

RCPCH Workforce Workshop

Cheshire & Mersey Women's & Children's Partnership

Acute Care Collaboration Vanguard

New Models of Care Programme

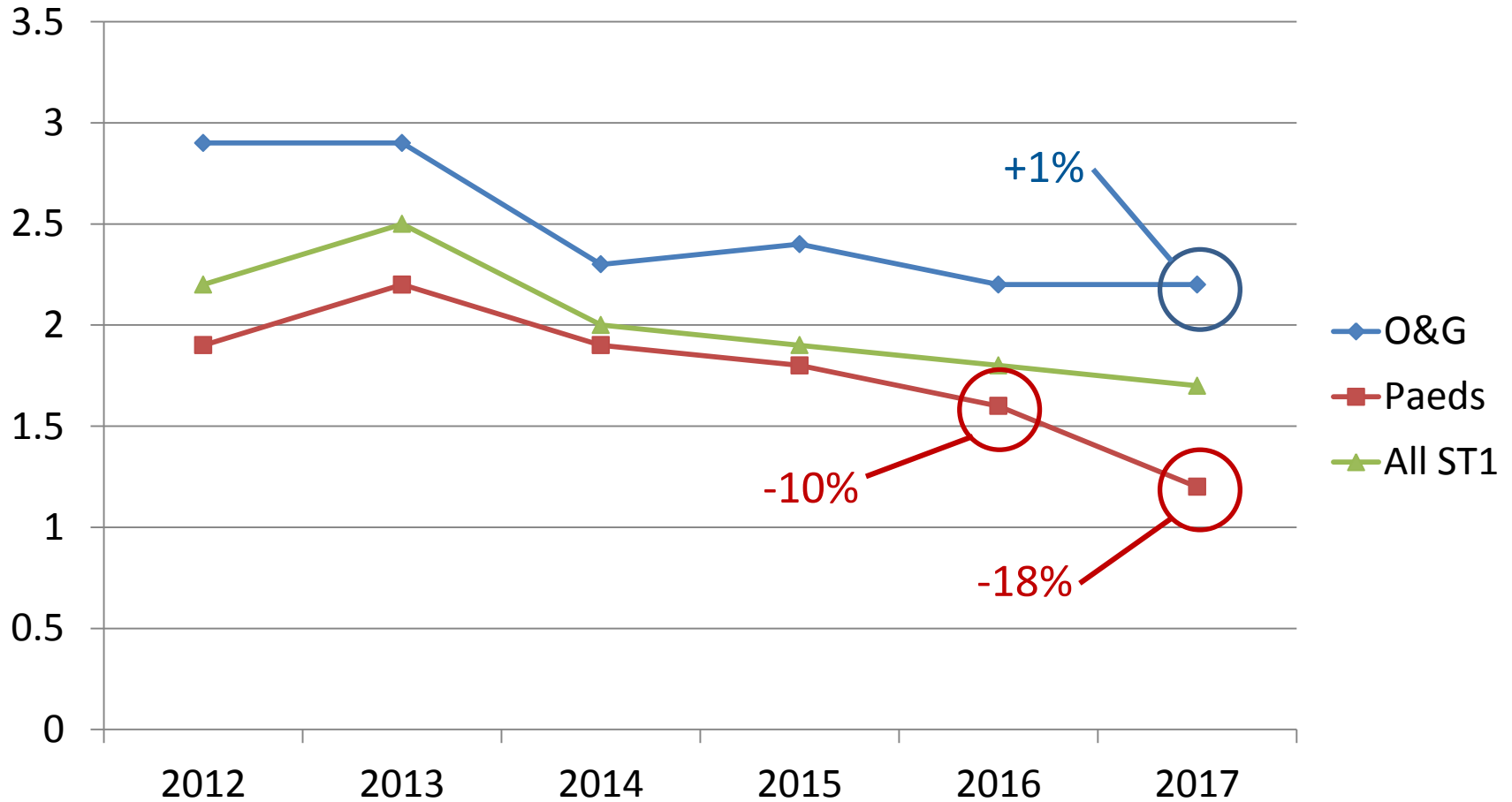
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Consultant Neonatologist: Liverpool Women's Hospital


Head of School (Paediatrics) HENW

Workforce Strategy Lead for the C&M Partnership

National ST1 applications: paediatric recruitment crisis



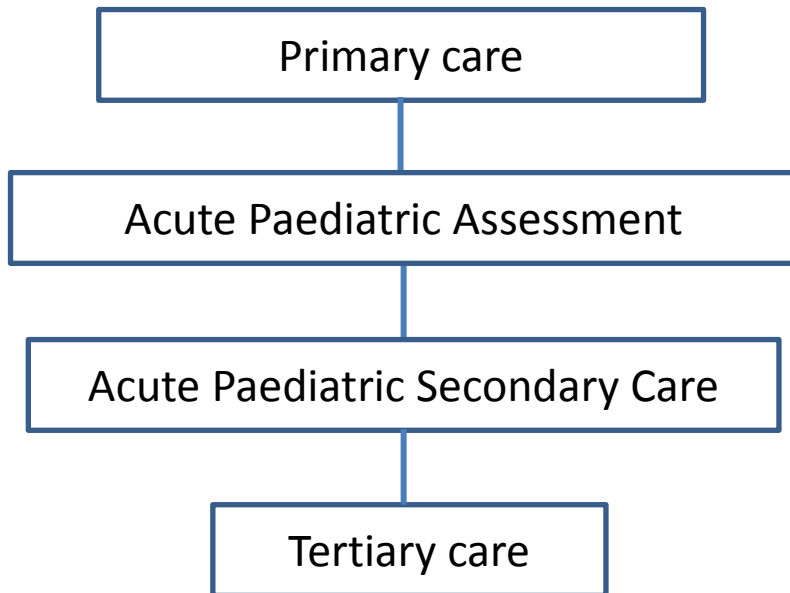
Newsflash



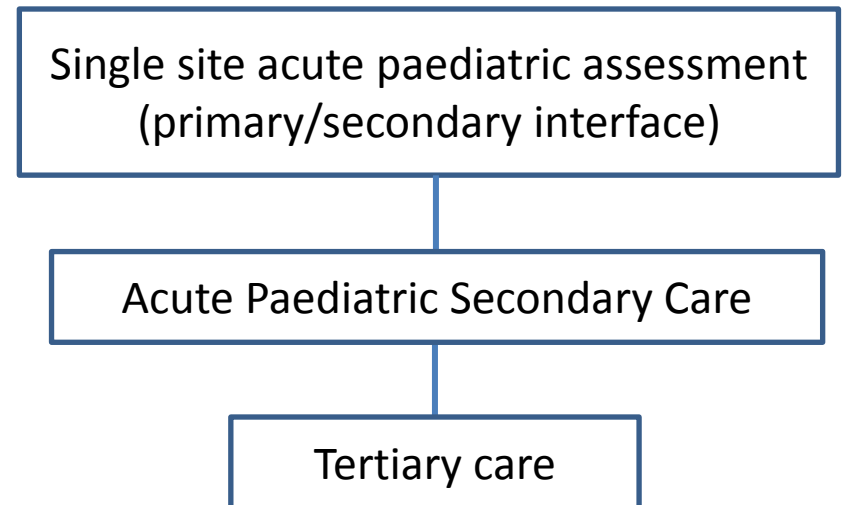
**There will never be
enough Tier 2 paediatricians
to sustain the current
service model**

Acute paediatric care pathways

CURRENT SERVICE DESIGN



PARENT PREFERENCE: Rapid access to professional expertise (Neonatal services)

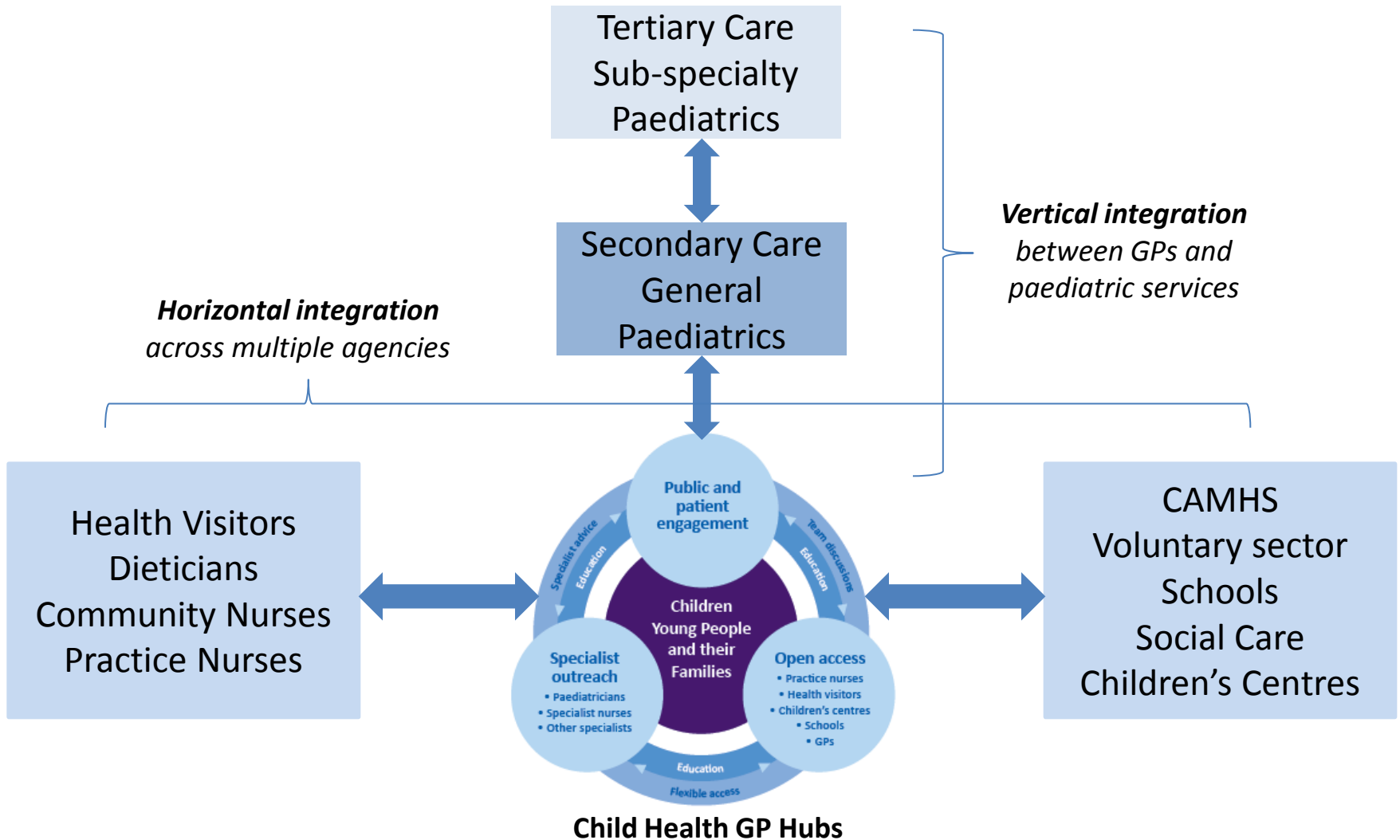


The paediatric training programme: challenges

- Current training/service model unsustainable
- Unbalanced programme:
 - Subspecialty versus general paediatrics
 - General paediatric training:
 - Training paediatricians to look after children in hospital
 - Preoccupied with out of hours acute paediatric cover
 - Limited OP opportunities
 - Little or no primary care paediatrics
 - 2-3 subspecialty placements
 - SPIN modules

Connecting care for children

Montgomery-Taylor S, et al. Arch Dis Child 2015;0:1–5.



Regional workforce strategy

- Reconfiguration:
 - Service defined by needs of local population rather than organisations: primary/secondary interface
 - Co-dependency of paediatric, neonatal and maternity services
 - Support with regional workforce planning strategy

Paediatric training programme

- 12 month rotation
- Population based
- Range of primary and secondary care training opportunities

General Practice training programme

- Senior trainees jointly supervised
- Range of clinical settings including managing chronic illness at home

APNP/ANNP training programme

- Regional/national training platform to support local HEIs
- Regional workforce strategy

What about physician associates?

| | Physician Associates | APNP/ANNP |
|------------------------|---|--|
| Entry | Science graduate | Nursing graduate |
| PG Clinical experience | Usually none | Usually > 5 years in paediatric/neonatal nursing |
| Qualification | 2 year PG Diploma 80 hours paediatrics | 1-2 year MSc Bespoke paediatric/neonatal |
| Pay band | 7 | 7 or 8a |
| Clinical practice | Diagnosis → management No prescribing | Diagnosis → management Prescribing |
| Supervision | Direct medical | Semi-autonomous |
| Regulation | No current statutory regulation | NMC Medical scope of practice |
| Training standards | National | Local education provider |

Master's programs in advanced nursing practice: new strategies to enhance course design for subspecialty training in neonatology and pediatrics

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Advances in Medical Education and Practice

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[Number of times this article has been viewed](#)

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Abstract: The advanced nurse practitioner (ANP) role first developed in the USA in the 1960s in primary care. Since then, it has evolved in many different countries and subspecialties, creating a variety of challenges for those designing and implementing master's programs for this valuable professional group. We focus on ANPs in the neonatal and pediatric intensive care setting to illustrate the complexity of issues faced by both faculty and students in such a program. We review the impact of limited resources, faculty recruitment/accreditation, and the relationship with the medical profession in establishing a curriculum. We explore the evidence for the importance of ANP role definition, supervision, and identity among other health professionals to secure a successful role transition. We describe how recent advances in technology can be used to innovate with new styles of teaching and learning to overcome some of the difficulties in running master's programs for small subspecialties. We illustrate, through our own experience, how a thorough assessment of the available literature can be used to innovate and develop strategies to create an individual MSc programs that are designed to meet the needs of highly specialized advanced neonatal and pediatric nursing practice.

Keywords: master's program, advanced nurse practitioner, advanced practice, neonatal, pediatric, intensive care

Role definition

- Driven by service need
- Professional identity versus “filling gaps”
- Complimentary roles
 - “narrow but experienced” versus
 - “broad but rotational”
 - understanding co-professional roles
- Continuity and long term investment

Medical rotas

1. Advanced nurse practitioners are not medical trainees
2. Advanced nurse practitioners are not medical trainees
3. Advanced nurse practitioners are not medical trainees

Traditional model of care

Consultant



Are you in the picture?

Advanced Nurse Practitioners



New model of care



Traditional model of healthcare education

Institutions providing UG
& PG Programmes



- **Programme enrolment and academic administration**
- **Validation** of Programmes and **Awards**
- **Quality Assessment** and **Standards**



Clinical Experts



- Clinical relevance and credibility
- Team building and collaborative working
- Evidence-based applications at the clinical frontline



Advanced Paediatric & Neonatal Practice MSc Programme: the partnership

Established A(N)P
Programme Partner



NHS
Clinical Experts



Cloud-based e-Learning Platform



- Shared e-learning platform
- Specialist Paediatric and Neonatal Modules
- Clinical Development and Competency Supervision



- A(N)P Programme enrolment and academic administration
- Validation of Programme and MSc Award
- Quality Assessment and Standards

- Clinical relevance and credibility
- Team building and collaborative working
- Evidence-based applications at the clinical frontline



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Cloud-based e-Learning Platform



Advanced Neonatal and Paediatric Physiology and Assessment

Ambulatory
Paediatrics 1 (AP1)
(20 Level 7 credits)

Foundations of
Neonatal Care (FNC)
(20 Level 7 credits)

Complex Neonatal
Care (CNC)
(20 Level 7 credits)

Ambulatory
Paediatrics 2 (AP2)
(20 Level 7 credits)

Foundations of
Neonatal Care (FNC)
(20 Level 7 credits)

Paediatric Acute Care
2 (ACU2)
(20 Level 7 credits)

Ambulatory Paediatric
Emergencies (APE)
(20 Level 7 credits)

Complex Neonatal
Care (CNC)
(20 Level 7 credits)

Paediatric Acute Care
3 (ACU3)
(20 Level 7 credits)



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Advanced Paediatric & Neonatal Practice MSc Programme: Year 2



Research Methods
(20 Level 7 credits)

MSc Dissertation
(60 Level 7 credits)

Probationary year of supervised clinical practice:
- Progressive autonomy
- Role identity



Alder Hey Children's 
NHS Foundation Trust

Non Medical
Prescribing or
ELECTIVE
(20 Level 7 credits)



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Advanced Paediatric & Neonatal Practice MSc Programme: Recruitment



First Year (recruited 2016)

18 APNP (ambulatory route) MSc students

Second Year (recruited 2017)

32 APNP (22 HENW funded) MSc students

- 6 paired (12 students) primary & secondary care placements
- 9 neonatal placements
- 16/22 HENW funded placements non-tertiary centre



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Advanced Paediatric & Neonatal Practice MSc Programme: the future



Third Year (to be recruited 2018)

Integrate medical practitioner training pathways

Wider regional recruitment across North West

Add other paediatric pathways: community/CAMHS

Add gynaecology ANP pathway



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Improving the paediatric training programme

- Different model for each local population
- Reconfiguration of service and training should be in parallel
 - 12 month general paediatric training rotation within a local population incorporating
 - acute paediatric care
 - SPIN opportunities in secondary care setting
 - General and specialist OP clinics
 - Primary care paediatric training opportunities
 - Joint working with A&E, GP, nurse practitioners (eg SSPAU setting)
 - Reciprocal arrangement with GP training programme

Newsflash (2)



**There is a
nurse staffing crisis
too**



Advanced Paediatric & Neonatal Practice MSc Programme: nurse recruitment



Future Years

Develop other pathways (shared modules) for advanced/specialist nursing roles:

- specialty nurse training pathways (eg QIS)
- education/training focussed pathways
- academic nurses
- leadership and service development programmes



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Advanced Paediatric & Neonatal Practice MSc Programme: the team



Nick Medforth
(LJMU
Programme Lead)



WHO ARE WE?

- Katie** (Executive Director and APVP): Award winning APNP and all round Super woman (??), Mum of 3, Techno Whizz Kid (super powers online learning).
- Sarah** (Digital Learning Manager): Resident expert in all things nursing (in and out of Spanish language), Dog lover.
- Alan** (Professor): Enjoys the finer things in life (Jack Daniels, Brandy and and Brandy Strongman special), Freelance Illustrator/ Professional Doodler.
- Sue** (Neonatal Pathway): Qualified in Theology and drinking coffee (Note: NMM does not endorse a particular coffee brand), obsessed with shoes and dinosaurs.



Sue O'Neill
(Neonatal
Pathway)



Cheryl Clarke
(Acute
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