



Course Handbook
Certificate in Examination of the Newborn
2019/20

Anne Lomax
Community Health and Midwifery



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Welcome to the module

This module aims to produce knowledgeable and skilled professionals, equipping them to meet the requirements of a rapidly changing neonatal service.

1.1 Rationale, aims and learning outcomes of the course

The module will prepare health care professionals to undertake the examination of the normal newborn baby as screening for abnormality.

You will find it beneficial to familiarise yourself with the contents of this course, which should be read in conjunction with the School of Community Health and midwifery/ Assessment Handbook for academic year 2017/18.

Throughout the module, we will have many opportunities to reflect on feedback, which will be provided in the form of group discussions, assignment/presentation support and finally, at the end of the module, you will be given constructive feedback on your work.

Interim and final module evaluations from students will be undertaken this is to ensure that we are able to continually improve the educational experience year on year.

I hope you enjoy this module and should you have any queries relating to this module please contact alomax@uclan.ac.uk 01772893889

Brook Building room 225

This course aims to produce knowledgeable and skilled professionals, equipping them to meet the requirements of a rapidly changing neonatal service. The course will prepare midwives and neonatal nurses to undertake the examination of the normal newborn baby as screening for abnormality.

The course aims and objectives have been informed by the NMC Standards and SEEC and QAA Framework for Higher Education.

1. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1 Critical thought originality and insight.
A2 Critical evaluation of the context in which care is given and development of problem solving skills
A3 Ability to integrate relevant alternative approaches in making recommendations for practice
Teaching and Learning Methods
Seminar presentations scenario setting
Assessment methods
Assignments, case study reflective sessions, viva

B. Subject-specific skills
B1.Appraise systemic methods of enquiry to validate practice
B2.Examine screening needs where necessary
B3 Critically analyse behavioural needs of the baby and implement measures to meet them
B4 Critically evaluate normality and recognise deviation from the normal in the neonate
Teaching and Learning Methods
Scenario setting, group discussions, clinical competency based workshops Interactive CD Rom
Assessment methods
Assignment viva
C. Thinking Skills
C1 Enhance quality of care through systemic methods of enquiry
C2 Critical decision making
C3 Problem solving skills
Teaching and Learning Methods
Case study scenario based learning, problem based learning , seminar presentations
Assessment methods
Assignment viva
D. Other skills relevant to employability and personal development
D1 Data retrieval and evaluations skills
D2 Self direction
D3 Communication
D4 IT skills
D5 Team working.
Teaching and Learning Methods
All of above

Assessment methods
Assignment Viva

A Certificate in Examination of the Newborn will be awarded upon successful completion of the module worth 20 credits.

1.2 Course Team

Anne Lomax Course Leader

Anne Lomax	alomax@uclan.ac.uk	01772 893889	Brook building 225
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1.3 Expertise of staff

Anne Lomax works within the Division of Midwifery, Neonates and Sexual Health at UCLan providing education for pre -registration midwifery programmes. For many years she has also provided the Examination of the Newborn module at post registration and post graduate level predominantly for midwives both regionally and nationally.

Anne is also a member of the Newborn and Infant Physical Examination UK Screening Committee Advisory Group and is involved in the development of national standards, competencies and learning resources for examination of the newborn.

Anne has published several articles around the subject, and in 2011 edited the book Examination of the Newborn: An Evidence Based Guide for all practitioners involved in the newborn examination. Anne has also produced a second edition of this book which is due to be released 31 July 2015.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The Course Team normally communicate with students via post, UCLan email, Blackboard announcements and notice-boards. Students can expect to receive a reply to their e-mails within 3 working days; if the Lecturer is not available an out of office message will reply to advise who you need to contact in their absence. For urgent matter please contact the Campus Admin Service, Brook Hub on (01772)

891992/ 891993 where you will be directed to the most appropriate person to help with your query.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The external examiner for this module is Anna Harris, Principal Lecturer in Midwifery at University of East Anglia.

Recently she commented on the assessment for the module

'This assessment is an excellent opportunity for students to explore their knowledge and understanding of the Examination of the Newborn. The highest marks were awarded where students produced work containing good levels of critical analysis and academic flair. Those who performed less well demonstrated less ability to apply the assessment criteria.

The academic standard and application varied quite widely.

The range of marks reflected the students' ability to achieve the required Module Outcomes for both levels of study.

The feedback was adequate and supportive for students to understand the mark they were awarded and how to improve their work for future submissions.'

Module evaluations from students are consistently good and consequently the general structure and content of the module (apart from regular updates of material) remain the same.



2. Structure of the course

2.1 Overall structure

The Course consists of one module MW3704 Examination of the Newborn. This is a year long module consisting of 7 study days and clinical placement for practise and formally assessed examinations of the newborn.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year.

The module for this programme is:

MW3704 - Examination of the Newborn (20 credits at academic level 6)

2.3 Course requirements

Number of Assessments	Form of Assessment	% weighting	WORDCOUNT	Category of assessment	Learning Outcomes being assessed
1	Via Voce	pass	Approx. 1 hour	Practical assessment	
1	Essay	100	3000	coursework	

MODULE PASS REQUIREMENTS

The assessment strategy for this module is designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Students must pass both components of the assessment to achieve credits.

Minimum pass mark 40%

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan on Campus is applicable or online attendance and also time spent in private study.

2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Anne Lomax MSc Midwifery Course Leader

Tel 01772 893889 or email alomax@uclan.ac.uk

STUDENT ATTENDANCE MONITORING SYSTEM

For taught modules within the School of Community Health and Midwifery we use SAM for attendance monitoring. It is your personal responsibility to ensure that you use your student identity card to record your attendance. Failure to do so, may mean that your attendance is recorded as absent for that particular session. If SAM is being used for attendance monitoring “each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The QAA (2008) suggests that holders of a degree level qualification will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, demonstrate self-direction and originality in tackling and solving problems and continue to advance their knowledge and understanding and ability to make decisions in complex and unpredictable situations. This means that you will be expected to tackle complex issues and discuss them with your fellow students, to take responsibility for your own learning and develop the independent learning ability required for continuing professional development.

The University has an established Learning and Teaching strategy that shapes the delivery of the programme which endeavours to develop your ability to learn and change as a person not just acquire new knowledge. We aim to foster a learning climate in which we will all develop as individuals and as part of a group. You will develop the ability to evaluate both the course material and your own evolving understanding. An essential part of this process is developing the ability to reflect on the meaning and implications of various theories and models proposed to further develop your knowledge with application to the examination of the newborn. You will learn through interacting with lecturers and other course members. Bringing learning to the forefront of what we, the lecturers and you the students do facilitates a mutually supportive learning relationship.

Contact with other students on the course is valuable and you will be encouraged to share with other students a short resume of yourselves. This will be placed on Blackboard and will help students engage critically with each other. Students accessing Blackboard may also set up chat rooms and discussions boards. If available it would be good to incorporate a photograph on Blackboard but is not essential. Learning will mainly be achieved by way of structured directed study and debate through discussion with other students.

The course is designed for midwives who bring a variety of expertise and life experiences and the emphasis of the learning and teaching strategy is to use your own experience to assist the learning process. The diversity of experience enables the use of a variety of approaches to learning and teaching, particularly the use of problem-based learning, experiential learning, web-based learning, seminars, debate and other informal, interactive methods. These approaches are further enhanced by the commitment to shared learning. Seeking information using information technology is a transferable skill and it is useful in many different professional and employment situations. You will develop further skills in searching and accessing databases on your course and this skill is an integral part of the course.

The overall aim is to encourage you to develop self-learning and self-assessment capabilities and take responsibility for your own commitment to ongoing learning. Quality Assurance Agency for Higher Education (QAA) (2008) *The framework for higher education qualifications in England, Wales and Northern Ireland*. www.qaa.ac.uk

3.2 Study skills

Students will start the course with a range of experience in study skills, in the use of academic sources online and in academic writing. Your academic advisor will evaluate this with you, and we provide extra learning materials using Blackboard on the skills needed to search for academic papers, for academic writing and for referencing.

There are a variety of services to support students and these include

LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

One of the fundamental skills to master is using the library services. Your University library user name and identification number have been sent to you and you have already used them to log into Blackboard. LIS provide access to a huge range of electronic resources including e-journals, searchable databases, e-books, images and texts. The induction guide gives further information on how to access and search the library online. Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Some books are available to low-income countries via **TALC** (Teaching Aids at Low Cost). For more information on TALC / e-TALC and to order free resources or products from the TALC Catalogue please contact us in the following ways:

Postal Address: TALC, 3A Beaumont Works, Sutton Road, St Albans, Hertfordshire, AL1 5HH, United Kingdom.

Telephone: +44 (0) 1727 853869

Fax: +44 (0) 1727 846852

Email: info@talculc.org

Office Hours: Our offices are open from 9.30am - 4pm Monday to Thursday.

Other Details:

TALC is a registered charity, our charity number is 279858.

Teaching-aids At Low Cost is a company limited by guarantee. Our company number is 1477636.

Our registered office is 3A, Beaumont Works, Sutton Road, St Albans, Hertfordshire AL1 5HH.

Our VAT number is GB 336 9432 39

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources- e-journals and data bases, images and texts.

You will quickly become familiar with Blackboard which is the brand name for the on-line learning and teaching tool that the University uses.

All University students are allocated a Blackboard module space. Once logged into your Blackboard area you can access all your modules including the module description, timetable, learning materials and messages from your module leader. Each module leader will discuss the use of Blackboard and their module with you during the first session.

You can call LIS Customer Support on +44 (0)1772 895355 for help with any problems you may have with IT or the library. There is also a FAQ section available by linking to <http://www.uclan.ac.uk/students/faq/>

For current opening times please look on the LIS website.

http://www.uclan.ac.uk/students/study/library/opening_hours.php

Adobe Connect is used alongside Blackboard as a learning tool for some modules. Live on-line tutorials are run through Adobe Connect where students have discussion sessions with each other in the on-line chat rooms. Students need to have a webcam and headset as part of the course, and will receive instruction in the use of this method at the beginning of the course. We hope that you will support us as we develop use of this technology. Note that the discussions in the live online sessions are recorded

3.4 Personal development planning

Personal development planning (PDP) is a structured and supported process which will support your learning by helping you to reflect upon your learning, performance and achievement and to plan for your personal and professional development. The policy of the QAA (2009) is for universities to integrate PDP into courses to help students to develop the ability to reflect and thus to plan their learning.

Taking responsibility for your own self development and learning needs is fundamental to the course. The modules studied within your course will help you develop skills that form part of your continuing personal and professional development and life-long learning. These key skills include: self-awareness, reflection and reflective practice, communication skills, team working, problem solving skills, information technology, presentation skills, writing skills and numeracy.

Quality Assurance Agency for Higher Education (2009) *Personal development planning: guidance for institutional policy and practice in higher education* [online] last accessed 12 Sept 2010 at URL www.qaa.ac.uk



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These

“Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support



4.1 Academic Advisors

Your academic advisor on the Course is Anne Lomax who will be aware through the admissions process that you have started on the Course.

You should ensure you communicate with Anne Lomax within the first two weeks of the course to ensure you are familiar with the Course and

also to ensure you are aware what is available to you. An academic advisor offers general academic support and advice and you can meet on-line twice a year. Your academic advisor will support you throughout the course and help you develop your study skills as well as monitoring your progress through the course

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information: disability@uclan.ac.uk

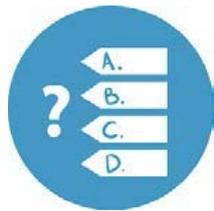
The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

5. Assessment



5.1 Assessment Strategy

Please note that the module will be assessed and a range of different types of assessment strategies are used on the programme. Depending on the module of study and the mode of delivery, these may include for example: written assignments, reflective tasks, case presentations, portfolio's, peer observation, OSCE's, Viva's, clinical assessments, project/grant applications, dissertation. You are expected to attempt all required assessment for the module, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.2 Notification of assignments and examination arrangements

The assessments have been carefully selected to give a variety of strategies for learning and to enable students to explore conventional as well as innovative ways of expressing their conceptual, cognitive and practical development. Within your Module Information Pack, you will be given a submission date for when your summative work should be submitted and the process for submission. You can access the University Assessment Handbook for 2017 /18 and the Academic Regulations here:

http://www.uclan.ac.uk/aqasu/academic_regulations.php

The School operates a standard policy for the marking and moderating of student work and the publication of results. Courses in the School follow these guidelines in all circumstances. All work is marked according to the University Guidelines and Grades for Assessed work. M Level modules use the Level 6 Assessment Marking Grids which can be found in the above link. The minimum pass mark for Level 6 study is 40%. If you fail to achieve a mark of 40% then you will be granted a second attempt but when you are successful at the second attempt, the overall grade for the module can only be 40%. The second attempt which will be

due approximately 6 weeks after the date of the Assessment board and you will be notified by your module leader.

5.3 Referencing

The Referencing Guide 2017/2018 explains and provides working examples of how to use the APA referencing style required by School of Community Health and Midwifery. Full documentation of your work with references enables the reader to follow up the sources utilised and makes it clear how you are drawing your conclusions from the evidence presented. It is also an acknowledgement of the other writer's work or the work of a group of people, such as a committee or conference report. The University imposes penalties for plagiarism which occurs not only when you directly copy but when you reword text without giving a reference. The 2017/2018 edition will be available on Blackboard from September 2015.

5.4 Confidential material

Where you refer to clinical practice in teaching sessions, discussion boards or written assessments you are bound by the Code of Conduct of your professional body. You have a personal responsibility to ensure that you do not breach the confidentiality of patients in any way, and also that you respect the privacy of individuals, including professional colleagues, and of organisations. The School of Community Health and Midwifery Student Handbook 2017/2018 sets out this responsibility in detail.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](http://www.uclan.ac.uk/aqasu/academic_regulations.php) and the [Assessment Handbook](http://www.uclan.ac.uk/aqasu/assessment_handbook.php), http://www.uclan.ac.uk/aqasu/academic_regulations.php

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](http://www.uclan.ac.uk/aqasu/assessment_handbook.php), http://www.uclan.ac.uk/aqasu/academic_regulations.php

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform

developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

2. Awarding Institution / Body	University of Central Lancashire
3. Teaching Institution and Location of Delivery	University of Central Lancashire
4. University School/Centre	School of Community Health and Midwifery
5. External Accreditation	
6. Title of Final Award	Certificate in Examination of the Newborn
7. Modes of Attendance offered	Part Time
8. UCAS Code	
9. Relevant Subject Benchmarking Group(s)	NMC Standards and SEEC and QAA Framework for Higher Education
10. Other external influences	
11. Date of production/revision of this form	January 2014
12. Aims of the Programme	
<p>This module aims to produce knowledgeable and skilled professionals, equipping them to meet the requirements of a rapidly changing neonatal service.</p> <p>The module will prepare midwives and neonatal nurses to undertake the examination of the normal newborn baby as screening for abnormality.</p>	

13. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
<p>A1 Critical thought originality and insight.</p> <p>A2 Critical evaluation of the context in which care is given and development of problem solving skills</p> <p>A3 Ability to integrate relevant alternative approaches in making recommendations for practice</p>
Teaching and Learning Methods
Seminar presentations scenario setting
Assessment methods
Assignments, case study reflective sessions, viva
B. Subject-specific skills
<p>B1.Appraise systemic methods of enquiry to validate practice</p> <p>B2.Examine screening needs where necessary</p> <p>B3 Critically analyse behavioural needs of the baby and implement measures to meet them</p> <p>B4 Critically evaluate normality and recognise deviation from the normal in the neonate</p>
Teaching and Learning Methods
Scenario setting, group discussions, clinical competency based workshops Interactive CD Rom
Assessment methods
Assignment viva

C. Thinking Skills
<p>C1 Enhance quality of care through systemic methods of enquiry</p> <p>C2 Critical decision making</p> <p>C3 Problem solving skills</p>
Teaching and Learning Methods
Case study scenario based learning, problem based learning , seminar presentations
Assessment methods
Assignment viva
D. Other skills relevant to employability and personal development
<p>D1 Data retrieval and evaluations skills</p> <p>D2 Self direction</p> <p>D3 Communication</p> <p>D4 IT skills</p> <p>D5 Team working.</p>
Teaching and Learning Methods
All of above
Assessment methods
Assignment Viva

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	MW 3704	Examination of the Newborn	20	Certificate
15. Personal Development Planning				
Personal development plans will be developed by student with discussion with clinical mentor as part of their on going learning and professional development				
16. Admissions criteria				
Parts 1/8/10/12/15 of the Professional register Clinical Practice experience minimum 6months				
17. Key sources of information about the programme				
<ul style="list-style-type: none"> • Division of Midwifery Neonatal and Sexual Health Module Leaders and Admin staff • Blackboard • UCLan home page internet • NHS contract Unit 				

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes														
				Knowledge and understanding				Subject-specific Skills				Thinking Skills			Other skills relevant to employability and personal development			
				A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5
LEVEL 3	MW 3704	Examination of the Newborn	C	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√