

Programme Specification

MSc Children's Nursing (Pre-Registration)

Valid from: September 2014

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:	MSc
Programme title:	Children's Nursing (Pre – Registration)
Interim exit awards and award titles:	PG Diploma Children's Nursing PG Certificate Children's Nursing (N.B. The above awards are only available for applicants with advanced standing seeking second registration)
Brookes course code:	HL 63 (MSc) HL** PG Cert HL** PG Dip
UCAS/UKPASS code:	TBA
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 http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/nursing.pdf
External accreditation/ recognition: <i>(applicable to programmes with professional body approval)</i>	Nursing and Midwifery Council http://standards.nmc-uk.org/Pages/Welcome.aspx
Faculty managing the programme:	Faculty of Health and Life Sciences
Date of production (or most recent revision) of specification:	August 2014

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

The MSc Children's Nursing programme will prepare postgraduate students for initial or second registration as a Children's Nurse, attaining professional registration and a post – graduate academic qualification. The aim of the programme is to produce high calibre,

clinically practice focused, career health care professionals, who are also equipped for further educational development at PhD/DPhil and professional doctorate level. Graduates from the programme should be fit for purpose and practice, and also fit for the programme award.

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..

Students on the programme will be able to develop in-depth knowledge and understanding in the field of Children's Nursing. This will be informed by scholarship and research as well as critical awareness of current issues/development in the field. 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 .

Students will be able to develop specific skills, knowledge and competence in their chosen field and more broadly will be enquiry focused, reflective, innovative, confident and self-aware. Students will complete a Master's (level 7) research project involving primary data collection; a critical review of the literature; or other scholarly output. Graduates from the programme will contribute significantly to high quality client care; the continued development of patient centred care/therapy, and theory-practice integration.

2.2 Aim/s of the programme

The aim of the Children's Nursing MSc pre-registration programme is to graduate nurses who:

- are reflective, proactive, innovative and adaptable practitioners, who will contribute significantly to high quality person centred care across the lifespan and who will have the ability to critique research, and evaluate the effectiveness of evidence in a wide variety of practice settings.
- develop a critical understanding of the theory and practice of children's nursing and learn to challenge existing models and approaches from an informed perspective
- to foster skills of autonomous learning , professional reasoning , evidence based practice , leadership and entrepreneurship in preparation for continuing practice and a commitment to life-long learning
- have shared masters level learning experiences and inter-professional opportunities to enable future collaborative working practice
- have advanced their own scholarship through analysis and critical appraisal of the existing research and theory of children's nursing and evaluation of models and approaches used in practice
- have developed the capabilities to work both independently and as members of a team demonstrating an emerging potential for leadership

- have had the opportunities to achieve competence in the knowledge, skills, behaviour and values required of entry level graduates set out within the NMC Standards for Pre-Registration Nursing Education (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 systematic understanding of nursing theory and 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 demonstrating an ability to conceptualise the potential impact of associated factors.
(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. Can demonstrate an ability to critically evaluate evidence and an ability to utilise a range of techniques and research methods applicable to professional activity.
(Subsidiary attributes 3.1 Academic literacy, 3.4 Digital and information literacy)

1.3 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 a clear understanding of their personal responsibility in professional practice.
(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, managing the implications of ethical dilemmas, working proactively with others to formulate solutions.
(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, demonstrating an ability to negotiate and handle conflict with confidence.
(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 and act autonomously in planning, implementing and evaluating person centred care.

(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, being able to adapt existing and new information to solve problems in a creative and innovative way.

(Subsidiary attributes 3.1 Academic literacy , 3.2 Research literacy3.3 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 alternate compulsory). N.B. P = Practice PR = Practice Related

Module No	Module Title	Level	Practice related / experience	LEVEL 6 CREDITS	Compulsory / Required	Pre – requisites
Stage 1 (NMC Progression point 1)						
U43773	Introduction to Person Centred Care -	6	P	45	Comp	Nil
U43774	Developing Person Centred Care	6	PR	30	Comp	U43773
U43776	Development of the Human Body and Mind	6	PR	15	Comp	Nil
U43777	Life Sciences for Health Care Professionals	6	PR	15	Comp	U43776
U40572	Family Nursing	6	PR	15	Comp	U43773
U40510	Professional Practice Experience 1 Children's Nursing		P	0	Comp	U43773
Module No	Module Title	Level	Practice	LEVEL 7	Compulsory	Pre –

			related / experience	CREDITS	/ Required	requisites
Years 2 (NMC progression point 2)						
All modules below may only be taken if the student has met all the NMC stage 1 progression requirements						
P40501	Assessment And Care Of The Acutely Ill Child		PR	20	C	Nil
P40502	Promoting Health And Development With Children And Families		PR	20	C	Nil
P40500 plus	Child And Family Mental Health <i>plus</i>		PR	10	Alt compulsory	Nil
P43700	Optional module			10		
Or P40503	Or Psychosocial Care Of Children And Families		PR	20	Alternate compulsory	Nil
P40306	Applied Research Methods		PR	10	C	Nil
P40504	Professional Practice Experience 2		P	0	C	Met all NMC progression stage 1 criteria
P40505	Professional Practice Experience 3		P	0	C	Met all NMC progression stage 1 criteria
Year 3 (leading to NMC registration)						
All module below may only be taken			if the student has met all the NMC Stage 2 progression requirements			
P40506	Nursing Children With Complex Care Needs		PR	20	C	P405** Assessment and care of the acutely ill child

P40508 Or P40507	Nursing Management: Children's Nursing Consolidation or Nursing Management: Children's Nursing Consolidation (<i>if taken with additional optional module</i>)		PR	20	Alternate compulsory	P405** Nursing children with complex care needs
P44811	Operational Management		PR	20	Alternate compulsory	Nil
P44820	or Leadership		PR	20	Alternate compulsory	Nil
P405**	Dissertation		PR	50	C	P40306: Applied Research Methods
P40509	Professional Practice Experience 4		P	0	C	Met all NMC progression stage 2 criteria
P40510	Professional Practice Experience 5		P	0	C	Met all NMC progression stage 2 criteria
Optional Modules						
P43701	Independent Study (Practice Orientated) (20 Credits)					
P43700	Independent Study (Practice Orientated) (10 Credits)					
P44614	Advanced Health Promotion					
P45000	Risk And The Protection Of Children					
P44615	Communicable Diseases And Public Health					
P45004	Vulnerable Children And Young People					

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 120 Level 6 credits and 180 Level 7 credits, which includes all credit and zero credit rated compulsory modules. (N.B Students may be eligible for AP(E)L)
- Student time is divided (as per professional guidelines) 50:50 between theory and practice hours (1535 hours of each over two years full time = total 3070). Practice includes all time spent in direct patient care activities plus up to 200 hours of practice simulation over the period of the programme.

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

As a professional programme leading to registration, the teaching, learning and assessment strategy of the Children's Nursing MSc programme reflects its inter-professional, student-centred, patient-centred and practice-focused approach. In keeping with the NMC guidance (2010) on creating consistency across fields and maximising opportunities for shared learning each programme has been developed with a core of cross field and inter professional modules, where students will work towards generic competencies, and additional field specific modules, where both generic and specialist knowledge can be refined. Opportunities for sharing 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 post 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 post – graduate attributes is shown below:-

Graduate Attribute	Teaching and Learning Methods
Academic literacy	<ul style="list-style-type: none"> • Lectures and seminars • 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. • 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 • Project and dissertation work
Research literacy	<ul style="list-style-type: none"> • 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 • 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. • Action learning sets within and across your groups • Research seminars • Assessment is through demonstration of academic skills commensurate with award, though structured assessments, including project and dissertation work
Critical self-awareness and personal literacy	<ul style="list-style-type: none"> • Critical self-reflection is encouraged as a means of keeping a focus on the development of individual professional practice supported by clinical mentors. • Presentation skills are developed through student-led seminars, presentations to peers, and some of the assessments • 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

	<ul style="list-style-type: none"> Engaging with service users either in face to face or virtual formats Clinical assessment of how knowledge of self informs ability to deliver clinical care working both singly and in multi professional teams
Digital and information literacy	<ul style="list-style-type: none"> Lectures and seminars On line discussion in order to enable collaboration and interaction between your MSc peers from both your own professional group, and across the professions and members of the programme team; Engaging with on line learning resources such as virtual skills and the “virtual family “ Presentation skills are developed through student-led seminars, presentations to peers, and some of the assessments 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
Global citizenship	<ul style="list-style-type: none"> 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. Action learning sets within and across your groups Engaging with service users either in face to face or virtual formats Assessment is through meeting the 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.

a. 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 **Academic Regulations for Postgraduate Taught Programmes**

and

Is at variance with the Regulations **Academic Regulations for Postgraduate Taught Programmes** 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

For students seeking initial registration and who will only be eligible to enrol on the MSc:-

- a. Honours degree 2.2 or above (or equivalent) preferably in a health/science related subject. We will however also consider applications from graduates with non-health related degrees.
- b. GCSE Maths, Science and English at Grade B or above or equivalent
- c. Two recent references, at least one academic
- d. Experience of paid or voluntary work within a health care environment or relevant to your chosen field.
- e. Successful performance in the selection process (including an individual interview).
- f. Occupational Health Clearance and enhanced CRB clearance.
- g. 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.

For students with advanced standing and who already hold a first level nursing registration with the NMC in a field other than Children's Nursing (who are eligible to enrol on the PG Cert, PG Dip or Master's) :-

- Dip HE/BSc Nursing (Adult, Mental Health or Learning Disability)
- Successful performance in the selection process (including an individual interview)
- h. Occupational Health Clearance and enhanced DBS clearance
- i. 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.

6.2 DBS 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

This is a new programme but previous 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 careers 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 or 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.