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| **UNIT SPECIFICATION** | | | | |
| **Unit title:** **Systematic Examination of the Newborn** | | | | |
| **Level** | Level 7 | Credit value | 20 (10 ECTS) | |
| **Is this a common unit?** | | No | **Expected contact hours for unit** | 36 |
| **Pre and co-requisites**  In order to undertake this unit, students require clinical access to the care of newborn babies and their families. | | | | |
| Aims The unit aims to equip health professionals with theoretical, reflective, simulation and practice-based learning in order to achieve competency in undertaking holistic systematic examination of the newborn (SEN) and meet the national Newborn and Infant Physical Examination (NIPE) screening programme standards.  Independent learning and organisational skills will be essential whilst undertaking the requirements of the course.    **Contribution to United Nations Sustainability Goals (UNSDGs**) - [see also <https://sdgs.un.org/goals>]  This unit aims to contribute to the following UNSDGs:   * **UNSDG1** - End poverty in all its forms everywhere * **UNSDG3** - Ensure healthy lives and promote wellbeing for all ages * **UNSDG4** - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all * **UNSDG5** - Achieve gender equality and empower all women and girls * **UNSDG10** - Reduce inequality within and among countries * **UNSDG16** - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels | | | | |
| **Intended learning outcomes (ILOs)**  Having completed this unit the student is expected to:   1. Demonstrate advanced critical knowledge, analytical understanding, and ability of synthesis of current evidence, socio-cultural, ethico-legal, professional issues -including professional role and responsibilities in the context of systematic examination of newborns and NIPE screening programme. 2. Demonstrate advanced knowledge and critical/analytical understanding of anatomy and physiology, and of the contribution of antenatal, intrapartum and postnatal events to the health/wellbeing of the newborn-infant and public health. 3. Critically assess the wellbeing of the newborn, adopting a thorough salutogenic systematic approach to physical examination, and demonstrate ability to identify features of normality, variations of normality or deviations from normality, promote health and contribute to health education.   4. Demonstrate ability to appropriately refer and manage situations, even with unexpected levels of complexity, to undertake and critically review decision-making processes in the context of local and national guidelines, showing effective, culturally sensitive, and respectful communication skills with parent(s), families and wider multidisciplinary teams. | | | | |

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| **Learning and teaching methods**  Learning and teaching methods of the unit are informed by adult-learning theories and tailored to type of learners, i.e. adult learners working as healthcare professionals. A range of approaches will be utilised including seminars, simulations, practice and problem-solving based activities, group work, reflective exercises, use of digital technology and self-managed learning. Sessions will be mostly on campus but with some blended learning. Students are expected to actively engage with all aspects of the course with 100% attendance.  **Clinical Practice:**  Learning in practice will take place usually over a period of 9 months, following theory**,** and supported by identified supervisors and assessors with training and expertise in systematic examination of the newborn. Until the completion of the course, the student must not be considered an autonomous practitioner in the area of systematic examination of newborns/NIPE screening tests. All clinical systematic examinations of a newborn infant undertaken by the student throughout this module will need to be performed under supervision (direct or indirect) of qualified NIPE practitioners (Paediatrician, GP, midwife or nurse qualified to undertake examination of the newborn). A mandatory practice portfolio will be utilised to record progress of learning in practice including systematic examinations observed, undertaken, assessed and student’s reflective accounts. | | | | | | |
| **Assessment** | | | | | | |
| **Formative assessment/feedback**  **Coursework 1 (theory):**  There will be timetabled opportunities within the unit, to gain feedback on the case-based work. Students will receive verbal feedback on their learning also during taught sessions, simulations and groupwork sessions.  **Coursework 2 (practice):**  Feedback related to public health visit will be provided during the course. Feedback concerning the performance of systematic examinations of newborns will be provided by NIPE supervisors in practice/placement and can be documented in the practice portfolio (SEN logbook).  The student will undertake as many self-assessed checks as they feel necessary to achieve the competencies required to be able to perform SEN safely. Ultimately, the student will decide when they are ready to undergo the final summative assessment but is required to undertake a minimum of 10 SENs (five of which under direct supervision from an NIPE supervisor) and document them on the logbook prior to arranging the final assessment.  The student is responsible for arranging the summative assessment with one of the NIPE assessors (a health or medical practitioner with a NIPE qualification and experience, who the student has not previously undertaken formative newborn examinations with) indicated in their local trust. The student’s assessor could be one of the following: Consultant Paediatrician, Middle grade Paediatrician, Advanced Neonatal Nurse Practitioner (ANNP), Midwife, Unit Lead, providing absence of personal conflicts of interest. | | | | | | |
| **Summative assessment**   |  |  |  | | --- | --- | --- | | **Assessment** | **ILOs assessed** | **Percentage weightings** | | **Examination** | N/A | N/A | | **Coursework 1** | **ILO 1 and 2** | **100%** | | **Coursework 2** | **ILO 3 and 4** | **0% Pass/Fail** |     **Both elements of the summative assessment have to be passed in order to successfully complete the course.** | | | | **Indicative assessment**  **Coursework 1 (theory)**  ILOs 1 & 2 will be assessed via an individual case-based assignment (3,000 word equivalent) (100%)  **Coursework 2 (practice)**  ILOs 3 & 4 will be assessed via a practice portfolio including:   * Evidence of minimum of 10 systematic examinations of newborns (5 of which to must perform under direct supervision of a NIPE trained practitioner) * Pass/fail assessment of newborn systematic examination undertaken in the clinical environment * Evidence of at least 1 Public Health visit * Evidence of completion of reflections on plans to maintain/advance competences | | |
| **Indicative unit content**   * Socio-cultural context and characteristics of systematic examination of the newborn and of the NIPE screening programme * Ethical, legal and professional issues (including professional role, responsibilities and competency) * Normal newborn development and behaviour (including anatomy, physiology, microbiome and infant mental health) * Pathophysiology of congenital abnormalities * Principles of holistic, salutogenic, systematic (‘top – toe’) physical examination (including focus on normality, considerations of ethnic and cultural background, preparation, observation, examination, explanation, and documentation) * Education, care, involvement and support of parents during and following the examination * Advanced communication skills, interprofessional working, decision-making, care planning and referral to multidisciplinary teams and health agencies * Public health issues and policy-making/policy informing considerations | | | | | | |
| **Indicative learning resources**  **Core Text:**   * Harrison, V., 2023. *The Newborn baby*.[ebook]. Juta Legal and Academic Publishers * Lomax, A., 2021. *Examination of the newborn: an evidence-based guide*. 3rd edition. New Jersey: Wiley-Blackwell.  National Institute for Health and Care Excellence (NICE), 2021. *Postnatal care.* London: NICE. NICE guidelines QS37.Nursing and Midwifery Council (NMC), 2018. *The Code*. London: NMC.Nursing and Midwifery Council (NMC), 2024. *Standards of Proficiency for Midwives*. London: NMC.NHS England (NHSE), 2024. *Newborn and Infant Physical Examination (NIPE) screening programme handbook*. London: NHSE  * Witt, C.L, and Wallman, C. (eds) 2024. *Tappero and Honeyfield's Physical Assessment of the Newborn: A Comprehensive Approach to the Art of Physical Examination* [ebook] New York: Springer Publishing Company, Incorporated.   **An updated reading list will be available at the beginning of the unit.**  **Web-based sources**  **Screening programmes, standards and guidelines:**  **NHS England NIPE screening programme**   * <http://www.screening.nhs.uk/> * <https://www.gov.uk/government/publications/newborn-and-infant-physical-examination-programme-handbook/newborn-and-infant-physical-examination-screening-programme-handbook> * <https://www.gov.uk/government/publications/newborn-and-infant-physical-examination-screening-pathway-requirements-specification/newborn-and-infant-physical-examination-screening-pathway-requirements-specification> * <https://www.gov.uk/government/collections/developing-the-public-health-contribution-of-nurses-and-midwives-tools-and-models>   **Charities Websites and resources**   * https://www.stepsworldwide.org/ * <https://www.downs-syndrome.org.uk/> * <https://www.clapa.com/> * https://www.tinytickers.org/about-us/ * <https://www.swswchd.co.uk/en/page/charities> * <https://www.lullabytrust.org.uk/>   **Relevant National registers**   * https://digital.nhs.uk/ndrs/about/ncardrs * <https://www.crane-database.org.uk/>   **Relevant e-learning resources**   * <https://learning.rcpch.ac.uk/courses/detecting-ano-rectal-malformations-core/> * <https://portal.e-lfh.org.uk/> (NHS NIPE programme) | | | | | | |
| **Unit number** |  | **Version number** | 2.0 | | **Date effective from** | Sep 2025 |