

## **Programme Specification**

### **BSc (Hons)/BSc Children's Nursing (Pre-Registration)**

Valid from: June 2012

**Faculty of Health and Life Sciences**

## SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes
Teaching institution and location:	Oxford Brookes Faculty of Health and Life Sciences
Final award:	BSc (Hons)
Programme title:	Children's Nursing (Pre – Registration)
Interim exit awards and award titles:	BSc Children's Nursing (Pre – Registration)
Brookes course code:	NJ
UCAS/UKPASS code:	B704
JACS code:	B730 (Paediatric Nursing)
Mode of delivery:	Face to Face
Mode/s of study:	F/T or P/T
Language of study:	English
Relevant QAA subject benchmark statement/s:	QAA(2011) : Benchmark statement: Health care programmes: Nursing <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/nursing.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/nursing.pdf</a>
External accreditation/ recognition: <i>(applicable to programmes with professional body approval)</i>	Nursing and Midwifery Council <a href="http://standards.nmc-uk.org/Pages/Welcome.aspx">http://standards.nmc-uk.org/Pages/Welcome.aspx</a>
Faculty managing the programme:	Faculty of Health and Life Sciences
Date of production (or most recent revision) of specification:	June 2012

## SECTION 2: OVERVIEW AND PROGRAMME AIMS

### 2.1 Rationale for/distinctiveness of the programme

The Children's Nursing Bachelors programme will prepare undergraduate students for initial professional registration. The programme adopts a person centred care approach, allowing students to develop core clinical skills which can be applied across the lifespan, with a specific focus on the nursing care of children.

This programme has been developed in partnership with local children's health care providers, who also take an active role in its on-going support and delivery. This ensures the programme remains contemporary and responsive to current needs. The dedicated Children's Hospital within the local Oxford University Hospitals Trust, provides excellent placement learning experiences allowing students to develop confidence and competence in caring for the highly dependent child . Placement learning is facilitated through the use of "base placements " plus a number of shorter placements to broaden the scope

experience. The base placement model allows students to develop within a team over an extended period and this model has been well evaluated both internally and through external quality checks.

The Faculty of Health and Life Sciences offers a wide range of pre-registration programmes, so our students have the opportunity to learn with and alongside other professions, who will in the future be their colleagues in the wider inter professional team..

## **2.2 Aim/s of the programme**

The aim of the Children's Nursing BSc/BSc (Hons) pre-registration programme is to graduate nurses who:

- are competent, clinically focused, health care professionals who are fit for purpose and practice.
- demonstrate self-awareness and confidence in their own abilities and an emerging potential to supervise, manage and lead others.
- will contribute significantly to high quality person centred care across the lifespan.
- will demonstrate the skills to manage their own continuing development and work effectively with other professionals in order to promote best outcomes of care
- are competent in the knowledge, skills, behaviour and values required of entry level graduates set out within the NMC Standards and the QAA benchmark statements for Bachelors' degrees (2010).

## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

### **Knowledge, understanding and skills:**

On successful completion of this programme a student will be able to:

#### **3.1 Academic literacy**

1. Deliver high quality essential care to all underpinned by a comprehensive understanding of nursing practice.  
*(Subsidiary attributes 3.2 Research literacy, 3.3 Critical self-awareness and personal literacy, 3.4 Digital and information literacy, 3.5 Global citizenship)*
2. Deliver complex care to service users in their field of practice using a range of standard or innovative techniques.  
*(Subsidiary attributes 3.2 Research literacy, 3.3 Critical self-awareness and personal literacy, 3.4 Digital and information literacy,, 3.5 Global citizenship)*

#### **3.2 Research literacy**

3. Critically evaluate evidence to support conclusions or recommendations reviewing reliability, validity and significance of research and undertaking straightforward research tasks in relation to professional practice  
*(Subsidiary attributes 3.1 Academic literacy, 3.4 Digital and information literacy)*

#### **3.3 Critical self-awareness and personal literacy**

4. Act to safeguard the public and be responsible and accountable for safe, person-centred, evidence based nursing practice, demonstrating an ability to act autonomously, with minimal supervision or direction within agreed guidelines.  
*(Subsidiary attributes 3.4 Digital and information literacy, 3.5 Global citizenship)*

5. Act with professionalism and integrity and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards and can incorporate a critical ethical dimension into their decision making.  
(Subsidiary attributes 3.1 Academic literacy, 3.2 Research literacy, 3.4 Digital and information literacy, 3.5 Global citizenship)
6. Seek out every opportunity to promote health and prevent illness  
(Subsidiary attributes 3.1 Academic literacy, 3.2 Research literacy, 3.5 Global citizenship)
7. Use leadership skills to supervise and manage others and contribute to planning, designing, delivering and improving future services.  
(Subsidiary attributes 3.4 Digital and information literacy, 3.5 Global citizenship)

### 3.4 Digital and information literacy

8. Work in partnership with other health and social care professionals and agencies, service users, carers and families ensuring that decisions about care are shared.  
(Subsidiary attributes 3.3 Critical self-awareness and personal literacy, 3.5 Global citizenship)

### 3.5 Global citizenship

9. Practice in a compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively.  
(Subsidiary attributes 3.3 Critical self-awareness and personal literacy, 3.4 Digital and information literacy)
10. Act on their understanding of how people's lifestyles, environments and the location of care delivery influence their health and wellbeing.  
(Subsidiary attributes 3.1 Academic literacy, 3.2 Research literacy, 3.3 Critical self-awareness and personal literacy, 3.4 Digital and information literacy)

## SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

### 4.1 Programme structure and requirements:

All modules listed below are compulsory (or where indicated an alternate compulsory). N.B P = Practice PR = Practice Related

Mod No.	Module Title	Level	Practice	15 Credits	30 Credits	45 Credits	Pre-requisite	Co/requisite	Comp/Req
<b>Stage 1</b>									
U43706	Introduction to Person Centred Care -	4	P		D				C
U43707	Developing Person Centred Care	4	PR		D		U43706		C
U40503	Family Nursing	4	PR	S			U43706	U43707 U40510	C
U43708	Partnerships 1 (MP)	4	PR	S					C

U43702	Development of the Human Body and Mind	4	PR	S					<b>C</b>
U43703	Life Sciences for Health Care Professionals	4	PR	S			U43702		<b>C</b>
U40510	Professional Practice Experience 1		P	S			U43706	U40503	<b>C</b>
<b>Stage 2</b>									
U40570	Assessment and care Care of the Acutely ill child	5	PR		D		U40503		<b>C</b>
U40524	Promoting health and development with children and families	5	PR		D		U40503		<b>C</b>
U43751	Child and Family Mental Health <b>(MP)</b>	5	PR	S			Prof. role		<b>C</b>
U43720	Partnerships 2 <b>(MP)</b>	5	PR	S			U43708		<b>C</b>
U43740	Research awareness and critical appraisal (or) U43744 Research methods and analysis	5	PR	S					<b>C</b>
		5		S					<b>C</b>
U40534	Professional Practice Experience 2	5	P				U40510		<b>C</b>
U40535	Professional Practice Experience 3	5	P				U40534		<b>C</b>
U40570	Nursing Children with Complex Care Needs	6				T	U40523 & U40524		<b>C</b>
U40571	Nursing Management Children's Nursing Consolidation	6				D	U40570		<b>C</b>
U43771	Partnerships 3 <b>(MP)</b> (Adv Hons)	6		S			U43720		<b>C</b>
U40599	Dissertation (Adv Hons)	6			D		U43740 or /43744		<b>C</b>
U40536	Professional Practice Experience 4	6	P				U40535		<b>C</b>
U40537	Professional Practice Experience 5	6	P				U40536		<b>C</b>
<b>Optional Acceptable Modules Advanced</b>									
U40529 The Sick Neonate									
U40568 Independent Study									
U46721 Bodywork And Touch									
U40127 Introduction To Microbiology And Immunology									
U43725 Health And Social Care Elective									
U44220 Sexuality And Sexual Health Implications For HC Professionals									
U47130 Advancing Skills In Children's Intensive Care									
U47129 Children's Intensive Care Practice									
U40*** Managing Challenging Behaviour									
<b>Optional Acceptable Modules Advanced Hons</b>									
U40588 Independent Study (Adv. Hons)									
U40175 Introduction To Microbiology And Immunology									

U47172 Introduction To Patient Assessment
U47192 Children's High Dependency Practice
U47133 Paediatric Emergency Care
U47132 Advances In Neonatal Care
U43150 Psychosocial Care Of Children, Adolescents And Families
U40573 The Sick Neonate (Adv. Hons)
U405** Managing Challenging Behaviour

#### 4.2 Professional requirements

To be eligible for registration with the NMC as a children's nurse all compulsory and optional modules must be taken and passed, to complete a total of 360 credits, which includes all credit and zero credit rated compulsory modules.

Student time is divided (as per professional guidelines) 50:50 between theory and practice hours (2300 hours of each over three years full time = total 4600).

### SECTION 5: PROGRAMME DELIVERY

#### 5.1 Teaching, Learning and Assessment

As a professional programme leading to UK NMC registration as a Children's Nurse, the teaching, learning and assessment strategy of the Children's Nursing BSc/BSc(Hons) programme reflects its inter-professional, student-centred, patient-centred and practice-focused approach. Opportunities for sharing both existing and developing skills, knowledge and experience, are maximised. In order to make the most of the range of experience, skills and knowledge within the group, and develop specific graduate attributes, a variety of teaching and learning strategies will be employed. A synopsis of these methods and how they link to the development of graduate attributes is shown below:-

Graduate Attribute	Teaching and Learning Methods
Academic literacy	<ul style="list-style-type: none"> <li>Module U 43708 supports the learner in developing academic skills which underpin future learning including location and appraisal of evidence</li> <li>Module u4340 and U 40524 specifically require students to appraise evidence with reference to specific methodology</li> <li>Tutorials are used to develop the student's focus on their own practice, and their own learning needs and to explore a more critical and evidence based approach to the subject matter.</li> <li>Assessment is through demonstration of academic skills commensurate with award, through structured assessments, including project and dissertation work and demonstrating the ability to identify and apply the evidence which underpins clinical practice</li> </ul>
Research literacy	<ul style="list-style-type: none"> <li>Module U 43708 supports the learner in developing academic skills which underpin future learning including location and appraisal of evidence</li> <li>Module u4340 and U 40524 specifically require students to appraise evidence with reference to</li> </ul>

	<p>specific methodology</p> <ul style="list-style-type: none"> <li>• Tutorials are used to develop the student's focus on their own practice, and their own learning needs and to explore a more critical and evidence based approach to the subject matter.</li> <li>• Assessment is through demonstration of academic skills commensurate with award, though structured assessments, including project and dissertation work and demonstrating the ability to identify and apply the evidence which underpins clinical practice</li> </ul>
<p>Critical self-awareness and personal literacy</p>	<ul style="list-style-type: none"> <li>• Critical self-reflection is encouraged as a means of keeping a focus on the development of individual professional practice supported by clinical mentors.</li> <li>• Presentation skills are developed through student-led seminars, presentations to peers, and some of the assessments</li> <li>• Portfolios and profiling are used as a means of showing evidence of developing skills, knowledge and experience, of personal achievement, and providing the tangible building blocks for life-long learning</li> <li>• Engaging with service users either in face to face or virtual formats</li> <li>• Clinical assessment of how knowledge of self informs ability to deliver clinical care working both singly and in multi professional teams</li> </ul>
<p>Digital and information literacy</p>	<ul style="list-style-type: none"> <li>• Digitally based search skills for literature are developed in U 43708 .</li> <li>• Learning is supported in most modules with a number of on line learning exercises</li> <li>• Virtual learning platforms are used to support group work and communication</li> <li>• Technologies suitable for supporting the delivery of clinical care are used in learning in simulation settings and in clinical practice</li> <li>• On line submission of work and use of technologies such as Turnitin, are encouraged to develop self assessment skills</li> <li>• Engaging with on line learning resources such as virtual skills and the "virtual family "</li> <li>• Assessment of digital and information literacy is through engagement with web based assessment , evidence of ability to access and use digital information , clinical assessment of use of technologies to support care delivery</li> </ul>
<p>Global citizenship</p>	<ul style="list-style-type: none"> <li>• Group activities (e.g. action learning cycles, seminars, workshops, presentations) are used as a means of sharing knowledge, experience and skills, developing critical skills, and emphasising the inter-professional nature of health care.</li> <li>• The significance of culture and ethnicity and identity is explored specifically in module U 43720</li> </ul>

	<ul style="list-style-type: none"> <li>• Students engage with service users either in face to face or virtual formats and are challenged on how the personal and wider cultural identity influences health care need</li> <li>• Assessment is through meeting the theoretical assessment criteria linked to cultural sensitivity, and how international policy and practice can be used to inform thinking in written work ..These are similarly assessed through clinical assessment , looking for the ability to apply such understanding to care delivery.</li> </ul>
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The principles of Brookes Assessment Compact are demonstrated in this programme through:-

- I. Emphasis on formative assessment and feedback
  - II. Support in developing self-assessment skills
  - III. Student input into the design of assessment and marking processes
  - IV. Negotiation of placement learning experiences
  - V. Senior Students acting as peer mentors for more junior students
- Students will be assessed in each of the modules. There is a mixture of exam and coursework depending on the module concerned. Coursework encompasses a range of assessment types, including, essays, case study analysis, presentations and reports. Each practice module also has core clinical competencies that will need to be achieved in order to pass that module. Comprehensive details of module assessments will be offered in the programme and module handbooks.

## 5.2 Assessment regulations

The programme conforms to the University Regulations **Undergraduates Modular Academic Regulations for the award of BSC (Hons) and BSc.**

*and*

Is at variance with the **Undergraduates Modular Academic Regulations for the award of BSC (Hons) and BSc** as follows:

*In respect of nursing and midwifery no practice module may be failed more than once on practice competencies and a student may not fail more than one such module. Failure of a practice module not on competencies will be subject to the usual University rules concerning retake attempts. Failure of a practice module is equivalent to failing both the first attempt and a resit attempt (if this is offered) of practice competencies. If a student fails the retake of a failed practice based module on practice competencies, the offer of another resit will be at the discretion of the relevant Examinations Committee. If a resit is not deemed possible by the SEC then 29% will be awarded and the module will be failed.*

## SECTION 6: ADMISSIONS

### 6.1 Entry criteria

#### Academic



- Typical offer: 5 GCSEs (C grade or above), to include English Language, Maths and a hard science. Applicants must normally have a minimum of B grade in English Language, Maths and Science.
- Plus: 3 “A” levels at B,B,C preferably to include a science. An IELTS score of 7.0 (minimum score of 6.5 in each component) is required, in addition to any of the above, for ALL applicants whose first language is not English.

### **Non-academic Essential**

Evidence of initial understanding of the profession:

- Understanding of the patient and family-centred nature of the role
- Able to distinguish between care of children and nursing sick/injured children, and the physical and emotional demands involved
- Understanding of the inter-professional relationships required
- Understanding of the need to relate well to diverse parents/carers and patients

Some evidence of ability to recognise how they have learned from experience

### **Non-academic Desirable**

- Work experience in a relevant area
- Evidence of transferable skills related to the profession (e.g. communication skills, care skills)
- Commitment to profession (e.g. evidence of long-term interest, career plans)

### **6.2 CRB checks**

- Yes- enhanced as above

## **SECTION 7: STUDENT SUPPORT AND GUIDANCE**

Sources of help and advice available for students include:-

- Induction – students are provided with small group workshop activities which address resources and support mechanisms available to Brookes learners.
- Handbooks – each module handbook provides clear contact information, learning outcomes and assessment details.
- Subject Coordinators, Academic Advisors and Link Lecturers all provide consistent support with students throughout the programme.
- The Skills Lab. Facilitators provide opportunities for students to practise the development of clinical skills in a safe environment using high fidelity simulation and role play.
- The Practice Education Unit provide support for the organisation on practice based learning.
- Practice learning support is offered by clinical mentors and link lecturers
- Central support services include Upgrade, Student Disability Services, Student Finance, Student Accommodation, Student Health and Dentistry, Counselling and Careers.
- Study skills development/support sessions are incorporated into modules and available from library staff and Upgrade.

## **SECTION 8: GRADUATE EMPLOYABILITY**

Bachelor's graduates in children's nursing can expect to be employed as Band 5 staff nurses in both acute and community child and family health care settings. Future career prospects include clinical specialisation, management, research or education. Graduates may work in the UK or overseas subject to local registration requirements being met.

## **SECTION 9: LINKS WITH EMPLOYERS**

This programme has 50% of learning activity situated in clinical practice, local Trusts and other placement providers work in partnership with Oxford Brookes in the design and delivery of the programme .

## **SECTION 10: QUALITY MANAGEMENT**

### **Indicators of quality/methods for evaluating the quality of provision**

- This programme is jointly validated by the Nursing and Midwifery Council and the University and is then subject to the annual quality monitoring processes of both organisations.
- Internal quality processes are by the agreed University processes and include Student members of course committees, module and course evaluation, annual and periodic review.
- The programme is subject to scrutiny by an External Examiner according to university policy in order to ensure that standards are comparable to other institutions and that the assessment process is fair and consistently applied.
- All evaluation processes are jointly managed with relevant stakeholders, students and partners (clinical colleagues in partner trusts).
- Annual review is also undertaken by the local commissioning body.