

## Liverpool John Moores University

Title: Care of the Person with Congenital Heart Disease  
Status: Definitive  
Code: **7000PGACH** (125434)  
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
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**Academic Level:** FHEQ7      **Credit Value:** 10      **Total Delivered Hours:** 20  
**Total Learning Hours:** 100      **Private Study:** 80

### Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	5
Online	5
Tutorial	10

**Grading Basis:** 50 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	Pres	A poster or oral presentation	100	

### Aims

*To develop a critical understanding of the aetiology, presentation and impact of congenital heart disease in adults.*

*To explore the specific care requirements of this group of patients.*

### Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse the impact of common congenital cardiac anomalies on the physical, psychological and social needs of adult patients
- 2 Evidence a critical awareness of the common interventions and subsequent specific care needs of adult patients with a congenital cardiac anomaly
- 3 Critically evaluate the evidence base of current issues in the Congenital Heart Disease field.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Oral or poster presentation	1	3	2
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## Outline Syllabus

*Developmental anatomy and physiology of the cardiovascular system - including embryological development of congenital heart defects (CHD)*  
*- Pathophysiology and management of different congenital heart conditions*  
*- Assessment and therapy strategies to minimise the long-term effects of CHD*  
*Healthcare and psycho-social implications - including aspects of the transition from paediatrics to adult care*  
*Patient perspective*  
*Ethical issues*

## Learning Activities

Lecture, online materials, tutorials/interactive group work, online discussion forums,

## Notes

The assessment has one element:

Peer reviewed presentation, this can either be oral or poster presentation. This must be negotiated with the module leader.

The programme start date will be March

1. The programme has taken account of the appropriate levels of the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) and is aligned to level 7 descriptors.

<https://www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf>

This is reflected in the module learning outcomes. The programme has been informed by the most recent QAA Subject Benchmark Statement: Health care Programmes (Nursing) (QAA, 2001; 2015).

2. The module involves classroom attendance, which is further supported by a range of learning support tools. The module is part time and will run over 6 half day sessions. This includes assessment time.

3. Admission criteria onto the module requires candidates to be working or previously have worked within a cardiac speciality. Candidates will have evidence of ability to study at academic level 7. Whilst ideally candidates will have a minimum of a degree (level 6), it is appreciated that some nurses will have not have studied to this level. Additional study skills training will be offered to this group (these are routinely available through the library)

Completion of a cardiac 'workbook' as revision of normal cardiac anatomy and physiology will be offered to all students prior to commencement of teaching.

4. The final award is a Level 7 Continuing Professional Development – Care of the Person with Congenital Heart Disease.

5. The students will have access to a VLE site and the University's other range of electronic support such as access to the electronic library facilities. The module VLE site reflects contemporary reading lists and links to journal articles. The module VLE site also includes a number of presentations for students to access on areas such as critical writing and library support. The students also have access to the module leader through phone contact, emails and face to face meetings. A module guide is also provided, which guides students to the wider range of support available.

Students will have an identified a mentor who will offer tutorial support and guidance in the production of their presentation. An Off-Campus Support Gateway is available for students and staff who wish to access LJMU computing and information resources while off-campus. This service is aimed particularly at distance learners, part-time, placement and learning at work students

6. The programme is assessed and run in line with the Academic Framework (<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>)

7. Attendance is required throughout the module; although some learning material will be available through the VLE site.

8. Validated 2018

9. The methods for improving the quality and standards of learning are as follows:

- Continuous Monitoring and Enhancement
- Liaison and feedback from the students
- Reports from the External Examiner
- Programme team ensuring the module reflects the values of the current teaching and learning strategy
- Module leader updating knowledge and skills to ensure these remain current and relevant

10. This is a standalone CPD. A specific external examiner will be identified for the module.

11. The approved intake month(s) is flexible

12. Course codes CPD Apply Route 36072, Self funding 36071