

Programme Specification

BSc (Hons) Nursing -Child

1. Programme title	BSc (Hons) Nursing - Child
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	The Nursing and Midwifery Council
5. Final qualification	BSc (Hons) with NMC Professional Registration - RN Child
6. Year of validation Year of amendment	
7. Language of study	English
8. Mode of study	Full time

9. Criteria for admission to the programme

A minimum of 280 UCAS tariff points from two or three GCE A levels/Applied GCE A levels, or from BTEC National Extended Diploma or combination of BTEC National Diploma in different subject areas, or from at least 5 Irish Leaving Certificate subjects taken at either Higher or Ordinary Level, or from a minimum of two Scottish Advanced Highers or three Highers, to a maximum of 5 Scottish higher qualifications; with at least 5 GCSEs or equivalent grades A-C, including English language and maths.

Or;

An Access to Nursing qualification, or in a related subject, which must include 45 credits at Level 3, of which all 45 must be at Merit or higher. Must contain maths / English language GCSE equivalent. Must be recent within five years.

International qualifications are considered on an individual basis.

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:

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.

<ol style="list-style-type: none"> 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 	<p>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.</p> <p>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.</p> <p>Assessment methods</p> <p>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.</p> <p>Overall, modules are assessed using a variety of approaches to assessment; self, peer, group, mentor and online assessments.</p>
<p>B. Cognitive (thinking) skills</p> <p>On completion of the programme the successful students will be able to:</p> <ol style="list-style-type: none"> 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. 	<p>Teaching/learning methods</p> <p>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.</p> <p>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.</p> <p>Assessment methods</p> <p>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.</p>
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 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 	<p>Teaching/learning methods</p> <p>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.</p> <p>Independent learning is provided as part of the Formative Skills Workbook which is part of the preparation for practice. 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</p>

<p>themselves and others.</p> <p>5) Utilise a range of skills which foster effective interpersonal relationships.</p> <p>6) Adopt a problem solving approach to the nursing process.</p>	<p>rehearsed throughout the programme in skill labs and in the clinical environment.</p> <p>Assessment methods</p> <p>Students' practical skills are assessed formatively and summatively. Methods of assessment include the use of Objective Structured Clinical Examination (OSCE) and the Practice Assessment Document (PAD) to assess the student's progress in practice. The PAD includes Professional Values for Practice, Essential Skills and Episodes of Care. The student uses 1 PAD per year and there will be grading of practice in part 2 and 3. 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.</p>
<p>D. Graduate skills</p> <p>On completion of the programme the successful student will be able to demonstrate a range of graduate skills including:</p> <ol style="list-style-type: none"> 1) Communication 2) Teamwork 3) Personal and career development 4) Effective learning 5) Information technology 6) Numeracy 	<p>Teaching/learning methods</p> <p>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: NIP2204 (Appraising and Using Evidence for Practice) and NIP 3330 (Dissertation module).</p> <p>These skills are also applied and developed progressively through the remaining modules and clinical practice.</p> <p>Assessment methods</p> <p>Assessed formatively and summatively. Methods include; portfolio development, reflective writing, poster presentations, practice assessment, drug calculations, e-learning and report writing.</p>

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 dependent on achievement of all credits and meeting the progression criteria at Progression point 1. Similarly, progression from Years 2 to 3 is dependent 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).

Discontinuation due to a Fitness to Practice Panel decision will mean the academic exit award made will reflect academic credit achieved, but have a non-professional title of:

Cert HE Combined Studies
Dip HE Combined Studies

BSc (Hons) Nursing Pathway – Child

	MODULES				CREDITS	EXIT AWARDS
Year 1	NIP 1003 Foundation for Professional Practice 30 credits L4	NIP 1002 Foundation for Nursing Practice 30 credits L4	NIP 1000 Foundation for Field Practice 30 credits L4	NIP 1004 Practice Learning 1 30 credits L4	120 credits at L4 	Cert HE – Health Care Practice
Year 2	NIP 2204 Appraising and Using Evidence for Practice 30 credits L5	PHC 2000 Caring for Acutely Ill Infant, Child Young Person and Their Family 30 credits L5	PHC 2001 Caring for Infant, Child Young Person with Long-term Condition and Their Family 30 credits L5	PHC 2103 Practice Learning 2 30 credits L5	120 credits at L5 	Dip HE – Health Care Practice
Year 3	NIP 3330 Dissertation Module 30 credits L6	PHC 3000 Preparation for Registration: Infant, Child and Young Person Professional Nursing Practice 30 credits L6	PHC 3001 Consolidation of Knowledge and Skills in the Nursing of the Infant, child and Young Person 30 credits L6	PHC 3233 Practice Learning 3 30 credits L6	120 credits at L6 Or 90 credits at L6 which include PHC 3000, PHC 3001, PHC 3233 Or 60 credits at L6	BSc (Hons) Nursing (adult) with Registration BSc Nursing (Adult) With Registration BSc Health Care Practice

12.2 evels 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
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<p>Students must take all of the following:</p> <p><u>Year 1 (Level 4)</u></p> <ul style="list-style-type: none"> • 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 	<p>No optional modules</p>	<p>Progression from Years 1 to 2 is dependent 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 dependent 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.</p> <p>Students need to demonstrate good health and character and must declare this at the start of each year of study.</p> <p>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.</p>
<p>Level 2 (5)</p>		
<p>COMPULSORY</p>	<p>OPTIONAL</p>	<p>PROGRESSION REQUIREMENTS</p>
<p>Student must take all of the following:</p> <p><u>Year 2 (Level 5)</u></p> <ul style="list-style-type: none"> • NIP 2204 (5) - Appraising and Using Evidence for Practice - 30 cr • PHC 2000 (5) - Developing Knowledge and Skills in Caring for the Ill Infant, Child, Young Person and their Family - 30cr • 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 2103 (5) – Practice Learning 2 - 30 cr 	<p>No optional modules</p>	<p>As per Year 1.</p> <p>In addition progression from Years 2 & 3 is dependent on achievement of all 120 credits and meeting the progression criteria at Progression point 2 (part 2). The latter is a professional requirement for this programme (NMC 2010).</p>
<p>Level 3 (6)</p>		
<p>COMPULSORY</p>	<p>OPTIONAL</p>	<p>PROGRESSION REQUIREMENTS</p>

<p>Student must take all of the following:</p> <p><u>Year 3 (Level 6)</u></p> <ul style="list-style-type: none"> • 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 3233 (6) - Practice Learning 3 - 30 cr 	<p>No optional modules</p>	<p>Programme completion and Progression to the NMC register is dependent upon:</p> <p>Completion of all modules at Level 6.</p> <p>If a student fails NIP 3330 (Dissertation), but completes the remaining 90 credits, the exit award will be BSc Nursing with NMC registration.</p> <p>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.</p>
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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 1003, NIP 1002, PHC 1000, NIP 1004
LEVEL 2 (5)	NIP 2204, PHC 2000, PHC 2001, PHC 2103
LEVEL 3 (6)	NIP 3330, PHC 3000, PHC 3001, PHC 3233

13. Curriculum map

See attached.

14. Information about assessment regulations

Assessment regulations follow Middlesex University's Academic Regulations. In addition the Programme requires that:

- This programme does not allow students to re-take modules. All modules are compulsory and non compensatable.
- Within modules, where there is more than one component to a module assessment, the marks are aggregated and a grade given using the Middlesex University 20 point scale.
- Practice modules will be graded using the University 20 point scale in Years 2 and 3 only.
- Students must achieve a pass grade for all the modules within the programme to progress.
- Students must meet the attendance and mandatory training requirements of the programme. Students accumulating sickness or absence exceeding 10 days per year may be discontinued or deferred.
- Infringement of assessment regulations/academic misconduct (section F1) - may require Fitness for Practice Panel.
- DBS and Occupational Health clearance is required prior to commencing clinical placement.
- Automatic deferral is not permitted for students on these programmes.

15. Placement opportunities, requirements and support (if applicable)

- Students must satisfy the NMC requirements to have achieved a minimum of 2300 hours in practice during the whole of their programme, in order to gain professional registration with the NMC. In the Child field, 225 hours have been allocated for Simulated Practice Learning across the three years to facilitate placement learning.

- Practice experiences can take place in an approved learning environment in any of the NHS Trusts that are part of NHS London and in the independent and Private Sector.
- Staff within the School of Health and Education work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student and a robust process of quality monitoring of the learning environment is in place.
- Students are given notification of their allocated placement in advance and it is their responsibility to contact the placement as instructed, for details of their duty rota. Contact details are made available prior to placements.
- Nursing is a profession that is required to work 37.5 hours throughout the 24 hour period over any days of the week, including weekends. Duty rotas will reflect this and will include early, late, night, weekend and Bank Holiday shift patterns.
- All students will be given an induction at the start of each new learning experience and support and guidance will be given to students with diverse needs.
- Each practice area has an allocated link lecturer and practice placement information folder to further support practice learning and to guide students and mentors on key policy documents such as the attendance policy and complaints procedure. Practice learning is assessed using the Practice Learning Document.
- Students are required to work under direct or indirect supervision and have access to a mentor for 40% of their assessed learning period in practice. Students must work with a qualified mentor for a minimum of 4 weeks towards the end of Progression point 1 and 2.

16. Future careers (if applicable)

On successful completion of the programme students are eligible to enter the professional register for nursing.

Students will receive career guidance within Personal and Professional Development groups. Workshops to discuss jobs within the various trusts is organised during the final year of the programme.

Successful graduates will be able to progress to a taught Masters programme i.e. the MSc Nursing Studies. They also have the opportunity to undertake work based learning studies at post graduate level.

17. Particular support for learning (if applicable)

- Personal and Professional Development groups (PPD)
- Link Tutor/Mentors in clinical practice
- Clinical Placement Facilitators
- Clinical Skills laboratories at Archway and North Middlesex Campuses
- School Learning Development Unit
- Disability Unit and special learning needs support
- Dissertation supervision (individual/group)
- Use of My Learning for directed learning activities
- Graduate Academic Assistants

18. JACS code (or other relevant coding system)	B 730 child
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19. Relevant QAA subject benchmark group(s)	Nursing
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20. Reference points

Critical Review of Pre-Registration Nursing Provision at Middlesex University 2005-2010
Department of Health (2010) Equity and excellence: Liberating the NHS
Inter-professional Capability Framework (CUILU 2004)
Knowledge and skills Framework (DoH 2003)
Middlesex University (2006) The Learning Framework, London, MU
Middlesex University (2010/11) Regulations, London, MU
Middlesex University (2010/11) Learning and Quality Enhancement Handbook, London, MU
National Service Framework (DoH 1999, 2000, 2001, 2004)
Nursing Midwifery Council (2007) Essential Skills Clusters for Pre-registration Nursing programmes
Nursing and Midwifery Council (2008) Standards to support learning and assessment in practice.
Nursing and Midwifery Council (2008) The code: Standards of conduct, performance and ethics for nurses and midwives.
Nursing and Midwifery Council (2010) Standards for pre-registration nursing education.
Nursing Midwifery Council (2010) Guidance on professional conduct for nursing and midwifery student.
Quality Assurance Agency (2000) Framework for Higher Education Qualifications, London : QAA
Quality Assurance Agency (2001) Code of practice on placement learning, London : QAA
Quality Assurance Agency (2001) Subject benchmark statement for nursing, London : QAA
School of HSSC (2002/5) Maintenance and enhancement of quality and standards, HSSC
School of HSSC Curriculum policy and strategy framework (2002/5)
University Student Charter
UCEA (2009) health and safety guidance for the placement of higher education students
Achieving equity and excellence for children (DoH 2010)
Children Act 1989 (c.41) (DoH 1989)
Every Child Matters (DfES 2003)
Every Child Matters – Next Steps (DfES 2004)
Getting it right for children and young people: Overcoming cultural barriers in the NHS so as to meet their needs. (DoH 2010)
Healthy Child Programme: pregnancy and the first five years of life (2010)
Healthy Lives, Brighter Futures: the strategy for children and young people's health. (DoH 2009)
National Service Framework for Children, Young People and Maternity Services (DoH)
National Service Framework for Children Young People and Maternity Services:
Promoting the health and wellbeing of looked after children - revised statutory guidance (DoH 2009)
The Children Act 2004

Curriculum map for BSc (Hons) Nursing Pathway - Child

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Demonstrate leadership, management and team-working skills	C1	Demonstrate caring, compassion and empathy
A2	Utilise effective communication and inter-personal skills	C2	Deliver care consistent with professional, ethical and legal values
A3	Demonstrate appropriate professional values	C3	Practice safe and competent care based on evidence using generic and specialist skills
A4	Critically reflect on all aspects of nursing practice and decision making	C4	Demonstrate effective management of themselves and others
A5		C5	Utilise a range of skills which foster effective inter-personal relationships
A6		C6	Adopt a problem solving approach to the nursing process
A7		C7	
Cognitive skills		Graduate Skills	
B1	Critically reflect on theory and practice related to nursing	D1	Communication
B2	Critique evidence from a range of sources related to health and social care	D2	Teamwork
B3	Analyse concepts and principles related to nursing and underpinning theoretical perspectives derived from other disciplines	D3	Personal and career development
B4	Articulate the argument for a holistic approach to nursing	D4	Effective learning

B5	Exercise significant judgment in decision making												D5	Information technology												
B6													D6	Numeracy												
B7													D7													
Programme outcomes																										
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	
Highest level achieved by all graduates																										
6	6	6	6				6	6	6	6	6		6	6	6	6	6	6	6	6	6	6	6	6	6	

Module Title	Module Code by Level	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
YEAR 1																						
Foundations for Professional Practice	NIP 1003	X		X			X	X						X			X					
Foundations for Nursing Practice	NIP 1002				X		X		X		X	X	X	X		X						X
Foundations for Field of Practice	PHC 1000		X				X				X	X	X	X	X		X	X	X	X	X	
Practice Learning 1	NIP 1004		X	X	X						X	X			X	X	X	X		X		X
CHILD YEAR 2																						
Developing Knowledge and Skills caring for the Acutely Ill ICYP and their Families	PHC 2000		X	X		X		X			X					X	X	X		X		X
Developing Knowledge and Skills caring for ICYP with long-term Conditions	PHC 2001		X	X		X					X					X	X	X		X		X

