



## Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and title:	MSc Advanced Neonatal Practice PGDip Advanced Neonatal Practice
Name of interim award(s):	PGCert Advanced Neonatal Practice
Duration of study / period of registration:	MSc (2 calendar years), PGDip (2 academic years) - Distance-learning
Queen Mary programme code(s):	PSANP A2N1/A2N2
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	N/A
Date Programme Specification approved:	17 Jan 2024
Responsible School / Institute:	Blizard Institute

Schools / Institutes which will also be involved in teaching part of the programme:

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Collaborative institution(s) / organisation(s) involved in delivering the programme:

N/A

### Programme outline

Prepare for the role of Advanced Neonatal Practitioner with an innovative curriculum at a top London institution and its partner Barts Health NHS Trust, which houses the medico-surgical tertiary neonatal unit at the Royal London Hospital and the London Neonatal Transfer Service.

This is the only dedicated MSc for prospective ANPs in London and will build upon students' existing neonatal experience to develop skills in each of the four pillars of Advanced Neonatal Nurse Practice (Clinical Practice, Leadership and Management, Education, and Research).

This MSc is delivered over two years with eight compulsory taught modules over four semesters and a scientific paper in year two. The programme takes students through a narrative that spans across the four pillars of ANP practice and progressively helps develop the academic underpinnings to advanced clinical practice within neonatology.

The curriculum has been mapped to the British Association of Perinatal Medicine Capabilities Framework for Advanced Neonatal Nurse Practice, and the Health Education England Multi-Professional Framework for Advanced Clinical Practice. The programme will be delivered as a high-quality interactive online learning experience. Students also will have the opportunity to

attend an annual, optional summer school at Queen Mary University of London to expand their knowledge and professional network.

## Aims of the programme

The programme is designed to equip students with the academic capability to develop the following capabilities on their way to transitioning into the role of an ANP:

- Provide and promote safe and effective clinical care to newborn infants in partnership with individuals, families, carers and stakeholders.
- Provide values based facilitative and strategic leadership across the neonatal clinical care pathway.
- Advocate and contribute towards a positive learning culture that enables individuals and teams to continuously develop and improve care for newborn infants.
- Advocate and contribute towards implementing evidence into practice and facilitating continuous quality improvement of local, regional, national neonatal care delivery and outcomes.

## What will you be expected to achieve?

The programme aims to prepare students for the role of ANP by building on existing neonatal experience to develop skills in each of the four pillars of ANP practice: Clinical Practice, Leadership and Management, Education and Research. The programme features a pioneering digital learning curriculum, online group seminars and one-to-one online coaching.

The course modules promote critical thinking in the context of advanced clinical practice. The programme culminates in a core, 60 credit Scientific Paper module, where students will plan, carry out and report on an independent, original project that is relevant to future practice. This may take the form of a literature review, evaluation report, quality improvement or research project.

### Academic Content:

A 1	Use expertise and decision-making skills to inform clinical reasoning approaches when dealing with differentiated and undifferentiated individual clinical presentations and complex situations, synthesising information from multiple sources to make appropriate, evidence-based judgements and/or diagnoses.
A 2	Actively engage in peer review to inform own and other's practice, formulating and implementing strategies to act on learning and make improvements.
A 3	Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of advanced clinical practice.
A 4	Engage in self-directed learning, critically reflecting to maximise clinical skills and knowledge, as well as own potential to lead and develop both care and services.
A 5	Critically appraise and synthesise the outcome of relevant research, evaluation and audit, using the results to underpin own practice and to inform that of others.
A 6	Take a critical approach to identify gaps in the evidence base and its application to practice, alerting appropriate individuals and organisations to these and how they might be addressed in a safe and pragmatic way.

### Disciplinary Skills - able to:

B 1	Initiate, evaluate and modify a range of interventions which may include prescribing medicines, therapies, life style advice and care.
B 2	Develop critical understanding of a broadened level of responsibility and autonomy, and the limits of own competence and professional scope of practice, including when working with complexity, risk, uncertainty and incomplete information.

B 3	Critically apply advanced clinical expertise in appropriate facilitatory ways to provide consultancy across professional and service boundaries, influencing clinical practice to enhance quality, reduce unwarranted variation and promote the sharing and adoption of best.
B 4	Engage with, appraise and respond to individuals' motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in decisions about their care and to maximise their health and wellbeing.
B 5	Evaluate and audit own and others' clinical practice, selecting and applying valid, reliable methods, then acting on the findings.
B 6	Disseminate best practice research findings and quality improvement projects through appropriate media and fora.
B 7	Develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review.

Attributes:	
C 1	Promote safe and effective clinical care in partnership with individuals, families, carers and stakeholders.
C 2	Develop toward becoming a role model for the delivery of high quality, person centred leadership.
C 3	Advocate and contribute towards a positive learning culture that enables individuals and teams to continuously develop and improve patient care.
C 4	Advocate and contribute towards implementing evidence into practice and facilitating continuous quality improvement of local, regional and national outcomes.

### How will you learn?

The programme is designed for online learning, with the needs of online learners in mind. Each taught module represents a notional 150 hours of study, and will include self-paced interactive learning materials, asynchronous and live discussion, and collaborative activities, self-directed reading, research and assessments. The self-paced learning materials will include video, audio and written materials, interactive activities such as quizzes and simulations, and moderated online forums and collaborations.

Students will work through 3x 15-credit modules per semester in year 1, and 1x 15-credit module per semester in year 2. Modules 1-3 and 4-6 will be delivered concurrently in the respective semester. Module 7 will be delivered in semester 1 and module 8 in semester 2 of year 2, and students have the full second year to complete the core, 60-credit Scientific Paper module. It is worth noting that NHS funded students will be released from work during year 1, so they should be well placed to engage with six taught modules.

Students will be expected to attend/watch the online teaching sessions and to contribute to the forums, offering plenty of opportunities to discuss topics and questions with tutors and fellow students.

### How will you be assessed?

Taught modules will be assessed through a variety of oral and written assessments to evaluate module learning outcomes at QAA level 7 and marked in alignment with Queen Mary Academic Regulations. For example, students may be asked to submit a critical appraisal of a clinical case and/or evaluation of the literature, which may incorporate written, oral presentation and/or video elements.

In year 2 students complete the Scientific Paper module, which will produce a final paper of publication standard and an oral conference-style presentation.

For all modules, formative feedback on the discussion forum contributions will be an integral part of the moderated discussion, with faculty members responding to posts and offering feedback.

### How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The MSc programme is offered over two calendar years aimed to equip students with the academic tools to exercise autonomy and decision making in a context of complexity, uncertainty and varying levels of risk, holding accountability for decisions made, all in the context of advanced neonatal clinical practice in their future role as ANP.

#### Year 1 modules (90 credits)

A narrative is thread through the modules by working through the pre-, peri- and post-natal assessment strategies, further developing these within the pathophysiology and treatment of medical and surgical clinical cases, consolidating treatment modalities with non-medical prescribing, and eventually considering these within ethical and clinical governance structures.

#### Year 2 Modules (90 credits)

This year consolidates student knowledge with two modules by working through research techniques, quality improvement and safety structures as they pertain to neonatal medicine and transport. There will be no further teaching for PGDip students.

Students will complete a capstone Scientific Paper module (60 credits, core for MSc award) across the final development year to achieve the MSc.

#### Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Clinical assessment of the foetus, neonate and young infant	ICM7301	15	7	Compulsory	1	Semester 1
Pathophysiology and management of neonatal medical conditions	ICM7302	15	7	Compulsory	1	Semester 1
Pathophysiology and management neonatal surgical conditions	ICM7303	15	7	Compulsory	1	Semester 1
Non-medical prescribing for the neonate	ICM7304	15	7	Compulsory	1	Semester 2
Decision-making, communication and ethics in neonatology	ICM7305	15	7	Compulsory	1	Semester 2
Transition to advanced neonatal practice - Leadership and management	ICM7306	15	7	Compulsory	1	Semester 2

#### Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Quality improvement and research methods in neonatology	ICM7307	15	7	Compulsory	2	Semester 1
Ergonomics & Human Factors in neonatal medicine and transport	ICM7308	15	7	Compulsory	2	Semester 2
Scientific Paper	ICM7300	60	7	Core	2	Semesters 1-3

### What are the entry requirements?

A 2:2 or above at undergraduate level in Nursing and experience in intensive care.  
Other related degrees at 2:2 or above will be considered on an individual basis if there is relevant clinical experience.  
Applicants with qualifications below this level will be considered on an individual basis if there is strong evidence of suitable experience.

These criteria have been vetted by the QMUL Admissions Team.

### How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between the school/institute and its students. The committee consists of student representatives from each programme in the school/institute together with appropriate representation from staff within the institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments where appropriate. The SSLC meets regularly throughout the year. Students studying the MSc Advanced Neonatal Practice will be asked to nominate representative(s), who are invited to attend SSLC meetings. As distance learning students, representatives would not be expected to attend in person, and they would have the opportunity to attend online and/or submit a written report gathered from fellow students, which would be formally reviewed by the SSLC. The programme leads are asked to provide comment/feedback on any issues raised by the student representatives.

The Blizard Education Committee supports and advises the Programme Director on all matters relating to the delivery of taught programmes at institute level, including monitoring the application of relevant QMUL policies, quality assurance processes, and reviewing proposals for module/programme approval and amendment before submission to the faculty Teaching and Learning Committee and/or Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through consideration of student surveys (e.g. PTES) and feedback from module evaluations.

### What academic support is available?

Students on this programme will be studying via distance learning, and will engage with each other and programme tutors through a combination of online discussion forums, personal email support and live tutorial sessions. Students will be encouraged to support each other, and will also have email access to specialist module tutors who can address specific queries or concerns.

Each student will be provided with a dedicated academic advisor, who will remain with them for the duration of their studies. This tutor will support the student on an academic and pastoral level as required, referring issues to the programme director and academic coordinator when appropriate. Students will have access to centralised support provided by Academic Skills (<https://www.qmul.ac.uk/library/academic-skills/>), such as workshops on dissertation skills for Masters students.

Each student will be invited to view the recorded institute postgraduate taught courses induction programme, which will include sessions on academic writing, plagiarism, referencing and pastoral support.

Students undertaking the final Scientific Paper year will be allocated a dedicated tutor at the start of the year, depending on the

subject chosen.

### Programme-specific rules and facts

N/A

### How inclusive is the programme for all students, including those with disabilities?

The Blizzard institute is committed to supporting students with disabilities of all backgrounds, and has close links with the QMUL Disability and Dyslexia Service and student support services. Academic advisors and course tutors will closely monitor the experience of students, provide all necessary support and make referrals as needed.

The programme will aim to identify and assist any undiagnosed students who may have specific learning differences in the first semester. All efforts will be made to support these students in collaboration with the services offered by QMUL.

Students are given the opportunity for a disability and dyslexia assessment, and the programme will work to implement all recommendations made by QMUL for diagnosed students. All learning materials meet QMUL standards for accessibility. Recorded content will remain available for the entire academic year and archived for students who resit out of attendance. A range of teaching & assessment strategies will be utilised to support inclusive practice and different learning styles.

### Links with employers, placement opportunities and transferable skills

N/A

## Programme Specification Approval

Person completing Programme Specification:

Burak Salgin

Person responsible for management of programme:

Burak Salgin

Date Programme Specification produced / amended by School / Institute Education Committee:

24/1/2025 (for 2025)

Date Programme Specification approved by Taught Programmes Board:

17 Jan 2024