

Paediatric and Child Health Advanced Clinical Practitioner Curricular Framework

HEI Consultation Report

Background

Health Education England (HEE) approached the Royal College of Paediatrics and Child Health (RCPCH), to develop and produce a modular, learning outcomes-based, curricular framework for advanced clinical practice in Paediatrics.

The result is the Paediatric and Child Health ACP Curricular Framework (PCHCF), a road map for the training and education of advanced clinical practitioners that is not defined (exclusively) by job role or title, professional group, or clinical setting.

There are eleven domains that form the PCHCF scaffolding and create a comprehensive underpinning for the clinical care of BCYP, while explicitly addressing the other three pillars of HEE-defined advanced clinical practice.

At the framework's very centre are the illustrations, which exemplify how the (shared) advanced practice learning outcomes and key capabilities can be demonstrated in an individual trainee's clinical area.

Consultation phase 2- Higher education institutions

In August 2021 the writing group carried out phase 1 of the consultation process with ACPs and ACP employers the results of which can be found [here](#).

Between the 17th November and 15th December 2021, the writing group carried out phase 2 of the consultation process with Higher Education Institutions from across the UK to give their feedback on

- What support guidance and information HEIs might need to start using the curricular framework
- the framework structure,
- the key capabilities and learning outcomes,
- example illustrations for Neonatology and Emergency Paediatrics and Primary care

The survey received 22 responses with a 50% completion rate. The comments received have now been reviewed, considered and will be incorporated into the final version of the curriculum.

This document provides the results of the consultation, firstly quantitatively (table 1) and secondly answers to some questions that were raised in the comment sections of the survey.

The writing team would like to take this opportunity to thank all those that found the time to contribute to the consultation.

Table 1 - Survey Response Results Summary

#	Question	Strongly Disagree	Disagree (No)	Neither or Agree or Disagree	Agree (Yes)	Strongly Agree
8	This curricular framework is appropriate to use as a guide for the delivery of paediatric advanced practice courses.	0% (0)	0% (0)	30% (3)	40% (4)	30% (3)
9	Will there may be challenges for higher education institutions in using this curricular framework to guide their advanced practice course curriculum. (Yes/No)	0% (0)	40% (4)	0% (0)	60% (6)	0% (0)
10	HEI's will require support or guidance to integrate this curriculum into their paediatric advanced practice curriculum planning activities.	0% (0)	20% (2)	0% (0)	30% (3)	50% (50)
11	Will implementing this curricular framework require internal validation/revalidation of the course/modules? (Yes/No)	0% (0)	20% (2)	0% (0)	80% (8)	0% (0)
13	After reading the introduction I had a good idea of who the curriculum is for and how it might be used.	0% (0)	0% (0)	10% (1)	60% (6)	30% (3)
14	The learning outcomes seem appropriate and clearly articulate the level of practice required for each domain.	0% (0)	30% (3)	0% (0)	60% (6)	10% (1)
15	The Key Capabilities appropriately articulate the requirements needed to demonstrate the achievement of the Learning Outcomes.	0% (0)	0% (0)	10% (1)	70% (7)	20% (2)
16	The Illustrations appropriately articulate how the Learning Outcomes can be applied to clinical practice.	10% (1)	10% (1)	10% (1)	60% (6)	10% (1)
17	I understand the terminology used throughout the curriculum.	0% (0)	10% (1)	10% (1)	50% (5)	30% (3)
18	The curriculum document was easy to navigate and well formatted.	0% (0)	10% (1)	20% (2)	70% (7)	0% (0)
19	The curriculum seemed relevant to the clinical work expected of an ACP.	0% (0)	0% (0)	10% (1)	70% (7)	20% (2)
20	The Learning Outcomes and Key Capabilities are clear and specific and avoid ambiguity.	0% (0)	10% (1)	20% (2)	70% (7)	0% (0)
21	The curriculum is inclusive to the different ACP professionals and can be achieved in different workplace settings.	10% (1)	0% (0)	30% (3)	40% (4)	20% (2)

22	There are some areas which I feel are under or overrepresented within the draft Curriculum.	0% (0)	20% (2)	50% (5)	30% (3)	0% (0)
23	Can you identify any part of the Curriculum which may impact, whether positively or negatively on individuals or groups sharing any protected characteristics (including but not limited to age, disability, pregnancy and family-friendly leave, those working less than full time, race, religion or belief, sex, sexual orientation)? (Yes/No)	0% (0)	80% (8)	0% (0)	20% (2)	0% (0)
24	This Curriculum will meet the needs of the ACP paediatrics workforce.	0% (0)	10% (1)	20% (2)	60% (6)	10% (1)

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Responses in full

Questions 1-7 and 12

These questions were concerned with respondents' details, where they worked, their current role, specific details about the HEI programme that they work on.

Questions 5- 24

These questions sought feedback on the curriculum, learning objectives and key capabilities as well as the illustrations. It sought feedback on how HEIs saw themselves interacting with the curricular framework and the challenges they might face.

The below identifies some of the main comments received in a Q&A format. The comments received have been grouped into key themes.

Implementing the curriculum

Q	How do HEIs use this curricular framework?
A	HEIs can use the curricular framework as a guidance document within existing courses and modules. The PCHCF is focused on clinical practice and allows to align their courses with a national framework. HEIs who are applying for HEE accreditation for an ACP paediatric course will find this document useful as it allows for the MPF to be mapped specifically to paediatric and child health practice.

Q	Are HEIs expected to launch new programmes and curriculums to accommodate this curriculum?
A	No this is not a requirement however if HEIs are in the process of launching a new paediatric and child health ACP programme it is advised that they use this document as guidance.

Links to other curriculums

Q	I am an ACP but I use a different curriculum that is specific to my role. How does this curriculum apply to me?
A	The PCHCF is an overarching curricular framework that lays out core domains, learning outcomes and key capabilities for ACPs who work more than 70% of the time with different populations of children (e.g. those accessing primary or urgent care services, those in being cared for in neonatal or paediatric critical care, acute paediatric wards or those attending the paediatric emergency department).The framework is mapped directly to the HEE MPF, but drills down the clinical pillar into greater clinical detail while mapping directly to the leadership, education and research pillars of the MPF within an explicitly paediatric context

	It is not intended to supplant a specialist paediatric curriculum (e.g. RCEM's paediatric ACP curriculum) but rather to provide a paediatric advanced practice road map for health professionals seeking a paediatric advanced practice education that can be applied to a variety of paediatric groups
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Q	Can the document be updated to show how the PCHCF maps to the MPF?
A	The current version of the curriculum includes tables that how it maps to the MPF however there will be further references in the final version of the document to make it easier to cross reference.

How should practitioners approach this document?

Q	Many of the learning outcomes are similar to the HEE MPF is this a duplicate?
A	The PCHCF intends to add value to the HEE multi professional framework (MPF) by building on the MPF with a paediatric and child health focus. Those who spend a significant amount of time in paediatrics can use the PCHCF framework to ensure they are meeting the national standards within their area of practice. As well as this the curricular framework includes illustrations to give examples of how to meet the learning outcomes in practice.

Q	Are the illustrations examples or should they be signed off as competencies?
A	The illustrations are examples of how learning outcomes can be met and are a different way of working than competencies. Employers can add illustrations locally to fit specific scope of practice.

Q	The PCHCF includes some illustrations that registered practitioners might undertake. How do I differentiate between the role of a registered practitioner and an ACP?
A	The illustrations include both the foundation and advanced skills and knowledge that an ACP should be able to undertake. The work that ACPs vs registered practitioners do within their setting may vary slightly across different settings however it is expected that an ACP should be skilled and knowledgeable in both

	basic and advanced practices. The illustrations describe what that practice should look like.
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Format of the document

Q	Please can you provide clarity on abbreviations?
A	A glossary will be added to clarify abbreviations and terminology.

Q	Can each speciality have its own document?
A	There have been mixed perspectives throughout the consultation in regard to having a separate document for each clinical care group to make the document easier to navigate. To remedy this the document will remain as one but there will be links within the document for easy access to each clinical care group. As well as this the learning outcomes will be in a table format which should make for easier navigation.

Q	Can you include a description of what domains cover at the beginning of the document?
A	In the final version of the document we will include diagrams and figures that will give an overall description of the domains and learning outcomes.

Paediatrics and Child Health ACP Curricular Framework - Writing Group

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