qualifications. Due to the specialist provision provided at the NICU at CUH, the Neonatal Course will provide a range of neonatal subjects, presented by experts in their fields. Neonatal consultants, Surgeons, Advanced Neonatal Nurse Practitioners, Specialist Nurses, and Educators will provide practice workshops, face to face clinical skills, clinical seminars teaching sessions, alongside integral Allied Health Professionals involved with neonatal care such as Dieticians, Speech and Language Therapists and Clinical Psychologists. This will provide students with a holistic approach to neonatal care.

LSBU Group Corporate Strategy 2020- 2025

This course aligns to the LSBU Group Corporate Strategy, focusing on high quality professional and technical education. The course provides 'Access to Opportunity', through local and global partnerships to create opportunities for individuals, business and society and seek to remove barriers to success. The course ensures future planning through 'Resources, Market and Shape', aligning core activity with business and society's current and future requirements in terms of skills, knowledge and innovation and insight.

https://www.lsbu.ac.uk/__data/assets/pdf_file/0008/273869/2025-group-strategy.pdf

D. Assessment

The assessment strategy for this course is chosen to enhancing and consolidating specialist understanding linked and mapped to The Royal College of Nursing "Career, education and competence framework for neonatal nursing

in the UK" (2015), and the British Association of Perinatal Medicine (BAPM) in collaboration with the Neonatal Nurses Association (NNA) "Matching Knowledge and Skills for Qualified in Specialty (QIS) Neonatal Nurses: A core syllabus for clinical competency" (2012).

<https://www.rcn.org.uk/Professional-Development/publications/pub-004641>

<https://www.bapm.org/resources/35-matching-knowledge-and-skills-for-qualified-in-specialty-qis-neonatal-nurses-2012>.

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 Course Director at Cambridge University Hospitals NHS Foundation Trust (CUH) at regular intervals.

The combination of formative and summative assessments ensures there is an interconnected and layered approach rather than focusing on passing assessments and only retaining knowledge for a short period of time. The formative assessments support students in developing the knowledge, and skills to be prepared to undertake the summative assessment. 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.

The assessment strategy has a strong focus on triangulation with three practice-based learning records in each of the modules enabling authentic assessment and evaluation in the student's clinical environment. A range of assessment strategies have been chosen to promote accessibility and enhance students' transferable skills.

PgCert Contemporary Foundations in Neonatal Practice

Module Number	Module title	Formative Assessment	Summative Assessment
Module 1	Foundations of Contemporary Neonatal Care	<p>Students will present to their group a clinical case from their areas of practice relating to the care of a neonate in a special care environment.</p> <p>They will also submit via the VLE a 500-word critical reflection on the case that they are presenting.</p> <p><i>Note that any cases used in the formative task cannot be reused in the summative task.</i></p>	<p><u>CW1: Practice Based Learning Record 1</u></p> <p>Part 1: Practice-based skills and wider competencies relating to special care environment.</p> <p>Part 2: Evidence of 2 critical reflections (500 words each) relating to clinical cases with a neonate in a special care environment.</p> <p>Pass / Fail</p> <p><u>CW2: Formal Poster Submission</u></p> <p>Submit a formal poster which addresses a contemporary aspect of care provided to a neonate within a special care setting.</p>

			<p>The poster should address the following areas on the submission:</p> <ul style="list-style-type: none"> • Title • Introduction • Methods • Results • Discussion • References/ Acknowledgements • Higher Education Institution acknowledgement <p>Pass Mark: L6 40% 50% weighting</p> <p>EX1: A 20-minute VIVA plus 10-minute for questions surrounding the poster submission.</p> <p>Pass Mark: L6 40% 50% weighting</p>
Module Number	Module title	Formative Assessment	Summative Assessment
Module 2	Principles and Practice for the Neonate Requiring High Dependency Care	<p>Students will record a group podcast in the form of a “panel discussion” to address a “hot topic” relating to the care of a neonate in a high dependency care environment.</p> <p>This formative podcast will be reviewed by the whole group and will be peer reviewed. Feedback will also be given by the academic faculty.</p> <p>Students will also submit via the VLE a plan for their summative Podcast with an outline plan for the rationale covering the essential elements as stated in the summative task.</p> <p>Note that any cases used in the formative task cannot be reused in the summative task.</p>	<p><u>CW1: Practice Based Learning Record 2</u></p> <p>Part 1: Practice-based skills and wider competencies relating to the high dependency care environment.</p> <p>Part 2: Evidence of 2 critical reflections (500 words each) relating to clinical cases with a neonate in a high dependency care environment.</p> <p>Pass / Fail</p> <p><u>CW2: Podcast</u></p> <ul style="list-style-type: none"> • Submit a 15-minute podcast on a topic or aspect of specialist care you have implemented and evaluated for a neonate within the high dependency environment. <p>Within your Podcast you will need to cover the following elements:</p> <ul style="list-style-type: none"> • Appropriate coverage of the contemporary topic

			<p>relating to the specialist high dependency care a neonate has received</p> <ul style="list-style-type: none"> • Make clear links to the underpinning fundamental theories, specialist principles, and rationalise any clinical reasoning/ decision making tools used • Provide a critical evaluation and reflect on your perspective and insight on the chosen case, linking to the contemporary body of evidence and your critical perspective and the research • Consider key communications and how multidisciplinary teams function to promote effectively working in partnership with families to deliver holistic care • Engage the listener to convey you understand and perspective and what this adds to your critical understanding ensuring you consider creative application <p>Pass Mark: L7 50%</p> <p>50% weighting</p> <p><u>CW3: Critical reflection on the Podcast</u></p> <p>To submit a 1000-word critical reflection based on the clinical case chosen for the Podcast and critically reflect upon your learning and development within the module and its impact for neonates and their families.</p> <p>Pass Mark: L7 50% 50% weighting</p>
Module Number	Module title	Formative Assessment	Summative Assessment

<p>Module 3</p>	<p>Principles and Practice for the Neonate Requiring Intensive Care</p>	<p>Mock OSCEs</p>	<p><u>CW1: Practice Based Learning Record 3</u></p> <p>Part 1: Practice-based skills and wider competencies relating to the neonatal intensive care environment.</p> <p>Part 2: Evidence of 2 critical reflections (500 words each) relating to clinical cases within the neonatal intensive care environment.</p> <p>Pass / Fail</p> <p><u>EX1: OSCE</u></p> <p>5 OSCE examination ‘stations’ each lasting 10 minutes in total. The stations content will be based on content taught throughout the module and mapped to “Matching knowledge and skills for QIS neonatal nurses” (2012) in collaboration with the British Association of Perinatal Medicine (BAPM) and the Neonatal Nurses Association (NNA). All 5 ‘stations’ of the OSCE examination must be successfully completed, to enable a pass mark for the OSCE.</p> <p>Pass Mark L7 50%</p> <p>100% weighting</p>
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E. Academic Regulations

The University’s Academic Regulations apply for this course: [LSBU Academic Regulations](#)

1.0 Protocol Fail / Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements

To be a:

Qualified health care professional with current registration with the relevant UK Professional Statutory Regulatory Body. Nursing and Midwifery Council (NMC)/ Health and Care Professions Council (HCPC)

And hold a:

- Minimum of a 2:2 bachelor's degree
- **Or**
- Diploma in Health and Social Care and evidence of relevant professional learning

And:

- Work within a neonatal or paediatric setting with access and exposure to unwell neonates for a minimum of 25 hours per week.
- To identify a practice mentor with relevant experience and knowledge to support a student in practice.

G. Course structure(s)

Course overview

PG Cert Contemporary Foundations in Neonatal Practice (One module at L6, two modules at L7)

Module 1: Foundations of Contemporary Neonatal Care (20 credits L6)

Module 2: Principles and Practice for the Neonate Requiring High Dependency Care (20 credits L7)

Module 3: Principles and Practice for the Neonate Requiring Intensive Care (20 credits L7)

PgCert Contemporary Foundations in Neonatal Practice Part time.

Semester 1		Semester 2	
Foundations of Contemporary Neonatal Care	20 credits L6	Principles and Practice for the Neonate Requiring Intensive Care	20 credits L7
Principles and Practice for the Neonate Requiring High Dependency Care	20 credits L7		

September Intake Semester 1		First Assessment
Foundations of Contemporary Neonatal Care	20 credits L6	January
Principles and Practice for the Neonate Requiring High Dependency Care	20 credits L7	February
Semester 2		First Assessment
Principles and Practice for the Neonate Requiring Intensive Care	20 credits L7	May

January Intake Semester 1		First Assessment
Foundations of Contemporary Neonatal Care	20 credits L6	June
Principles and Practice for the Neonate Requiring High Dependency Care	20 credits L7	June
Semester 2		First Assessment
Principles and Practice for the Neonate Requiring Intensive Care	20 credits L7	November

Placements information
N/A

H. Course Modules

Module Number	Level of Study	Module title	Formative Assessment	Summative Assessment
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<p>Module 1 Semester 1</p>	<p>20 credits L6</p>	<p>Foundations of Contemporary Neonatal Care</p> <p>This module aims to:</p> <p>Provide the student with applied theoretical knowledge, decision making skills and core practical clinical skills to initiate competent, evidence-based care of the neonate in a special care environment.</p> <p>Develop students' ability to appraise the key contextual factors which impact on the preterm and/or sick new-born infant in the antenatal, intra-partum and post-natal period and the possible consequences at each stage.</p> <p>Support the critical application and evaluation of information when undertaking a systems-based approach when assessing and managing the sick neonate requiring special care.</p>	<p>Students will present to their group a clinical case from their areas of practice relating to the care of a neonate in a special care environment.</p> <p>They will also submit via the VLE a 500-word critical reflection on the case that they are presenting.</p> <p><i>Note that any cases used in the formative task cannot be reused in the summative task.</i></p>	<p><u>CW1: Practice Based Learning Record 1</u></p> <p>Part 1: Practice-based skills and wider competencies relating to special care environment.</p> <p>Part 2: Evidence of 2 critical reflections (500 words each) relating to clinical cases with a neonate in a special care environment.</p> <p>Pass / Fail</p> <p><u>CW2: Formal Poster Submission</u></p> <p>Submit a formal poster which addresses a contemporary aspect of care provided to a neonate within a special care setting.</p> <p>The poster should address the following areas on the submission:</p> <ul style="list-style-type: none"> • Title • Introduction • Methods • Results • Discussion • References/ Acknowledgements • Higher Education Institution acknowledgement <p>Pass Mark: L6 40% 50% weighting</p> <p>EX1: A 20-minute VIVA plus 10-minute for questions surrounding the poster submission.</p> <p>Pass Mark: L6 40% 50% weighting</p>
<p>Module Number</p>	<p>Level of Study</p>	<p>Module title</p>	<p>Formative Assessment</p>	<p>Summative Assessment</p>

<p>Module 2 Semester 1</p>	<p>20 credits L7</p>	<p>Principles and Practice for the Neonate Requiring High Dependency Care</p> <p>This module aims to:</p> <p>Advance systematic understanding relating to the theoretical and methodological approaches used when undertaking a systems-based approach in the assessment and management of the sick neonate in a high dependency area.</p> <p>Develop a critical and specialist theoretical understanding relating to the assessment of the neonate, utilising specialist clinical skills to deliver safe and effective care.</p> <p>Systematically appraise the key factors which impact on the preterm and/or sick new-born infant in the antenatal, intra-partum and post-natal period and the complex factors which may impact upon the neonate at the identified stages.</p> <p>Advance specialist understanding and the ability to engage in complex decision making in the management of the neonate in partnership with families and the</p>	<p>Students will record a group podcast in the form of a “panel discussion” to address a “hot topic” relating to the care of a neonate in a high dependency care environment.</p> <p>This formative podcast will be reviewed by the whole group and will be peer reviewed. Feedback will also be given by the academic faculty.</p> <p>Students will also submit via the VLE a plan for their summative Podcast with an outline plan for the rationale covering the essential elements as stated in the summative task.</p> <p><i>Note that any cases used in the formative task cannot be reused in the summative task.</i></p>	<p><u>CW1: Practice Based Learning Record 2</u></p> <p>Part 1: Practice-based skills and wider competencies relating to the high dependency care environment.</p> <p>Part 2: Evidence of 2 critical reflections (500 words each) relating to clinical cases with a neonate in a high dependency care environment.</p> <p>Pass / Fail</p> <p><u>CW2: Podcast</u></p> <ul style="list-style-type: none"> • Submit a 15-minute podcast on a topic or aspect of specialist care you have implemented and evaluated for a neonate within the high dependency environment. <p>Within your Podcast you will need to cover the following elements:</p> <ul style="list-style-type: none"> • Appropriate coverage of the contemporary topic relating to the specialist high dependency care a neonate has received • Make clear links to the underpinning fundamental theories, specialist principles, and rationalise any clinical reasoning/ decision making tools used • Provide a critical evaluation and reflect on your perspective and insight on the chosen case, linking to the contemporary body of evidence and your critical perspective and the research • Consider key communications and how multidisciplinary teams function to promote effectively working in
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		<p>multi professional team.</p> <p>Synthesis the contemporary evidence-base when delivering care to the neonate and their families within a high dependency environment.</p>		<p>partnership with families to deliver holistic care</p> <ul style="list-style-type: none"> Engage the listener to convey you understand and perspective and what this adds to your critical understanding ensuring you consider creative application <p>Pass Mark: L7 50%</p> <p>50% weighting</p> <p><u>CW3: Critical reflection on the Podcast</u></p> <p>To submit a 1000-word critical reflection based on the clinical case chosen for the Podcast and critically reflect upon your learning and development within the module and its impact for neonates and their families.</p> <p>Pass Mark: L7 50% 50% weighting</p>
Module Number	Level of study	Module title	Formative Assessment	Summative Assessment
Module 3 Semester 2	20 credits L7	<p>Principles and Practice for the Neonate Requiring Intensive Care</p> <p>This module aims to:</p> <p>Advance systematic understanding relating to the theoretical and methodological approaches used when undertaking a systems-based approach in the assessment and management of the sick neonate in an intensive care area.</p>	Mock OSCES	<p><u>CW1: Practice Based Learning Record 3</u></p> <p>Part 1: Practice-based skills and wider competencies relating to the neonatal intensive care environment.</p> <p>Part 2: Evidence of 2 critical reflections (500 words each) relating to clinical cases within the neonatal intensive care environment.</p> <p>Pass / Fail</p> <p><u>EX1: OSCE</u></p> <p>5 OSCE examination stations each lasting 10 minutes in total. The stations content will be based on content taught throughout the module and mapped to “Matching knowledge and skills for QIS neonatal</p>

		<p>Develop a critical and specialist theoretical understanding relating to the assessment of the neonate, utilising specialist clinical skills to deliver safe and effective care within the neonatal intensive care.</p> <p>Systematically appraise the key factors which impact on the preterm and/or sick new-born infant in the antenatal, intra-partum and post-natal period and the complex factors which may impact upon the neonate at the identified stages in particular related to neonatal intensive care.</p> <p>Advance specialist understanding and the ability to engage in complex decision making in the management of the neonate in partnership with families and the multi professional team.</p> <p>Synthesis the contemporary evidence-base when delivering care to the neonate and their families within the neonatal intensive care environment.</p> <p>Equip the student with the core clinical skills to deliver safe enhanced, evidence-based care of the neonate within the neonatal intensive care environment.</p>		<p>nurses” (2012) in collaboration with the British Association of Perinatal Medicine (BAPM) and the Neonatal Nurses Association(NNA).</p> <p>Pass Mark L7 50%</p> <p>100% weighting</p>
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I. Timetable information

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

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

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

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	A 4	B1	B2	B3	C1	C2	C3	C4	D1
6	Foundations of Contemporary Neonatal Care	TBC	TD	TDA	TD	TD	TDA	TD	TDA	TDA	TD	TDA	TD	TD
7	Principles and Practice for the Neonate Requiring High Dependency Care	TBC	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD	TDA
7	Principles and Practice for the Neonate Requiring Intensive Care	TBC	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

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	
1 Supporting the development and recognition of skills through the personal tutor system.	<p>The personal tutor will be identified to the student at the start of the course, and they will be able to provide academic guidance and pastoral support across the course of study and review wider academic progress. The personal tutor meetings will be scheduled throughout the academic year to facilitate progress review and provide academic feedback. Additional meetings can be arranged as required.</p> <p>Evidence: student records / tutor records</p>
2 Supporting the development and recognition of skills in academic modules/modules.	<p>Students will be supported to develop their academic skills to work from L6 to L7. The first module is undertaken at L6, and guidance will be provided by the academic team and with support from LSBU study skills center to develop their academic writing. The module leaders and teaching team will provide tutorials for the assessments and review drafts work of students as needed in accordance with LSBU regulations on review of drafts. Feedback and feedforward information provide guidance to students which will assist further academic development for subsequent modules within the course.</p> <p>Evidence: Formative and summative assessment feedback</p>
3 Supporting the development and recognition of skills through purpose designed modules/modules.	<p>The course leader will work with stakeholders and clinical colleagues to continue to identify priorities to be included within courses to ensure contemporary practice linked to Matching knowledge and skills for QIS neonatal nurses” (2012) in collaboration with the British Association of Perinatal Medicine(BAPM) and the Neonatal Nurses Association(NNA)</p> <p>https://www.bapm.org/resources/35-matching-knowledge-and-skills-for-qualified-in-specialty-qis-neonatal-nurses-2012. 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.</p>

	Evidence: meetings with the course leader, clinicians, and stakeholders across trusts.
4 Supporting the development and recognition of skills through research projects and dissertations work.	Throughout the modules emphasis will be placed on effective critical analysis and synthesis of the empirical research linked to clinical practice. This is also supported and assessed throughout the course in the form of teaching and assessment. Evidence: Formative and summative assessment feedback
5 Supporting the development and recognition of career management skills.	Advice and support will be provided by the course faculty and course leader, to promote ongoing development linked to Matching knowledge and skills for QIS neonatal nurses” (2012) in collaboration with the British Association of Perinatal Medicine (BAPM) and the Neonatal Nurses Association(NNA). Evidence: student records / tutor records
6 Supporting the development and recognition of career management skills through work placements or work experience.	In all the modules there is a focus on ongoing clinical roles and development as a competent “Qualified in Specialty” Neonatal registered health care professional. Evidence: student records / tutor records
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students 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 the multi-professional teaching team with the engagement of face-to-face contact and a blended learning approach. Evidence: student records / tutor records
8 Supporting the development of the 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 leader and education supervisors will support this development. Evidence: student records / tutor records
9 Other approaches to personal development planning.	Students will be supported to identify a career pathway appropriate to meet their PDP. Evidence: student records / tutor 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. Evidence: Summative assessment

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 qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
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 examined work
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 does not contribute to the final mark, grade or class of degree awarded to students

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, or revision
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 independent and social learning
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-based learning
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 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
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 drama and music
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 body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
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 covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
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 and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
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 their course
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