

# Programme Specification and Curriculum Map for Diploma (Advanced) Child Health

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This section of your handbook contains the programme specifications of all the Diploma (Advanced) Pre-qualifying and undergraduate nursing framework programmes, pathways and awards. You will find the following programme specification in this section:

- 6.1 Diploma (Advanced) Nursing (Child) leading to NMC Professional Registration

## **6.1 Diploma (Advanced) Nursing (Child) leading to NMC Professional Registration**

<b>1. Awarding institution</b>	Middlesex University
<b>2. Teaching institution</b>	Middlesex University
<b>3. Programme accredited by</b>	Nursing and Midwifery Council (NMC)
<b>4. Final award</b>	Diploma (Advanced) Nursing (Child) leading to NMC Professional Registration
<b>5. Programme</b>	Nursing
<b>6. UCAS code (or other relevant coding system)</b>	NMAS code: Child 3360
<b>7. Relevant QAA subject benchmark group(s)</b>	Health Care Programmes Subgroup: Nursing
<b>8. Academic Year</b>	2007 – 2008
<b>9. Reference points</b>	
<p>A First Class Service – Quality in the New NHS (DoH 1998)            Critical Review of Pre-Registration Nursing Provision at Middlesex University 2000-2004            Evaluation Projects Steering Group (EPSE): 2002-2005            Education in Focus (ENB 2000)            Essence of Care (DoH 2001)            Every Child Matters (DfES 2003)            Every Child Matters – Next Steps (DfES 2004)            Fitness for Practice (UKCC 1999)            Healthcare Futures (UKCC 1998)            Inter-professional Capability Framework (CUILU 2004)            Knowledge and skills Framework (DoH 2003)            Making a difference (DoH 1999)            Middlesex University (2006/7) Learning and Quality Enhancement Handbook, London, MU            Middlesex University (2006/7) Guide and Regulations, London, MU            Middlesex University (2006) The Learning Framework, London, MU            Modernising Mental Health Services: Safe, Sound and Secure (DoH 1998)            National Service Framework (DoH 1999, 2000, 2001, 2004)            Placements in Focus (ENB 2001)            Quality Assurance Agency (2001) Subject benchmark statement for nursing, London : QAA            Quality Assurance Agency (2001) Code of practice on placement learning, London : QAA            Quality Assurance Agency (2000) Framework for Higher Education Qualifications, 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)            School of HSSC Learning, Teaching and Assessment policy and strategy, (2002/5)            Statutory Regulations of NMC and Code of Professional Conduct Standards: standards for conduct, performance and ethics (NMC 2004)            Standards of Proficiency for Pre-Registration Nursing Education (NMC 2004)            The Children Act 2004            The New NHS Modern and Dependable (DoH 1997)            The NHS Plan (DoH 2000)            The Ten Essential Shared Capabilities (DoH, 2004)            University Student Charter</p>	

## **10. Aims of the programme**

Underpinned by the principle of family centred care and the belief that children should be cared for by people they know and wherever possible in a home environment. The programme aims to develop children's nurses who understand the complex relationship between personal, socio-economic and cultural influences upon child health and child caring and parenting practices.

The programme aims to enable the student to:

- Develop the knowledge, attitudes and skills to care for children and their families with a variety of levels of dependency and in a range of care settings.
- Synthesize knowledge of child development in the holistic assessment of children from infancy to adolescence, recognizing health risks associated with different ages and developmental stages.
- Plan holistic evidence care for children and their families in a variety of home and health care settings.
- Work in partnership with families to plan care demonstrating knowledge and understanding of the importance of multi-agency working in the provision of co-ordinated services to families and involving them in care decisions.
- Demonstrate practical and technical competence in a range of skills required in the implementation of care for the child and family.
- Become a reflective practitioner.
- Develop the skills required for both autonomous practice and decision making and also team working within health and social care.
- Competency in line with the Nursing and Midwifery Council Professional requirements for entry to the register as a child nurse.
- Engage with life-long learning, develop transferable skills to enhance their nursing role and appreciate the value of education for health and society.

## **11. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.**

**The highest level at which these programme outcomes are to be achieved by all graduates is shown in the curriculum map section.**

The programme aims to enable the student to develop a holistic approach to nursing integrating theory and practice, facilitating the transfer of learning to practice, and reflecting on practice to critically appreciate the learning achieved. These outcomes reflect the Standards of Proficiency for Pre-registration nursing education (NMC 2004).

**A. Knowledge and understanding of:**

On completion of this programme the successful student will have knowledge and understanding of :

1. Professional and ethical practice
2. Care delivery
3. Care management
4. Personal and professional development

(As detailed in the NMC Standards of Proficiency)

**Teaching/learning methods**

The programme 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, practical sessions, laboratory sessions, 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 Method**

The programme endeavours to embed the concept of assessment as learning, not merely a source of measurement, thus a range of formative assessment techniques prepare the students for summative testing.

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. Modules are assessed using a combination of coursework, practice competency, presentations, viva and examination. The nature of coursework varies from module to module.

<p><b>B. Cognitive (thinking) skills</b> On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Work within professional frameworks.</li> <li>2. Explore concepts and principles related to Nursing.</li> <li>3. Recognise the need for a holistic approach to individualised nursing care.</li> <li>4. Apply theory to practice.</li> <li>5. Reflect on practice.</li> <li>6. Demonstrate decision-making skills in complex situations.</li> <li>7. Discuss and apply principles of inter professional working.</li> </ol>	<p><b>Teaching/learning methods</b> Intellectual skills are developed through problem solving, 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 and placement learning.</p> <p>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><b>Assessment Method</b> Assessed formatively and summatively using a variety of methods including: coursework, practice assessment, skills assessments, examinations, group presentations, on-line assessments, care planning and report writing.</p>
<p><b>C. Practical skills</b> On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Employ a range of appropriate and effective interpersonal and relationship skills.</li> <li>2. Adopt a problem solving approach to the assessment, diagnosis, planning and implementation of nursing care.</li> <li>3. Offer an evidence based rationale upon which nursing care is based.</li> <li>4. Competently work as both an autonomous practitioner and an effective member of the inter-professional health and social care team.</li> <li>5. Demonstrate proficiency in a range of essential nursing skills.</li> <li>6. Participate in the evaluation of care delivery.</li> </ol>	<p><b>Teaching/learning methods</b> Emphasis is placed throughout the programme on the development of practical skills. Practical skills are promoted through placement learning, in collaboration with clinical mentors and clinical placement facilitators. Role modelling plays a significant part in the student's skills development.</p> <p>Independent learning is provided as part of the Skills Workbook component of the Practice Learning Document. This facilitates the student's understanding and development of nursing skills and serves as a tool for use with staff in their practice learning. Formal practice skill sessions are offered throughout the programme in skill labs and in the clinical environment</p> <p><b>Assessment Method</b></p>

<p><b>D4. Graduate skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competent communication</li> <li>2. Work as part of the multidisciplinary team</li> <li>3. Engage in personal and career development</li> <li>4. Demonstrate effective learning skills</li> <li>5. Utilise information technology</li> <li>6. Utilise numeracy skills for practice</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students have a structured approach to the development of graduate and transferable skills throughout their programme, with explicit transferable skills modules in the form of HSS 1112 Developing Transferable Skills, HSS 2222 Research Methods and Processes and HSS 2000 Developing Argument.</p> <p>Transferable skills are applied and implicit in all remaining modules.</p> <p><b>Assessment Method</b></p> <p>Assessed formatively and summatively using a variety of methods including: portfolio development, individual and group presentations, coursework, practice assessment, drug calculations, e-learning and report writing</p>
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## 12. Programme structures and requirements, levels, modules, credits and awards

### 12.1 Overall structure of the programme

- The Common Foundation Programme comprises the first year of the Pre Qualifying and Undergraduate Nursing Framework. It is forty-five weeks in duration exclusive of annual leave. It runs over two semesters followed by semester O which is a six-week placement period.
- Semester 1 comprises theory with opportunities to apply theory to practice in the skills laboratory and through observational visits to practice areas in weeks 7, 8 and 9 of the programme.
- Semester 2 comprises theory with opportunities to apply theory to practice during practice placements.
- Semester O comprises a six-week practice placement.
- Within semester 1, students will undertake two modules (at level 1), each of which carry 20 credits. Within semester 2, students will undertake one 40 credit module (at level 1). Students will also undertake one 40 credit module that runs across semester 1 and 2. Semester 0 comprises a six week practice period with 10 credits (at level 1). On successful completion of the CFP, students will have achieved 130 credits at level 1.
- The total number of hours of learning is 1,554 hours. This is made up of 777 hours theoretical learning and 777 hours of practice learning for the year.
- The programme has been developed in partnership with local NHS Trusts that are members of the North Central London Strategic Health Authority (NCLSHA). Practice placements are generally undertaken in these Trusts. Students who successfully complete the Common Foundation Programme progress to the Branch programme (adult, mental health or child).. For those students who have successfully completed the CFP and wish to step off the programme, they may be eligible for Certificate in Higher Education (MU).
- The child branch component comprises the second two years of the Pre-qualifying and Undergraduate Nursing Framework. It is ninety weeks in duration exclusive of annual leave. It runs over four semesters with a twelve-week placement period between the two years and a 12 week placement period completing the second year. Semester 1 of each year comprises of theory sessions with skills labs and observational visits. Semester 2 of each year consists of theory and practice placements. Semester 0 of each year consists of practice placements.

**12.2 Levels and modules.** This section should contain a more detailed description level-by-level of the programme structure, modules and credits. All modules should be categorised as compulsory or optional.

LEVEL 1		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p><b>IPH 1710</b> Foundations for Nursing the Individual – 1</p> <p><b>IPH 1720</b> Foundations for Nursing the Individual – 2</p> <p><b>IPH 1730</b> Inter-professional Working 1</p> <p><b>IPH 1725</b> Nursing the Individual and Family in Society</p>		<p>In order to progress to the branch programme, of the Pre–Qualifying and Undergraduate Nursing Framework, students are required to successfully complete all modules at Grade 16 or above, within 12 weeks of accessing the branch programme.</p> <p>The practice components of all modules is non-compensatable . Modules that directly reflect skills in practice are non-compensatable. Attendance at mandatory training in Years 1 and 2 and 3 is compulsory. Failure to attend will result in the student not meeting the Learning outcomes for that particular module to which the attendance at mandatory training is attached. This failure is non-compensatable. Compensation can be applied to 30 credits within the CFP. This may be up to 60 credits at the discretion of the PPC.</p> <p>No self-deferral permitted. Students need to have met the attendance requirements for theory and practice outlined in the attendance policy for the Pre-Qualifying and Undergraduate Nursing Framework. Students may be discontinued/defer if they accumulate sickness or absence exceeding 10 days in each year of the programme.</p>

Level 2		
COMPULSORY	OPTIONAL	PROGRESSION
<p><b>NIP2002</b> Approaches to Health &amp; Social Care Research (30c)</p> <p><b>PHC 2510</b> Meeting the Health and illness needs of the child and family (60c)</p> <p><b>IPH 2730</b> Inter-professional Working 2 (30c)</p>		<p>In order to register on the NMC Professional Register students are required to successfully complete all modules at Grade 16 or above.</p> <p>The practice components of all modules is non-compensatable . Modules that directly reflect skills in practice are non-compensatable. Attendance at mandatory training in Years 1 and 2 and 3 is compulsory. Failure to attend will result in the student not meeting the Learning outcomes for that particular module to which the attendance at mandatory training is attached. This failure is non-compensatable.</p> <p>Students also need to have met the attendance requirements for both theory and practice outlined in the attendance policy for the framework. Students may be discontinue/defer if they accumulate sickness or absence exceeding 10 days in either year of the programme.</p>

Level 3		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

<p><b>IPH 3730</b> Inter-professional working 3 (30c)</p> <p><b>NIP 3636</b> Reflection &amp; Preparation for Professional Practice (30c)</p> <p><b>PHC 2520</b> Complex Care needs in Children &amp; Young People (30c)</p> <p><b>PHC 2530</b> Building Confidence in Child Health Practice (30c)</p>		
<p>For students who wish to undertake the EN conversion programme, the following modified branch programme is undertaken. Following programme planning and depending on APL, students wishing to move from an Enrolled Nurse to registration at Diploma (advanced) level as an adult nurse need to undertake (or be accredited for) the following modules and gain at least 60 credits at Level 2 and 60 credits at Level 3. The number of designated modules that are required to be taken will depend on the level of accreditation awarded.</p>		
<p><b>NIP2002</b> Approaches to Health &amp; Social Care Research (30c)</p> <p><b>NIP 3636</b> Reflection &amp; Preparation for Professional Practice (30c)</p>	<p><b>IPH 2730</b> Inter-professional Working 2 (30c)</p> <p><b>IPH 3730</b> Inter-professional Working 3 (30c)</p>	
<p>Students converting to the Child Branch have to undertake (or be accredited for) all of the following:</p>		
<p><b>PHC 2510</b> Meeting the health and illness needs of the child and family (60c)</p> <p><b>PHC 2520</b> Complex care needs in Children and Young People (30c)</p>		
<p>For students with an existing NMC registration who wish to gain registration in an additional branch of nursing, the following modified branch programme is undertaken. Following programme planning and APL, students wishing to gain a second registration at Diploma (Advanced) level as child nurse need to gain 60 credits at Level 2 and 60 credits at Level 3, undertaking (or being accredited for) ALL branch-specific modules as listed above:</p>		
<p>COMPULSORY</p>	<p>OPTIONAL</p>	<p>PROGRESSION REQUIREMENTS</p>



<p><b>PHC 2510</b> Meeting the Health and Illness Needs of the Child and Family (60c)</p> <p><b>PHC 2520</b> Complex Care Needs in Children and young People (30c)</p>		
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**12.3 Non-compensatable modules.** Modules may additionally be designated non-compensatable.

Module level	Module code
1	IPH 1710; IPH 1720
2	PHC 2510; PHC 2520; PHC 2530
3	NIP 3636

**13. A curriculum map relating learning outcomes to modules**

See Curriculum Map attached

**14. Criteria for admission to the Programme**

- Five GCSEs/O levels at grades A to C including English Language and mathematics or a science (or)
- GNVQ level 3 in a related subject, e.g. health and social care (or)
- NVQ level 3 in a related subject, e.g. health and social care (or)
- BTEC National Diploma or BTEC certificate in a related subject
- CACGE certificate achieved after 1984 (or)
- A full Access to Nursing certificate, including a minimum of 12 credits at level 3 (or)
- Access certificates in health and social care and biological sciences, including a minimum of 12 credits at level 3 (or)
- Accreditation of Prior Certificated or Experiential Learning may be considered on an individual basis

**15. Information about assessment regulations**

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

- 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 will be graded a 'Y' (ungraded) pass. Failure will be graded a 19 (non-compensatable; non-submission will be graded a 20 (non-compensatable).
- Programme progression committee may at its discretion compensate up to 60 credits in the Common foundation programme and 30 credits in the branch programme. Modules which are totally assessed by practice or modules where the practice component has been failed cannot be compensated.
- Automatic deferral is not permitted for students on these programmes.

- In order to progress to the next year of the programme all students must meet the attendance requirements of the programme. Students accumulating sickness or absence exceeding 10 days per year may be discontinued or deferred.
- All CFP outcomes are to have been achieved and confirmed within 12 weeks of entering the branch programme.

#### **16. Indicators of Quality**

- Successful Major Review of all Nursing Provision (QAA, on behalf of DoH, 2004
- Prototype site for Ongoing Quality Monitoring and Evaluation (OQME) (QAA on behalf of DoH, 2004-5)
- Last RAE score - 3a for Nursing

#### **17. Particular support for learning**

- Clinical Placement Folders
- Student Handbook for Practice Placement
- Clinical learning supported by named mentor within clinical areas and an allocated link lecturer for each placement area
- Professional Development Tutor (Registered nurse)
- Clinical Skills laboratories at Archway and North Middlesex Campuses
- ELLS English language & Learning Support Service
- Oasis (Web based learning)

Disability Unit and special learning needs support

#### **18. Methods for evaluating and improving the quality and standards of learning**

- Mechanisms for the review and evaluation of learning teaching and assessment
  - ❖ Module reviews
  - ❖ Progression and Retention
  - ❖ Professional accreditation by NMC
  - ❖ Education quality review
  - ❖ Centre for learning and development – HSSC
  - ❖ Peer teaching observation
  - ❖ Annual staff appraisal
  - ❖ External Examiner reports
  - ❖ Ongoing quality monitoring and NMC Review.
- Mechanisms for gaining student feedback
  - ❖ Campus forum
  - ❖ Boards of Study

- ❖ Placement learning evaluations
- ❖ Module evaluations
- ❖ Programme evaluation

Review of current programme

### **19. Placement opportunities, requirements and support (if applicable)**

- As part of a pre-qualifying and undergraduate nursing programme, all 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 register as a professional nurse with the NMC.
- Practice experiences can take place in any of the NHS Trusts that are part of NHS London and in the Voluntary and Private Sector in the North London area.
- Staff within the School of Health and Social Sciences 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 throughout the 24 hour period. Duty rotas will reflect this and will include early, late, night, weekend and Bank Holiday shift patterns. Students are informed of this at interview.
- Each practice area has an allocated link lecturer and practice placement information to further support clinical learning. Most Trusts have a Clinical Placement Facilitator to further support students in practice. Practice placements are assessed using the Practice Learning Document. Students are expected to work with their assigned mentor/assessor two to three times per week. The remainder of their time, they may work with other qualified members of staff.

### **20. Future careers: how the programme supports graduates' future career development.**

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

Students will receive career guidance from their professional development tutor. A workshop to discuss jobs within the various trusts is organised during the final semester

### **21. Other information.**

None

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in other sections of the Programme Handbook and the University Catalogue