1. PROGRAMME SPECIFICATION

for the award of

MSc, PGCert (post qualifying) Nursing (Child)

Managed by the Faculty of Health and Life Sciences

delivered by Department/School of Nursing

Date approved:	Mar 2016
Applies to students commencing study in:	Sept 2019

2. RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
Jan 2019	**Minor change**	**Change of module titles**

3. SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Language of study:	English
Final award/s:	MSc Post Graduate Certificate (**Post qualifying /second registration entrants only)
Programme title:	Nursing (Child)
Interim exit awards and award titles available:	Post Graduate Certificate (**Post qualifying /second registration entrants only)
Brookes course code:	CNT
UCAS code:	60228
JACS code:	B730
HECoS code:	See guidance note G2.2, section 1
Mode of delivery: (Mode of Study given in brackets)	on-campus (full-time) on-campus (part-time)
Duration of study:	3 years minimum maximum of 8 years
Subject benchmark statement/s which apply to the programme:	QAA: Benchmark statement: Healthcare programmes: Nursing (2001) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents.nursing.pdf
Professional accreditation attached to the programme:	Nursing and Midwifery Council http://standards.nmc-uk.org/Pages/Welcome.aspx
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

4. **SECTION 2: WHY STUDY THIS PROGRAMME?**

Rationale for and/or Distinctive features of the programme

The pre-registration Masters Nursing (Child) programme is focused on care co-created with individuals and communities through all modules and develops the student as a leader and a nurse to have skills, evidence based knowledge and research to underpin practice and to evolve new ideas for health. Students are expected to challenge and create new ideas with individuals and communities. Subject to availability students will be offered the option of a community focused final year of their respective programme. Students' leadership skills and forward thinking will be a theme through action learning sets alongside the taught and practice modules to facilitate research based nurses and leaders of the future.

Students can expect to learn both working with colleagues from all three fields of nursing and with undergraduate students moving increasingly to single field modules as the course progresses. Sharing learning and experience mirrors the experience of individuals, families and communities, and through the context of the modules the field specific knowledge, skills and learning for NMC registration is developed. The six Education in Nursing Practice modules will provide placements in field context with specific mentors. These six modules are key to each year of study together with practice related modules which are also field related and provide opportunity for the student to focus assessments related to topics of field interest and supported by relevant academic advisers and action learning sets and tutorials. This programme clearly differentiates the field within its delivery and context of placements and in-class learning.

The independent study modules and where applicable the dissertation provide opportunity to build upon prior learning and experience and draw upon a wide range of modules, resources and staff in the university and our practice partners to create exciting and individual outcomes for students.

Children's nurses need to be able to demonstrate competence in the fundamentals of nursing care across the lifespan and also develop more specific skills within the Children's field of practice. We recognise that as the context of healthcare delivery is changing, the ability to work flexibly and inter-professionally and collaboratively in a way which is meaningful and relevant is essential. As knowledge and information sources grow and are shared rapidly through digital media, the future nurse needs the ability to work with established and emerging technologies, in order to provide contemporary patient care within a digital age. Practice learning as a central theme to programme, which is underpinned by sound theoretical frameworks and analysis of contemporary evidence. Nurses need the skills for evidence based practice including being able to form practice questions, search for and critically appraise and use clinical and professional judgement in order to influence practice. We believe that this is fundamental to achieving high quality care and engagement in a culture of safety and learning, in which students feel safe to raise concerns, is essential.

We endorse the view that the attributes of the good nurse, such as compassion, courage and commitment are helpfully developed and nurtured through the study of broader philosophical, moral and ethical theories and reflect both the values of the NHS Constitution and the University's guiding principles of confidence, enterprising creativity, connectedness and generosity of spirit.

Our students are making a transition from applicants, with diverse backgrounds, to registrants with a professional identity. As such, a core theme within our spiral curriculum is the developing nurse, with the ability to understand and manage their own academic and professional development and identity. Students as partners are engaged as co-creators of their educational experience through a range of learning experiences within a transformational learning experience as outlined in our teaching, learning and assessment strategy.

Children's nurses care for children and young people in partnership with the whole family, providing care in health and at all stages of a child's illness. Students will experience delivering developmentally-appropriate nursing care in acute and community environments alongside experienced mentors, learning how to collaborate with professionals from health, education and social care. With emerging national agendas to enhance health, health promotion and illness prevention are a high priority, requiring Children's nurses to develop relevant knowledge and skills in this area.

As a future Children's nurse students will have the opportunity to positively influence the national and global healthcare agenda and fundamentally transform health care outcomes of individuals, their

families/their significant others and the wider population. This curriculum will give graduating nurses the knowledge, skills and attitudes required to influence this change and support them to develop their own professional responsibility towards the fundamental purpose of the profession

2.2 Aim/s of the programme

The aim of the pre-registration MSc Nursing (Child) programme is to graduate confident, compassionate, resilient and self-aware nurses who:

- • are competent nurses, fit for purpose and award, with a portfolio of widely transferable post graduate attributes.
- • work creatively with others demonstrating the ability to educate, inform, supervise, manage and lead in order to promote and develop best outcomes of care.
- • will contribute significantly to high quality individual and family centred care, maintaining the safety of those in their care, across the lifespan.
- • will use evidence and reflection critically, to inform practice and manage their own continuing professional development.
- • can articulate the contribution to society that the nurse makes through their role
- • can demonstrate their leadership and research skills

5.   SECTION 3: PROGRAMME LEARNING OUTCOMES

The learning outcomes derive from the NMC Standards for pre-registration nursing education (2010) which define the overarching principles of being able to practise as a nurse. In relation to this programme students are expected to achieve these learning outcomes at a level commensurate with the academic award. The context in which they are achieved defines the scope of professional practice within their chosen field.

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

6.   3.1 ACADEMIC LITERACY

1. Systematically and competently assess, plan, deliver and evaluate evidence informed care, appropriate to the physical, psychological, intellectual, developmental, emotional and social needs across the lifespan
2. Creatively demonstrate flexibility and independence in effectively caring for people wherever their care is delivered.
3. Demonstrates a deep and systematic understanding of theory and research in order to maintain high quality essential care to all and manage unpredictable and complex care confidently in their chosen field of practice, creatively using a wide range of standard or innovative techniques.
4. Critically evaluate and innovate strategies for effective collaborative practice, and proactively work with health and social care professionals, other agencies, service users, carers and families to formulate solutions, and promote shared decision making.
5. Identify and evaluate the principles of leadership and management, and consider how these can be used to effectively supervise and manage others and contribute to planning, designing, delivering and improving future services.

7.   3.2 RESEARCH LITERACY

1. Critically evaluate the research evidence for development of professional practice
2. Analyse complex, incomplete or contradictory evidence and judge the appropriateness of the enquiry methodologies used, recognising and arguing for alternative approaches.
3. Autonomously and creatively plan and manage independent projects to inform and improve professional practice selecting appropriate advanced methodological approaches and critically evaluate their effectiveness.

8. **3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY**

1. Act with professionalism and integrity and work within agreed professional, ethical and legal frameworks and processes to develop, maintain and improve standards
2. Incorporate a critical ethical dimension into decision making.
3. Demonstrate compassion and respect, and critically evaluate their significance in maintaining a connectedness with all service users and carers.

9. **3.4 DIGITAL AND INFORMATION LITERACY**

1. Critically evaluate and use verbal and non-verbal communication between individuals, groups and teams
2. Critically evaluate and use established and emerging digital technologies and health informatics to support and inform health care.
3. Articulate an informed understanding of the relevance of and adherence to information governance

10. **3.5 ACTIVE CITIZENSHIP**

1. Appreciate the complexities and personal responsibility in relation to safeguarding people who are vulnerable or at risk across the lifespan
2. Critically evaluate the impact of the political context, lifestyle, environment, culture, diversity and the location of care delivery, on individual and family health and wellbeing.
3, Effectively judge opportunities to actively promote health, in order to transform individual and population health outcomes.

11. ## SECTION 4: CURRICULUM CONTENT & STRUCTURE

12. **4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:**

MSc Nursing Children's Modules
The first year of the MSc is delivered at academic level 6 and is designed to prepare postgraduate students to achieve the requirements for NMC Progression Point 1.

Year of study	Module code	Module title	Level	Credit value
1	U40472	Nursing Fundamentals 1	6	30
1	U40473	Nursing Fundamentals 2	6	30
1	U40470	Education in Nursing Practice 1	6	15
1	U40471	Education in Nursing Practice 2	6	45
1	U40486	Clinical Practice Experience	6	0

The second year of the MSc is delivered at academic level 7 and is designed to prepare postgraduate students to achieve the requirements for NMC Progression Point 2. The third year of the MSc is delivered at academic level 7 and is designed to prepare students to achieve the requirements for entry to the NMC register.

Year of study	Module code	Module title	Level	Credit value
2	P49210 Or	Advanced Research Design	7	20
	P44016†	Applied Research Methods	7	10
2	P404**	Collaborative Nursing Practice	7	10
2	P404**	Promoting Health in Children's nursing practice	7	10
2	P404**	Education in Children's Nursing Practice 3	7	20
2	P404**	Education in Children's Nursing Practice 4	7	20

2	P40417	Clinical Practice Experience	7	0
3	P40411	Dissertation	7	50
3	P40409	Nursing Children requiring complex care	7	20
3	P404**	Education in Children's Nursing Practice 5	7	10
3	P404**	Education in Children's Nursing Practice 6	7	20
3	P40416	Clinical Practice Experience	7	0

- †Students will be required to add an optional module of at least 10 credits if they choose this module.
- Level 7 Optional acceptable modules:

Module Number	Module Name	Credits
P40204	Living with cancer in contemporary society	20
P40205	Tackling Cancer: UK and international perspectives	20
P40212	Advanced Communication and Supportive Relationships	20
P44614	Advanced Health Promotion	20
P49203	Evidence Based Practice	20
P44811	Operational Management in Health and Social Care	20
P44820	Leadership in Health and Social Care	20
P49202	Mastering Professional Nursing Practice	20
P43700	Independent Study	10
P40503	Psych care of Children, Adolescents and their Families	20
P45000	Risk and the Protection of Children	10

Additional Registration: Post Experience

Post Graduate Certificate Nursing (Child) (Only available for students who have an existing NMC registration)

The PGC is delivered at academic level 7 over one year and is designed to prepare postgraduate students to achieve the requirements for entry to the NMC register.

Year of study	Module code	Module title	Level	Credit value
1	P40415	Independent study	7	20
1	P404**	Promoting Health in Children's nursing practice	7	10
1	P40409	Nursing Children requiring complex care	7	20
1	P40405	Education in Children's Nursing Practice 5	7	10
1	P40407	Education in Children's Nursing Practice 6	7	20
1	P40422	Clinical Practice Experience 3	7	0

13. **4.2 PROGRESSION AND AWARD REQUIREMENTS**

MSc:

All compulsory modules must be taken and passed to complete a total of :
MSc Nursing: 120 Level 6 credits and 190 Level 7 credits
in order to meet the requirements for registration with the Nursing and Midwifery Council (NMC).

PG Cert:

All compulsory modules must be taken and passed to complete a total of:
PGC Nursing: 80 credits at Level 7
in order to meet the requirements for registration with the Nursing and Midwifery Council (NMC).

14. **4.3 PROFESSIONAL REQUIREMENTS**

To register with the NMC graduates are required to meet all academic and practice requirements of the course including at least 2,300 hours of practice learning. In addition, graduates are required to make a declaration of good health and character to the University. This is confirmed to the NMC prior to the process for registration commencing.
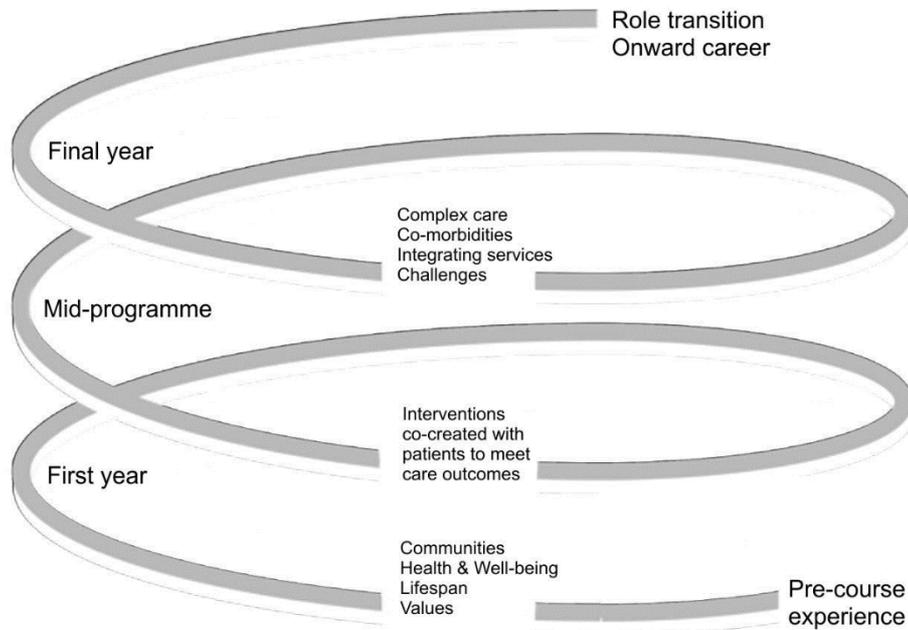
15. **SECTION 5: TEACHING AND ASSESSMENT**

5.1 Teaching, Learning and Assessment

The overarching educational approach of this curriculum is one of co-creation and supporting learners, through this approach the student will be prepared to co-create their future learning needs and to co-create care with individuals and communities. Transformational Learning is an underpinning approach to adult learning at Oxford Brookes University, Department of Nursing derived from the work of Mezirow (2003 p5) . It is based on the assumption that the goal of higher education is to facilitate questioning of current assumptions and through critical reflection on these beliefs, transform students' perspectives. The curriculum also uses a 'spiral' design to ensure that learning in both practice and the university is structured incrementally from one year to the next.

Figure 1 Spiral curriculum

Updated December 2017

Role transition
Onward career

Final year

Complex care
Co-morbidities
Integrating services
Challenges

Mid-programme

Interventions
co-created with
patients to meet
care outcomes

First year

Communities
Health & Well-being
Lifespan
Values

Pre-course
experience

A focus for each year of the spiral curriculum was developed as a result of the consultation process and the incorporation of key drivers and policy for nursing and healthcare. The focus for Year 1 is on communities (local and national), health and well-being, lifespan and values. Year 2 will enable students to explore specific nursing interventions, co-created with patients to meet care outcomes. Finally in the year 3 there is a focus on complex care of people with multiple co-morbidities and the need for health and social care services to be integrated. Throughout there will also be a focus on the need for us to look after ourselves, student well-being and the support required to develop confident resilient practitioners. The themes will be introduced at the start of each year in the annual induction programme.

The programme development team have also developed a model which enables students from the three fields (adult nursing, children's nursing and mental health nursing) to learn together at the start of the course, with learning becoming more complex and field specific as students progress through the course. This model takes into account the recent recommendations from the Shape of Caring Review (Willis 2015).

Approaches to learning and assessment are *also* underpinned by the programme philosophy, the postgraduate attributes and Oxford Brookes University guiding principles. These approaches reflect relevant local, national and international drivers from education and health and social care. The person in health care and their family will also be at the centre of the educational experience.

Student learning will be facilitated in partnership with practice and academic staff who meet professional standards and guidance. They will value each student as an individual, recognising graduate attributes and skills and enhance strengths and challenge students to develop academically, personally and professionally.

Students will be encouraged to learn by discovery and move from being primarily supported and dependent to being supportive and independent in learning and practice. This approach to learning and assessment will help to identify strengths and areas for development. Students can then reach personal and professional potential and become confident, safe and effective professional registered nurses.

Learning will be facilitated by a range of approaches during practice and university experiences such as:
- Co-creating care outcomes with service users and multi-professional team
- Experiential learning e.g. practice learning, simulation, action-learning, debate and discussion, reflection
- Mentoring, coaching and supervising e.g. questioning, challenging, supporting, observing, giving and receiving feedback

- Active learning e.g. projects, role-play, educating others such as patients, the public or peers.
- Student-centred learning e.g. self-assessment, reading, finding evidence, production of resources
- Blended and on-line learning: e.g. using digital resources such as 'virtual family', quizzes, specialist lectures
- Use of technology and informatics e.g. social media, mobile health (mHealth), Electronic Patient Records (EPR)
- Collaborative learning with other disciplines, cultures and agencies e.g. multi-professional team working and simulation, exploring global perspectives
- Problem-based/solution-focussed learning e.g. small group working using complex, multi-faceted scenarios, prioritising or decision making in practice

Assessment

Students will be assessed in each of the modules through a mixture of assessment approaches. Assessment feedback is intended to shape and develop learning. It is fundamental and directly linked to the programme and module learning outcomes. Assessment and feedback approaches will help to develop your learning needed for your future working life.

Assessment and Feedback will:
- provide clear, consistent, individualised and specific assessment guidance
- include formative and summative feedback which will be timely, understandable and will enable students to build on positive achievements and give a clear sense of what is needed to do to improve.
- include a range of assessment approaches e.g. practice assessment, exams, coursework, or presentations
- be constructive, relevant, legible, balanced and helpful

The design of assessment at the University is guided by the **Brookes Assessment Compact**, jointly prepared by students and staff of the University. It's principles are demonstrated in the programme through:

i) Emphasis on formative feedback

ii) Support in developing self-assessment skills

iii) Students as co-creators of their learning experience

iv) Negotiation of placement learning opportunities and pathways

A synopsis of how teaching, learning and assessment links to the development of the graduate attributes is shown below:

Graduate attribute	Teaching and learning methods
Academic literacy	- Nursing related lectures / seminars / workshops - 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	• 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 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	• Lectures and seminars • On line discussion in order to enable collaboration and interaction between MSc peers from both their own professional group, and across the professions and members of the programme team; • Engaging with on line learning resources such as virtual skills, safe medicate 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
Digital and information literacy	• Digitally based search skills for literature are developed • Learning is supported in most modules with a number of on line learning exercises • Virtual learning platforms are used to support group work and communication • Technologies suitable for supporting the delivery of clinical care are used in learning in simulation settings and in clinical practice • On line submission of work and use of technologies such as Turnitin, are encouraged to develop self-assessment skills • Engaging with on line learning resources such as virtual skills, safe medicate and the "virtual family " • 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 • Big data
Active citizenship	• Group activities (e.g. action learning sets, 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.

Student contact time

Student time is divided (as per professional guidelines) 50:50 between theory and practice hours

Practice includes all time spent in direct patient care activities plus up to 300 hours of practice simulation over the period of the programme.

Theory hours include all learning in non-practice settings and include face to face teaching plus individual and group virtual and non-virtual led student activities. A typical distribution of hours per single module would be 20-30 hours face to face, plus 20 hours of virtual individual and group activities, plus 100 hours of other independent study.

Comprehensive details of module teaching, learning and assessment will be provided in the programme and module handbooks.

5.2 Assessment regulations
The programme conforms to the University Regulations for Postgraduate Taught Progammes
and
The programme conforms to the University Regulations except for the following approved variation:
In respect of nursing and midwifery, no Education in Nursing Practice module may be failed ***more than once*** on practice competencies and a student ***may not fail more than one*** such module.

•   Failure of an Education in Nursing Practice module not on competencies will be subject to the usual University rules concerning retake attempts.

•   Failure of an Education in Nursing Practice module is equivalent to failing both the first attempt and a resit attempt (if this is offered) of practice competencies.

Updated December 2017

• If a student fails the retake of a failed Education in Nursing Practice 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 Subject Exam Committee then 29% will be awarded and the module will be failed.

'No practice based module may be failed more than once and a student may not fail more than one such module. A student who does so will be required to withdraw from the course.'

16. SECTION 6: ADMISSION TO THE PROGRAMME

17. 6.1 ENTRY REQUIREMENTS

Prior qualifications necessary for entry to the programme, including English language requirements can be found online.

NON ACADEMIC ESSENTIAL
One recent references, preferably academic
Successful outcome in the selection process, to include an individual interview
Occupational Health clearance
~~Eligibility for NHS Funding~~
DBS clearance
NON ACADEMIC DESIRABLE
Experience of paid or voluntary work within a health care environment or relevant to chosen field
Evidence of transferable skills related to the profession (e.g. communication skills, care skills)
Understanding of and commitment to the profession

18. 6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Enhanced DBS is required for all students on the nursing programme. Student will be advised of the process for DBS checking once confirmation of acceptance of an offer has been made.

Offers to students who do not achieve satisfactory DBS clearance will be withdrawn.

19. SECTION 7: PREPARATION FOR EMPLOYMENT

- Induction Programme - students are provided with activities during induction week and the first semester of the programme to provide an introduction to the University and their programme including practice preparation and learning. This includes support roles, resources and support mechanisms available to learners on site and within their programme and wider University.
- Programme Handbooks – the programme handbook provides an overall perspective of the programme including information regarding course structure, teaching and learning, assessment and regulations.
- Module handbook – provides clear contact information, module learning outcomes and assessment details
- Subject Co-ordinators, Academic Advisors and Link lecturers provide consistent support for students throughout the programme in relation to pastoral, academic and practice learning support.
- Practice learning support is provided through the Practice Education Unit, mentors and link lecturers.
- Central support services include student services such as Upgrade, Student Disability Services, Student Finance, Student Accommodation, Counselling and Careers services
- Study skills development /support are incorporated into modules and available form library staff and Upgrade.

    Post-Graduates in 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. Career pathways for Children's Nursing graduates are diverse, and continue to expand in number and scope. Whilst most newly qualified graduates are employed as Band 5 staff nurses in clinical nursing roles in acute or community settings, there is considerable scope for career progression in advanced and specialist clinical nursing, management, research or a combination of these. The majority of graduates have their first job at the Children's Hospital (part of the Oxford University Hospital Trust), where children and young people with a wide range of health needs are cared for. However, some graduates also successfully secure jobs in community and acute settings across the country. Post-Graduates may work in the UK or overseas subject to local registration requirements being met.

This programme has 50% of learning activity situated in clinical practice with local Trusts and other health care providers, who work in partnership with Oxford Brookes in the design and delivery of the programme. Specialist lecturers, service users and carers are an integral part of the programme delivery and development.