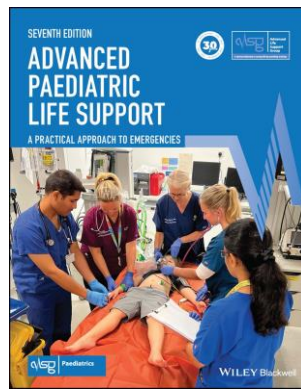


ALSG's medical education & training programmes improve outcomes for people in life-threatening situations, anywhere along the health care pathway, anywhere in the world.



NEW 7th Edition

APLS curriculum and key information

The APLS course is delivered in the UK as a standard 2-day face-to-face course which includes an additional 1-day flexible online component (VLE). The course is run throughout the UK and overseas, cost varies across centres.

The online learning elements of the course deliver the knowledge components, preparing participants for the practical application of this knowledge during the face-to-face course.

1-day online modular education through our VLE: 11 e-modules

- Structured approach to the seriously ill child
- Airway and breathing
- Circulation
- Disability
- Exposure
- Structured approach to the seriously injured child
- The child with chest and/or abdominal injury
- Head injury

- Special circumstances in trauma
- BLS and cardiac arrest management
- Acid base balance, fluids and electrolytes, poisoning

2-day face-to-face course incorporates updated lectures and clinical simulations covering the following:

- Assessing and managing the seriously ill child
- Structured approach to the seriously injured child
- The management of cardiac arrest

NEW for 7th edition

- New simulation structure including in situ embedded skills and faculty helper role for added realism.
- Candidate-led reflective case discussion enabling candidates to share their own real-life experiences.
- Skills videos covering life support skills previously taught during the face-to-face course.
- Case studies – coming soon:
 - Low resource settings
 - Complex needs
 - Inclusivity
 - Anaesthesia and non-technical skills

Candidate criteria and eligibility

- This **advanced paediatric life support** programme is for those from a medical, nursing, ECP, ACP, ODP, RTO background for which APLS is relevant to their working practice.
- Physician's Assistants and Critical Care Practitioners for which APLS is relevant to their working practice, are eligible.
- APLS is an **advanced** course and candidates particularly those in more junior roles or international graduates may benefit from undertaking PLS prior to APLS.



APLS

Advanced Paediatric Life Support

- The APLS course provides the knowledge and skills necessary for recognition and effective treatment and stabilisation of children with life threatening emergencies, using a structured, sequential approach.
- The seriously ill and or injured child needs to be treated as an individual; there are four key differences that determine treatment: weight, anatomy, physiology, and psychology.
- The structured approach focuses the clinician on resuscitation, emergency treatment followed by stabilisation and transfer to definitive care.
- APLS aims to teach, practice and assess the acquisition and use of technical skills. In addition, the course considers communication and other human factors, which are key to generating the highest quality and safest health care provision.

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A charity dedicated to saving life by providing training



Assessment and certification

Assessment takes place continuously throughout the course. If you are successful, APLS certification is valid for four years and includes access to our VLE and a paediatric e-Library.

Recertification options

Either undertake an ALSG-approved 1-day recertification course within six months of expiry or repeat the full ALSG APLS course.

Resources

- [Publications](http://bit.ly/ALSGPub) - <http://bit.ly/ALSGPub>
- [Testimonials](http://bit.ly/ALSG_Testimonials) - http://bit.ly/ALSG_Testimonials

¹ *Facing the Future: Standards for children in emergency care settings, June 2018. Developed by the Intercollegiate Committee for Standards for Children and Young People in Emergency Care Settings*

² Moore et al, 2013, NHS Future Forum *Education and Training– next stage*, London.

Booking a course

To book your next course, simply scan this code using your smart phone or visit us online at <http://bit.ly/ALSGcourses>



“Every emergency department treating children must have a member of staff with APLS (or equivalent) training on duty at all times”¹

Continuous Professional Development

Revised guidance from the Academy of Medical Royal Colleges emphasises that the focus of CPD should be on its quality and reflection of its impact on a clinician’s practice, rather than the amount of time spent on the activity. The responsibility for identifying CPD requirements rests with the individual and should be based on their personal areas of practice and personal development plan agreed at their annual appraisal. Although one 'CPD credit' will normally equate to one hour of educational activity, the amount of educational activity obtained from a specific event may vary between individuals depending on an individual’s specific learning outcomes.



Information for educators and managers

As a charity, ALSG invests all profits in educational resources and partners with the most effective and respected organisations worldwide to develop exceptionally high-quality programmes.

ALSG education quality is verified, accredited and recognised internationally as ‘best in class’, contributing to better outcomes for patients in life-threatening situations.

Courses to consider

You may also wish to consider the following courses:

- [CPRR – Child Protection: Recognition and Response](http://bit.ly/CPRR_FS) - http://bit.ly/CPRR_FS
- [CPiP – Child Protection in Practice](http://bit.ly/CPiP_FS) – http://bit.ly/CPiP_FS
- [NAPSTaR - Neonatal, Adult and Paediatric Safe Transfer and Retrieval](http://bit.ly/NAPSTaR_FS) - http://bit.ly/NAPSTaR_FS
- [HMIMMS - Major Incident Medical Management and Support: in the hospital setting](http://bit.ly/HMIMMS_FS) - http://bit.ly/HMIMMS_FS

Important course updates and references

Updates

- [APLS 7e manual updates – December 2023](#)
- [APLS 6e manual updates – March 2023](#)

References

- APLS References for 7e – to be added shortly
- [APLS References for 6e](#)

“What we want to see is increased consistency and quality in education and training and consequently in people’s outcomes and experiences...service delivery and education are fundamentally interlinked.”²