**BSc (Hons) Nursing – Child Pathway**

There will be some changes to the document that is used to assess your learning and practice when you commence Year 2 of your programme, which will slightly alter this Programme specification.

An amended programme specification will then be made available to you via UniHub. You will be fully briefed on the new document before you commence Year 2, and this will be provided to you in hard copy. The reason for this is that the assessment process and document will at that point be shared across all London Universities and Trusts, known as a 'Pan-London’ approach.

**Programme Specification**

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| **1. Programme title** | BSc (Hons) Nursing - Child |
| **2. Awarding institution** | Middlesex University |
| **3. Teaching institution** | Middlesex University |
| **4. Programme accredited by** | The Nursing and Midwifery Council |
| **5. Final qualification** | BSc (Hons) with NMC Professional Registration - RN Child |
| **6. Academic year** | 2011 - 2012 |
| **7. Language of study** | English |
| **8. Mode of study** | Full time |

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| **9. Criteria for admission to the programme**  5 GCSEs including Maths and English Language grade A-C, plus 2 A-levels at grade C or above.  Access to Health and Social Care (or similar) Diploma with the maximum award of 60 credits overall (45 at Level 3 and 15 at Level 2). |

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| **10. Aims of the programme** | |
| The BSc (Hons) Nursing programme pathway aims to produce the graduate nurse who is able to provide safe and effective care, is self aware and willingly takes responsibility for self and others. This graduate nurse will tailor care to the individual but will always consider the social context of care and be able to assess and manage risks in that environment. She/he will demonstrate warmth and empathy and will develop emotional intelligence and cultural competence. She/he will be committed to working in partnership with service users and colleagues and demonstrate a personal commitment to life-long learning.  Students accessing this programme pathway will be able to integrate their learning in theory and practice using critical and analytical skills; develop confidence to engage in equal contribution to dialogue with other health and social care professions; use critical thinking skills to support decisions which are made in the interest of the patient/client/service user.  On completion of the programme students will be able to demonstrate the required Nursing competencies for registration in their chosen field of practice of Children’s Nursing. | |
| **11. Programme outcomes** | | |
| **A. Knowledge and understanding**  On completion of this programme the successful student will have knowledge and understanding of:   1. Demonstrate leadership, management and team-working skills 2. Utilise effective communication and inter-personal skills 3. Demonstrate appropriate professional values 4. Critically reflect on all aspects of nursing practice and decision making | **Teaching/learning methods**  The development of knowledge and understanding in this programme is developed with 50% of learning occurring in the practice setting and 50% theory based in the University.  Core knowledge and understanding is acquired from seminar group work, simulated learning, practice placements, lectures, tutorials, E-learning, support from the Professional Development Tutor and guided independent study.  The learner is encouraged to develop a deep approach to learning through year-long modules that encourage independent reading alongside taught components. This approach assists with a broadening of knowledge and an understanding of subject matter.  **Assessment methods**  Students’ knowledge and understanding is assessed by a range of formative assessment techniques to prepare the students for summative testing. Specific assessment methods are specified in each module outline. All learning outcomes in a module are assessed and the mode of assessment is specified and mapped against each outcome.  Overall, modules are assessed using a variety of approaches to assessment; self, peer, group, mentor and online assessments. | |
| **B. Cognitive (thinking) skills**  On completion of the programme the successful students will be able to:   1. Critically reflect on theory and practice related to nursing. 2. Critique evidence from a range of sources related to health and social care. 3. Analyse concepts and principles related to nursing. 4. Articulate the argument for a holistic approach to nursing. 5. Exercise significant judgment in decision making. | **Teaching/learning methods**  Intellectual skills are developed through problem solving, debating, reflection and role modelling individually and in groups, both in the practice environment and in the University.  Learning to apply knowledge and skills to nursing practice is facilitated via case studies, placement learning and simulated learning. Students are engaged in discussion of the key issues, in consideration of applying theoretical and practical concepts and undertake this orally, in writing and in practice.  **Assessment methods**  Students’ cognitive skills are assessed formatively and summatively using a variety of methods including; presentations, essay writing, care planning, report writing, written examination and practice assessment. | |
| **C. Practical skills**  On completion of the programme the successful student will be able to:   1. Demonstrate caring, compassion and empathy. 2. Deliver care consistent with professional, ethical and legal values. 3. Practice safe and competent care based on evidence using generic and specialist skills. 4. Demonstrate effective management of themselves and others. 5. Utilise a range of skills which foster effective interpersonal relationships. 6. Adopt a problem solving approach to the nursing process. | **Teaching/learning methods**  Emphasis is placed throughout the programme on the development of practical skills. Practical skills are promoted through placement learning and simulated learning in collaboration with mentors. Role modelling plays a significant part in the student’s skills development.  Independent learning is provided as part of the Skills section of the Practice Learning Document. This contains a number of activities which facilitates the student’s understanding and development of nursing skills and serves as a tool for use with staff in their practice learning. Skills sessions will be taught and rehearsed throughout the programme in skill labs and in the clinical environment.  **Assessment methods**  Students’ practical skills are assessed formatively and summatively. Methods of assessment include the use of Objective Structured Clinical Examination (OSCE) and the Practice Learning Document (PLD) to assess the student’s progress in practice. The PLD comprises of a formative skills workbook with summative assessment of core clinical skills and NMC domains in the Practice Assessment Tools (PAT). The student uses 1 PLD per year at novice, advanced, beginner and competent levels and there will be grading of practice at advanced beginner and competent level. Maintaining a Personal Professional Portfolio reflecting on practice learning will be a requirement for all students that will form part of the assessment of practice at the end of Year 2 and 3 to meet the requirements for ongoing record of achievement at progression. Evidence from the portfolio will be required for summative assessment in year 3 of the programme. | |
| **D. Graduate skills**  On completion of the programme the successful student will be able to demonstrate a range of graduate skills including:   1. Communication 2. Teamwork 3. Personal and career development 4. Effective learning 5. Information technology 6. Numeracy | **Teaching/learning methods**  Students have a structured approach to the development of graduate, transferable and employability skills throughout their programme, with these skills embedded in the modules across Year 1 of the programme and explicit modules in the form of: NIP 2203 (Approaches to Health and Social Care Research) and NIP 3330 (Dissertation module).  These skills are also applied and developed progressively through the remaining modules and clinical practice.  **Assessment methods**  Assessed formatively and summatively. Methods include; portfolio development, reflective writing, poster presentations, practice assessment, drug calculations,  e-learning and report writing. | |

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| **12. Programme structure (levels, modules, credits and progression requirements)** | | |
| **12. 1 Overall structure of the programme pathway: BSc (Hons) Nursing – Child** | | |
| The programme pathway comprises 3 academic years, each being 45 weeks in length exclusive of annual leave. The student will take 120 credits (4 modules) each year, at Levels 1, 2 and 3 respectively. The programme consists of 50% theory and 50% practice to make 4600 hours across the three years of the programme. Theory and practice are integrated and reflected in the learning outcomes of each module.  Progression from Years 1 to 2 is dependant on achievement of all credits and meeting the progression criteria at Progression point 1. Similarly, progression from Years 2 to 3 is dependant on achievement of all credits and meeting the progression criteria at Progression point 2. The latter is a professional requirement for this programme  (NMC 2010).  BSc (Hons) Nursing Pathway – Child | | |
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| **12.2 Levels and modules**  Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. For this programme spec the old coding is used (i.e. HE levels) with FHEQ levels in brackets. | | |
| Level 1 (4) | | |
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| Students must take all of the following:  **Year 1 (Level 4)**  NIP 1003 (4) - Foundations  For Professional  Practice 30 cr  NIP 1002 (4) - Foundations for Nursing Practice 30 cr  PHC 1000 (4) – Foundations for Field of Practice 30 cr  NIP 1004 (4) - Practice Learning 1 30 cr | No optional modules | Progression from Years 1 to 2 is dependant on achievement of all credits (120 per year), and meeting the progression criteria at Progression point 1. Similarly, progression from Years 2 to 3 is dependant on achievement of all credits and meeting the progression criteria at Progression point 2. The latter is a professional requirement for this programme (NMC 2010).  Students need to have met the attendance requirements for theory and clinical practice outlined in the attendance policy for the Pre-registration Nursing Programme.  Students need to demonstrate good health and character and must declare this at the start of each year of study.    Students need to have attended all mandatory training sessions, simulated learning hours and structured sessions with their Personal and Professional Development Tutor, for each academic year of study. |
| Level 2 (5) | | |
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| **Year 2 (Level 5)**  NIP 2203 (5) - Approaches to Health and Social Care Research  30 cr  PHC 2000 (5) - Developing Knowledge and Skills in Caring for the Ill Infant, Child, Young Person and their Family 30cr |  | As per Year 1.  In addition progression from Years 2 & 3 is dependant on achievement of all  120 credits and meeting the progression criteria at Progression point 2. The latter is a professional requirement for this programme (NHC 2010). |
| PHC 2001 (5) - Developing Knowledge and Skills in Caring for the Infant, Child, Young Person and their Family with Long Term Conditions 30 cr  PHC 2002 (5) – Practice Learning 2 15 cr  PHC 2003 (5) - Practice Learning 3 15 cr |  |  |
| Level 3 (6) | | |
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| **Year 3 (Level 6)**  NIP 3330 (6)– Dissertation module 30 cr  PHC 3000 (6) - Preparing for Registration:  ICYP Professional Nursing Practice 30 cr  PHC 3001 (6) - Consolidation  of Knowledge and Skills in the Nursing of the ICYP Nursing 30 cr  PHC 3033 (6) - Practice Learning 4 15 cr  PHC 3034 (6) - Practice Learning 5 15 cr |  | As per Year 2. Except if a student fails NIP 3330 Dissertation module the exit award will be BSc Nursing with NMC Registration.  At the end of the programme all students are required to have a written Declaration of Good Health and Character signed by the Programme Leader, indicating that to the best of their knowledge the student is eligible to register as a nurse with the NMC.  Accumulated unauthorised absence may impact on the confirmation of good character required by the NMC. |

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| **12.3 Non-compensatable modules** (note statement in 12.2 regarding FHEQ levels) | |
| **Module level** | **Module code** |
| LEVEL 1 (4) | NIP 1001, NIP 1002, PHC 1000, NIP 1004 |
| LEVEL 2 (5) | NIP 2203, PHC 2000, PHC 2001, PHC 2002, PHC 2003 |
| LEVEL 3 (6) | NIP 3330, PHC 3000, PHC 3001, PHC 3033, PHC 3034 |