

## Programme Specification

<b>1.</b>	<b>Programme title</b>	<p>MSc Paediatrics &amp; Child Healthcare Practice (Oncology)  MSc Paediatrics &amp; Child Healthcare Practice (Critical Care)  MSc Paediatrics &amp; Child Healthcare Practice (specialism)</p> <p>PgDip Paediatrics &amp; Child Healthcare Practice (Oncology)  PgDip Paediatrics &amp; Child Healthcare Practice (Critical Care)  PgDip Paediatrics &amp; Child Healthcare Practice (specialism)</p> <p>PgCert Paediatrics &amp; Child Healthcare Practice (Oncology)  PgCert Paediatrics &amp; Child Healthcare Practice (Critical Care)  PgCert Paediatrics &amp; Child Healthcare Practice (specialism)</p> <p>GradCert Paediatrics &amp; Child Healthcare Practice (Oncology)  GradCert Paediatrics &amp; Child Healthcare Practice (Critical Care)  GradCert Paediatrics &amp; Child Healthcare Practice (specialism)</p>
<b>2.</b>	<b>Awarding institution</b>	Middlesex University
<b>3a</b>	<b>Teaching institution</b>	Middlesex University: London Partner: Great Ormond Street Hospital
<b>3b</b>	<b>Language of study</b>	English

<b>4a</b>	<b>Valid intake dates and mode of study</b>
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<b>Mode of Study</b>	<b>Cohort</b>	<b>Delivery Location</b>	<b>Duration</b>
Part time	Module dependent	On Campus/Blended	5 years

<b>4b</b>	<b>Delivery method</b>	On-campus/Online
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<b>5. Professional/Statutory/Regulatory body (if applicable)</b>
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None
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<b>6.</b>	<b>Apprenticeship Standard</b> (if applicable)	None
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<b>7. Final qualification(s) available</b>
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MSc Paediatrics & Child Healthcare Practice (Oncology) MSc Paediatrics & Child Healthcare Practice (Critical Care) MSc Paediatrics & Child Healthcare Practice (specialism)  PgDip Paediatrics & Child Healthcare Practice (Oncology) PgDip Paediatrics & Child Healthcare Practice (Critical Care) PgDip Paediatrics & Child Healthcare Practice (specialism)  PgCert Paediatrics & Child Healthcare Practice (Oncology) PgCert Paediatrics & Child Healthcare Practice (Critical Care) PgCert Paediatrics & Child Healthcare Practice (specialism)  GradCert Paediatrics & Child Healthcare Practice (Oncology) GradCert Paediatrics & Child Healthcare Practice (Critical Care) GradCert Paediatrics & Child Healthcare Practice (specialism)
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<b>8. Academic year effective from</b>	2023-2024
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<b>9. Criteria for admission to the programme</b>
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Students admitted to this programme must be able to meet: <ul style="list-style-type: none"><li>• Individual requirements of specific chosen modules.</li><li>• Be currently working within children and young people healthcare.</li><li>• Undergraduate degree or equivalent.</li><li>• Evidence of commitment to study, professional development to date, consideration of a coherent study pathway and plans for future professional development and progression.</li><li>• Students who do not have a degree but who have successfully completed level 6 or 7 CPD modules may be admitted to the programme through the Middlesex Recognition of Prior Learning (RPL) process. This will be at the programme leader's discretion.</li><li>• Minimum English language requirements. All modules in the programme are delivered in English so IELTS English required with an average score of 6.5 with no less than 6 in a single area.</li></ul>
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Additional admissions criteria:

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

<b>10. Aims of the programme</b>
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The programme has an overarching aim to enable you to undertake an individualised pathway of post graduate study through reflection on your level of practice, underlying knowledge, and clinical experience with the intention of identifying areas for professional and personal development and for the advancement of Paediatric Healthcare practice.

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

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

## 11. Programme learning outcomes

### A. Knowledge and understanding

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

[GradCert, PgCert, PgDip & MSc]

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

[GradCert, PgCert, PgDip & MSc]

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

[PgCert, PgDip & MSc only]

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

[PgDip & MSc only]

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

[PgCert, PgDip & MSc only]

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

[GradCert, PgCert, PgDip & MSc only]

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

[PgDip and MSc only]

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

[MSc only]

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

## **B. Skills**

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

[PgCert, PgDip & MSc only]

1. Practice in advanced partnership with children and families, taking into consideration the importance of partnership working, negotiation of care, recognising personal belief systems and values.

[PgCert, PgDip & MSc only]

2. Problem-solve effectively and efficiently, developing skills of decision making to promote high quality paediatric healthcare.

[GradCert, PgCert, PgDip & MSc]

3. Assess, plan, implement and evaluate paediatric healthcare, demonstrating the ability to engage with digital technology and recognise the role of this within contemporary health care settings, as well as the social impact and implications for communication.

[GradCert, PgCert, PgDip & MSc]

4. Demonstrate competent, dynamic, compassionate, and flexible holistic care by drawing on both research-based evidence and the experiential knowledge of the paediatric healthcare team.

[PgDip & MSc only]

5. Explore ethical, legal, and professional implications of specialist paediatric practice, demonstrating the application of local and national policies, procedures, and guidelines to ensure the improvement of practice and child health outcomes and critically evaluate their effectiveness.

[PgDip & MSc only]

6. Maintain your own personal and professional development, learning from experience, through supervision, feedback, reflection, and evaluation to support your own educational and development needs.

[MSc only]

7. Explore your ability to undertake responsibility and leadership for the effective management of a research project and the subsequent improvement initiatives.

## 12. Teaching/learning methods

The programme employs a diverse range of teaching and learning approaches designed to integrate theory with practice, foster critical inquiry, and promote autonomy and independence in postgraduate learning. Teaching methods are intentionally varied to accommodate different learning styles and to ensure equitable opportunities for all learners to develop advanced clinical, academic, and professional skills.

Throughout the programme, you will engage in critical reading and evaluation of research, policies, guidelines, and evidence relevant to paediatric healthcare practice. Learning activities may include practice-based learning and portfolio development, lectures, seminars, workshops, small-group work, case studies, debates, role-play, problem-based scenarios, webinars, and e-learning. These approaches aim to deepen your understanding of complex clinical issues and support the application of knowledge to real-world practice.

Learning will take place across a range of environments, including the GOSH Learning Academy, Middlesex University, online platforms, blended settings, and your workplace. Opportunities for one-to-one supervision and self-directed study are embedded throughout to enhance your academic development and support your progression as an independent learner.

All teaching and learning activities are facilitated by the programme leader, module leaders, and subject matter experts. Their role is to extend your perspectives on key issues in healthcare practice and help you develop the knowledge and skills required for effective practice within your specialist area.

<sup>1</sup> Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours	FT	PT This will be dependent on module choice.
Approx. number of hours of independent study per week (at each level of study, as appropriate)	FT	PT This will be dependent on module choice.
Approx. number of hours on placement (including placement, work-based learning or year abroad, as appropriate).	FT	PT This will be dependent on module choice.

<sup>1</sup> This information will be used as part of our submission to Discover Uni (previously Unistats).

<b>13. Employability</b>
<b>13a Development of graduate competencies</b>
The programme develops key graduate competencies by combining evidence-based theory with applied clinical learning. Learners build decision-making, professional autonomy, and the ability to deliver competent, effective care. Through critical inquiry and reflective practice, graduates gain the skills to evaluate evidence, influence service improvement, and contribute confidently within complex healthcare environments.
<b>13b Employability development</b>
Employability is built into the programme through applied clinical learning, reflective practice, and development of skills that directly align with the priorities of the NHS Long Term Workforce Plan, including upskilling, retention, and supporting a flexible, highly competent workforce.  Career readiness is supported through practice-based activities, quality-improvement work, and engagement with clinical partners who contribute to teaching and ensure the curriculum reflects current service needs. Ongoing collaboration with employers, practice educators, and subject specialists ensures the programme remains responsive to workforce demands.  Employability development is evaluated through module assessments, reflective portfolios, employer feedback, and student evaluation, ensuring graduates are well-prepared to progress and contribute effectively within healthcare settings
<b>13c Placement and work experience opportunities (if applicable)</b>
This is determined at module level.
<b>13d Future careers / progression</b>
You will be able to map the learning outcomes from your chosen modules plus the programme outcomes against your own career and development choices. You can also share your enhanced knowledge and expertise across the local, national and international area of specialism.  Engagement with the programme and the modules within, will provide evidence of CPD for professional re-validation with the NMC or other regulatory body.  A completed programme will indicate to employers that you have the abilities and characteristics required of practitioners working in more senior positions. As such, some learners move on to more advanced roles, while others pursue a clinical-academic career.  If you successfully complete the MSc Paediatrics and Child Healthcare Practice, you will be able to demonstrate commitment to CPD, lifelong learning, practice research and development.

You may choose to undertake future doctoral level study which will underpin advanced level practice.

#### 14. Assessment methods

Assessment across the programme is designed to enable you to integrate theory and practice, develop critical thinking, and demonstrate advanced understanding of concepts central to paediatric healthcare. Assessment strategies vary according to the module's focus and intended learning outcomes, ensuring alignment with your area of practice and the level of study.

**Formative assessment:** opportunities are embedded within each module to support your learning and guide your preparation for summative assessment. These may include skills workshops, reflective case study discussions, written critical analyses, peer presentations, online quizzes, debates, literature reviews, and practice-based reviews. All formative activities are designed to provide constructive feedback and prepare you for successful completion of summative tasks.

**Summative assessment:** methods may include critical reflections on practice, case studies, practice-based portfolios, oral presentations and viva voce, service reviews, critical appraisal of evidence, practical assessments, reports, quality improvement projects, and research proposals or research findings. These assessments enable you to demonstrate synthesis of knowledge, clinical reasoning, and the ability to apply your learning to enhance healthcare practice.

#### 15. Programme Structure (level of study, modules, credits and progression requirements)

A high-quality curriculum covering a wide range of content that allows you flexibility to tailor your development in ways that are relevant to your specific clinical needs. You can study part-time and online, allowing you to combine study with work, in a schedule that can fit around your employment. The breadth of the programme prepares you for a wide range of nursing career options and aims to build confidence for those seeking to progress to senior healthcare roles.

The **MSc** Paediatrics & Child Healthcare Practice is a 180 UK credit master's programme consisting of:

- Pick and choose optional modules (totalling 120 credits) and
- One compulsory Project at FHEQ level 7 (60 credits)

The **PgDip** Paediatrics & Child Healthcare Practice is a 120 UK credit master's level programme consisting of:

- Optional FHEQ level 7 modules

The **PgCert** Paediatrics & Child Healthcare Practice is a 60 UK credit master's level programme consisting of:

- Optional FHEQ level 7 modules

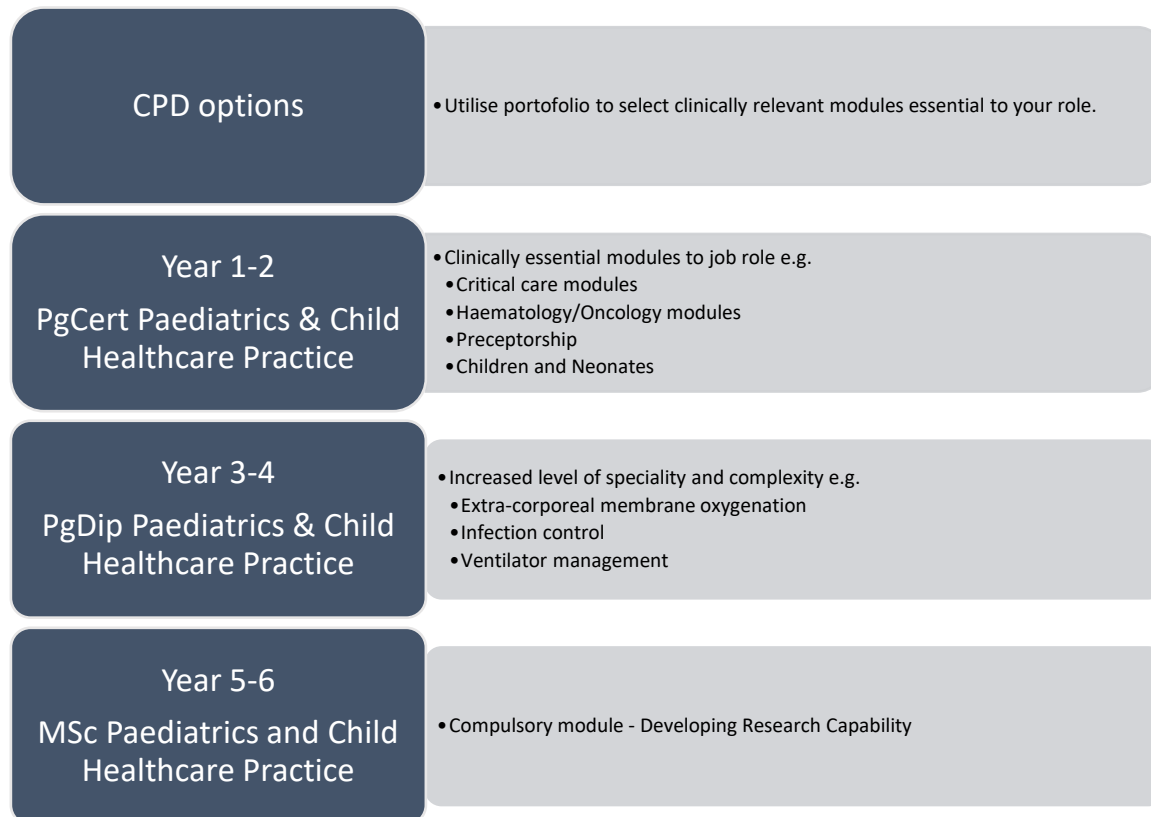
The **GradCert** Paediatrics & Child Healthcare Practice is a 60 UK credit graduate programme consisting of:

- Optional FHEQ level 6 modules

<b>GradCert</b>	<ul style="list-style-type: none"><li>• Optional FHEQ level 6 modules</li><li>• Total = 60 credits</li></ul>
<b>PgCert</b>	<ul style="list-style-type: none"><li>• Optional FHEQ level 7 modules</li><li>• Total = 60 credits</li></ul>
<b>PgDip</b>	<ul style="list-style-type: none"><li>• Optional modules to total 120 credits</li><li>• (minimum of 90 credits at FHEQ level 7)</li></ul>
<b>MSc</b>	<ul style="list-style-type: none"><li>• Optional modules to a total of 120 credits</li><li>• Compulsory module to total 60 credits</li><li>• Overall total = 180 credits</li><li>• (minimum of 150 credits at FHEQ level 7)</li></ul>

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

Example course plan:



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

<b>All years</b>
<b>Level 6</b>

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time	Semester
PCH3807	Optional	Caring for CYP with Cancer	15 at level 6	Part time	1
PCH3806	Optional	Caring For CYP in Critical Care level 1 and 2 (high dependency)	15 at level 6	Part time	1, 2, 3
PCH3810	Optional	Infection Prevention and Control for CYP	15 at level 6	Part time	1
PCH3801	Optional	Systemic Anti-Cancer Therapy in CYP	15 at level 6	Part time	1 and 3

PCH3804	Optional	Foundations of Paediatric Intensive Care Nursing (PICU 1)	15 at level 6	Part time	1
PCH3800	Optional	Clinical Skills in Paediatric Ventilator Management	15 at level 6	Part time	1
PCH3802	Optional	Care of the Child with Cardiac and Respiratory Compromise (PICU 2)	15 at level 6	Part time	2
PCH3805	Optional	Nursing Interventions for the Child in Paediatric Intensive Care (PICU 3)	30 at level 6	Part time	3
PCH3814	Optional	Care of the CYP Undergoing Extra Corporeal Membrane Oxygenation	30 at level 6	Part time	1
PCH3808	Optional	Essential Care of the Neonate (QIS 1)	15 at level 6	Part time	1
PCH3816	Optional	Caring For CYP Undergoing Haematopoietic Stem Cell Transplant	15 at level 6	Part time	2
PCH3834	Optional	Fundamental Care of Children and Young People	15 at level 6	Part time	1
PCH3836	Optional	Preceptorship in Practice	15 at level 6	Part time	1
PCH3832	Optional	Caring for CYP with Orthopaedic or Spinal Conditions	15 at level 6	Part time	3
PCH3812	Optional	Principles of Neonatal Critical Care (QIS 2)	15 at level 6	Part time	3
PCH3818	Optional	Caring for CYP with a Cardiac Condition	15 at level 6	Part time	1
PCH3820	Optional	Caring For CYP with a Renal Condition	15 at level 6	Part time	2
PCH3830	Optional	Caring For CYP with Acute Neuroscience and Craniofacial Conditions	15 at level 6	Part time	3
PCH3809	Optional	Mental Health and Psychological Development of CYP	15 at level 6	Part time	2
PCH3803	Optional	Caring for CYP in the Recovery Room	15 at level 6	Part time	2
PCH3110	Optional	Paediatric Palliative Care	15 at level 6	Part time	2
PCH3120	Optional	Caring for CYP with Endocrine and Metabolic Conditions	15 at level 6	Part time	1
NSA3200	Optional	Service Development and Quality Improvement	15 at level 6	Part time	1
TBC	Optional	Foundations of Patient Safety	15 at level 6	Part time	1

**All Years****Level 7**

Students must have passed a minimum of 105 credits at Level 7 but 120 credits in total to progress to Dissertation (maximum of 30 credits at FHEQ level 6 for PgDip and MSc). RPL and credit transfer may be possible for PgDip and MSc.

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time	Semester
PCH4807	Optional	Caring for CYP with Cancer	15 at level 7	Part time	1
PCH4806	Optional	Caring For CYP in Critical Care level 1 and 2 (high dependency)	15 at level 7	Part time	1, 2, 3
PCH4810	Optional	Infection Prevention and Control for CYP	15 at level 7	Part time	1
PCH4801	Optional	Systemic Anti-Cancer Therapy in CYP	15 at level 7	Part time	1 and 3
PCH4804	Optional	Foundations of Paediatric Intensive Care Nursing (PICU 1)	15 at level 7	Part time	1
PCH4800	Optional	Clinical Skills in Paediatric Ventilator Management	15 at level 7	Part time	1
PCH4802	Optional	Care of the Child with Cardiac and Respiratory Compromise (PICU 2)	15 at level 7	Part time	2
PCH4805	Optional	Nursing Interventions for the Child in Paediatric Intensive Care (PICU 3)	30 at level 7	Part time	3
PCH4814	Optional	Care of the CYP Undergoing Extra Corporeal Membrane Oxygenation	30 at level 7	Part time	1
PCH4808	Optional	Essential Care of the Neonate (QIS 1)	15 at level 7	Part time	1
PCH4816	Optional	Caring For CYP Undergoing Haematopoietic Stem Cell Transplant	15 at level 7	Part time	2
PCH4834	Optional	Fundamental Care of Children and Young People	15 at level 7	Part time	1
PCH4836	Optional	Preceptorship in Practice	15 at level 7	Part time	1
PCH4832	Optional	Caring for CYP with Orthopaedic or Spinal Conditions	15 at level 7	Part time	3
PCH4812	Optional	Principles of Neonatal Critical Care (QIS 2)	15 at level 7	Part time	3
PCH4818	Optional	Caring for CYP with a Cardiac Condition	15 at level 7	Part time	1
PCH4820	Optional	Caring For CYP with a Renal Condition	15 at level 7	Part time	2
PCH4830	Optional	Caring For CYP with Acute	15 at level 7	Part time	3

		Neuroscience and Craniofacial Conditions			
PCH4809	Optional	Mental Health and Psychological Development of CYP	15 at level 7	Part time	2
PCH4803	Optional	Caring for CYP in the Recovery Room	15 at level 7	Part time	2
PCH4110	Optional	Paediatric Palliative Care	15 at level 7	Part time	2
PCH4120	Optional	Caring for CYP with Endocrine and Metabolic Conditions	15 at level 7	Part time	1
NSA4630	Optional	Advanced Practitioner Inquiry	30 at level 7	Part time	1, 2
NSA4200	Optional	Service Development and Quality Improvement	15 at level 7	Part time	1
TBC	Optional	Foundations of Patient Safety	15 at level 7	Part time	1
NSA4050	Compulsory (MSc only)	Developing Research Capabilities	60 at level 7	Part time	1
	OR	OR			
WBH4760	Compulsory (MSc Only)	Advanced Work Based Project	60 at level 7	Part time	1,2

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

## 16. Programme-specific support for learning

### GOSH Learning Academy

- Programme planning guidance and support
- Programme review meetings
- Academic support team offer one to ones and workshops
- Learning support needs analysis
- Well-being service

### Middlesex University

- Each student will have a designated supervisor for NSA 4050
- University English Language and Learning Support
- E-learning support
- Library services
- University Dyslexia and Disability Support
- Well-being Service and Care & Concern Team

## 17. HECos code(s)

100280 Children's Nursing  
100246 Health Sciences  
100260 Healthcare Science  
100282 Critical Care Nursing  
100290 Nursing

	100476 Health and Social Care
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<b>18. Relevant QAA subject benchmark(s)</b>	Subject: None QAA UK Quality Code for Higher Education (Part A) 2018
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### 19. University Regulations

This programme will run in line with general University Regulations: [Policies | Middlesex University](#)

### 20. Reference points

Bloom, Benjamin S *et al* (1956;1964) A Taxonomy of Educational Objectives: Handbook 1 - Cognitive Domain. New York: Longmans Green & Co.

QAA (2021) Higher Education Credit Framework for England: Advice on Academic Credit Arrangements [https://www.qaa.ac.uk/docs/qaa/quality-code/higher-education-credit-framework-for-england.pdf?sfvrsn=527fd781\\_8](https://www.qaa.ac.uk/docs/qaa/quality-code/higher-education-credit-framework-for-england.pdf?sfvrsn=527fd781_8) [accessed 27/01/23]

QAA UK quality code for Higher Education Qualifications (2018) <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf> [accessed 27/01/23]

Middlesex University (2022) University Regulations, 2022/2023

Middlesex University Learning & Quality Enhancement Handbook. Available from: [Learning and Quality Enhancement Handbook \(LQEH\) | Middlesex University London \(mdx.ac.uk\)](#)

NHS England (2020) WE ARE THE NHS: People Plan 2020/21 - action for us all. Available from: [NHS England » We are the NHS: People Plan for 2020/21 – action for us all.](#)

NMC (2019) Quality Assurance framework for Nursing, Midwifery and Nursing Associate Education. Available from: <https://www.nmc.org.uk/globalassets/sitedocuments/ga-link/quality-assurance-framework--for-nursing-and-midwifery-education.pdf>

PICS (2018) Recommendations for nationally consistent level 3 Paediatric Critical Care Unit (PCCU) specialist nurse education <https://pccsociety.uk/wp-content/uploads/2015/10/2015-09-V2.1-PICS-E-Specialist-Education-Standards.pdf>

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

### 21. Methods for evaluating and improving the quality and standards of learning

- Operating within a School, Faculty and University framework for quality evaluation and enhancement.
- Regular monitoring of programme and module delivery.
- Continuing opportunity for feedback from learners during workshops and seminars.
- Regular feedback from learners through Programme Voice Groups.
- Surveys completed by learners during their programme (e.g. module survey, NSS, PTES).
- Participation by staff in external curriculum related staff development programmes.
- Regular discussions in departmental meetings.
- Annual appraisal of academic staff.
- Peer observation of teaching.
- External Examiners' moderation of summative assessments, their end of year reports and our responses to those reports.
- Annual monitoring and enhancement review process.

## 22. Other information (if applicable)

### Fitness to Practice

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

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

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

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

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

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

### 23a Programme learning outcomes

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

**Programme learning outcomes**

Highest level achieved by all graduates on PgCert, PgDip and MSc

A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

**23b Mapping by level of study and module**

Module Title	Module Code by Level of study	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7
Caring for CYP in Critical Care level 1 and 2 (High Dependency)	PCH3806/4806	x	x	x	x	x	x		X	X		x	x	x	X	
Essential Care of the Neonate (QIS 1)	PCH3808/4808	x	x	x	x	x	x		X	X		x	x	x	X	
Fundamental Care of CYP	PCH3834/4834	x	x	x	x	x	x	x		X	x	x	x	x	X	
Care of the CYP undergoing Extra Corporeal Membrane Oxygenation	PCH3814/4814	x	x	x	x	x	x	x	x	X	x	x	x	x	X	
Caring for CYP undergoing Haematopoietic Stem Cell Transplant	PCH3816/4816	x	x	x	x	x	x	x	X	x	x	x	x	x	X	
Clinical Skills in Paediatric Ventilator Management	PCH3800/4800	x	x	x	x	x	x	x	X	x	x	x	x	x	X	
Foundations of Paediatric Intensive Care Nursing (PIC 1)	PCH3804/4804	x	x	x		x	x			x	x	x	x	X	X	
Care of the Child with Cardiac and Respiratory Compromise (PIC 2)	PCH3802/4802	x	x	x	x	x	x	x	X	x	x	x	x	X	X	
Nursing Interventions for the Child in Paediatric Intensive Care (PIC 3)	PCH3805/4805	x	x	x	x	x	x	x	X	x	x	x	x	X	X	
Preceptorship in Practice	PCH3836/4836	x		x		x	x				x	x	x	X	X	
Infection Prevention and Control for CYP	PCH3810/4810	x	x	x	x	x	x	x	X	x	x	x	x	X	X	
Caring for CYP with Cancer	PCH3807/4807	x	x	x		x	x	x		x	x	x	x	X	X	
Systemic anti-cancer therapy (SACT) in CYP	PCH3801/4801	x	x	x	x	x	x	x	X	x	x	x	x	X	x	
Caring for CYP with Orthopaedic or Spinal Conditions	PCH3832/4832	x	x	x	x	x	x	x	x	x	x	x	x	X	x	
Principles of Neonatal Critical Care (QIS 2)	PCH3812/4812	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Caring for CYP with a Cardiac Condition	PCH3818/4818	x	x	x	x	x	x	X	x	x	x	x	x	x	x	
Caring for CYP with a Renal Condition	PCH3820/4820	x	x	x	x	x	x	x	x	x	x	x	x	x	X	
Caring for CYP with Acute Neuroscience and Craniofacial Conditions	PCH3830/4830	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Mental Health and Psychological Development of CYP	PCH3809/4809	x	x		x	x	x	x		x	x	x	x	x	X	
Caring for CYP in the Recovery Room	PCH3803/4803	x	x		x	x	x	x	x	x	x	x	x	x	X	
Paediatric Palliative Care	PCH3110/4110	x	x	x	x	x	x	x	x	x	x	x	x	x	X	
Caring for CYP with Endocrine and Metabolic Conditions	PCH3120/4120	x	x	x	x	X	x	x	x	x	x	x	x	x	x	
Developing Research Capabilities (MSc only)	NSA4050		x	x	x	X		x	X		x	x	x	x	X	X
Advanced Practitioner Inquiry (MSc only)	WBH4630		x	x	x			x	X				x	x	x	X
Service Development and Quality Improvement	NSA3200/4200		x	x	x			x	X		x	x	x	x		
<b>Foundations of Patient Safety</b>	<b>TBC</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	

