

Overview

Programme Code	35553
Programme Title	Nursing with Registered Nurse Status (Child)
Awarding Institution	Liverpool John Moores University
Programme Type	Degree
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	Heather Kirby
Link Tutor(s)	

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Science with Honours - BSH	See Learning Outcomes Below

Alternate Award Names	
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External Benchmarks

Subject Benchmark Statement	
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Accreditation

Programme Accredited by

PSRB Name	Type of Accreditation	Valid From Date	Valid To Date	Additional Notes

Nursing and Midwifery Council (NMC)	Recognised by the Nursing and Midwifery Council (NMC) for the purpose of registration as a qualified nurse (child).		
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Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	January	LJMU Taught	3 Years
Full-Time, Face to Face	September	LJMU Taught	3 Years

Aims and Outcomes

Educational Aims of the Programme

The programme aims to provide a professional education which takes account of all the relevant professional and academic benchmarks and produces a Registered Nurse (Child) who is compassionate, proficient, and confident whilst enabling them to be able to deliver care in a range of clinical environments. They will be able to practice safely and effectively. This will occur through an education that will: ensure that students can demonstrate they have the required proficiencies for registration; provide students with the underpinning knowledge and skills in health promotion, protection and prevention of ill health; ensure that students will have the underpinning knowledge and skills to assess and initiate person-centred plans of care; equip students with the underpinning knowledge and skills required for their role in providing and evaluating person-centred care; equip students with the underpinning knowledge and skills required for their role in leading and managing nursing care and working effectively as part of an interdisciplinary team; provide students with the underpinning knowledge and skills required for their role in contributing to risk monitoring and quality of care improvement agendas; equip students with the underpinning knowledge and skills required for their role in coordinating and leading and managing the complex needs of people across organisations and settings. Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education in Healthcare Studies A student who is eligible for this award will be able to: Demonstrate that they have achieved the required standard of proficiency for progression point 1. Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education in Healthcare Studies A student who is eligible for this award will be able to: Demonstrate that they have achieved the required standard of proficiency for progression point 2.

Learning Outcomes

Code	Description
PLO1	Practice in accordance with the NMC Code of Professional Conduct
PLO2	Demonstrate the ability to identify ones own learning needs and utilise a personal development plan (PDP) to meet individual goals.
PLO3	Critically appraise research findings and evidence to inform strategies that promote health and the delivery of nursing care to children.
PLO4	Promote partnership-working through skilful team, inter-professional and multi-agency collaboration.

Code	Description
PLO5	Develop and document care to achieve optimal health and rehabilitation across the lifespan for people with complex needs.
PLO6	Adapt to changing health needs and make decisions which are ethically sound and based on best available evidence.
PLO7	Demonstrate a fundamental understanding of pharmacology, pharmacokinetics, and pharmacodynamics as applied to a range of conditions.
PLO8	Collect, interpret and communicate data to identify risk and ensure patient safety.
PLO9	Apply the concepts and principles of integrated working in the health care context.
PLO10	Develop team working and emerging leadership skills.
PLO11	Reflect on one's own practice to improve performance.
PLO12	Critically examine legal, ethical, cultural, professional and political issues underpinning health needs and child nursing practice.
PLO13	Demonstrate effective communication through written and verbal methods in a coherent manner.
PLO14	Evaluate risk management strategies that promote a safe and therapeutic environment.
PLO15	Contribute with confidence comprehensive and systematic approaches to assess, plan, implement and evaluate care.
PLO16	Evaluate nursing care to children in partnership with patients/service-users and/or their carers.
PLO17	Demonstrate appropriate leadership, communication, support and direction to team members in delivering efficient quality care.
PLO18	Critically appraise ones own leadership skills and their application within the contemporary health and social care context.
PLO19	Identify and appraise learning, teaching and assessment strategies as applied to a variety of contexts.
PLO20	Interpret data required for safe and accountable practice.
PLO21	Apply knowledge to situations demonstrating sound judgement in decision making.
PLO22	Identify the parameters of practice and work within own sphere of competence.
PLO23	Critically examine the biological, psychological, social and pharmacological element of child nursing care across the lifespan.
PLO24	Demonstrate personal resilience.
PLO25	Effectively utilise literacy, numeracy and information technology skills.
PLO26	Identify and act on risks to safeguard vulnerable people.
PLO27	Demonstrate an understanding of the concept of human factors and its application to the role of the student nurse in safety and quality care.

Code	Description
PLO28	Accurately undertake the calculation of medicines, their safe handling, and administration and documentation within the recognised sphere of responsibility.
PLO29	Support patients to provide self-care to optimise their health and well-being in a range of settings.
PLO30	Demonstrate proficiency in the delivery of person centred care across a diverse range of client groups.

Programme Structure

Programme Structure Description

Validated alternative exit awards are: 120 credits at level 4 Certificate of Higher Education in Healthcare Studies. 120 credits at level 4 and 120 credits at level 5 Diploma of Higher Education in Healthcare Studies. Students must achieve 2300 hours theory and 2300 hours practice by the end of the programme, this cannot be achieved any earlier than a minimum of 3 years. Completion of Programme Students on the programme will be deemed to have completed the programme when they have achieved 120 credits at Level 4, Level 5 and Level 6, and completed the required number of theory and practice hours. Students must complete a declaration at four points in the programme, which are; at the start of level 4, level 5, level 6 and at the end of the programme. LJMU will then complete confirmation of eligibility for the NMC Register and students are then able to enter the register. Students must register their qualification with the NMC within 5 years of the award. CHILD FIELD 09.19 1st year = 4001APRN, 4002PRN, 4003PRN, 4004PRN, 4005PRNCH, 5003PRN. 2nd year = 4101BNRS, 5101ANRSCH, 5101BNRSCH, 5102NRS, 5104NRS, 5105NRSCH. 3rd year = 6101NRSCH, 6102NRSCH, 6103NRSCH, 6104NRS, 6105NRSCH. 09.20 1st year = 4101ANRS, 4101BNRS, 4102NRS, 4103NRS, 4104NRS, 4105NRSCH. 2nd year = 5101NRSCH, 5102NRS, 5103NRS, 5104NRS, 5105NRSCH. 3rd year = 6101NRSCH, 6102NRSCH, 6103NRSCH, 6104NRS, 6105NRSCH. 01.21 1st year = 4101ANRS, 4101BNRS, 4102NRS, 4103NRS, 4104NRS, 4105NRSCH. 2nd year = 5101NRSCH, 5102NRS, 5103NRS, 5104NRS, 5105NRSCH. 3rd year = 6101NRSCH, 6102NRSCH, 6103NRSCH, 6104NRS, 6105NRSCH. Students beginning the programme prior to September 2019 will remain on the previous validated versions of the modules on their programme unless going on a leave of absence / being awarded Final Module Attempts by the Board of Examiners, which may require that they move to the new programme version.

Programme Structure - 360 credit points	
Level 4 - 120 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4101NRS Introduction to Practice Approved 2022.01 - 40 credit points	
[MODULE] 4102NRS Inequalities and Public Health Approved 2022.01 - 20 credit points	
[MODULE] 4103NRS Biosciences in Nursing Practice Approved 2022.02 - 20 credit points	
[MODULE] 4104NRS Introduction to Evidence Based Nursing Practice Approved 2022.02 - 20 credit points	
[MODULE] 4105NRSCH Partnership and Policy for Person Centred Care in Child Nursing Approved 2022.01 - 20 credit points	
Level 5 - 120 credit points	
Level 5 Core - 120 credit points	CORE
[MODULE] 5101NRSCH Developing Practice for Child Nursing Approved 2022.01 - 40 credit points	
[MODULE] 5102NRS Behaviour Change to Prevent Ill Health Approved 2022.02 - 20 credit points	
[MODULE] 5103NRS Pathophysiology, Pharmacology in Nursing Care Approved 2022.01 - 20 credit points	
[MODULE] 5104NRS Evidence and Evaluation in the Development of Nursing Practice Approved 2022.01 - 20 credit points	
[MODULE] 5105NRSCH Partnership Working and Care Co-ordination in Child Nursing Approved 2022.01 - 20 credit points	
Level 6 - 120 credit points	
Level 6 Core - 120 credit points	CORE
[MODULE] 6101NRSCH The Proficient Child Nurse Approved 2022.01 - 40 credit points	
[MODULE] 6102NRSCH Globalisation, Health and Healthcare for Child Nursing Approved 2022.01 - 20 credit points	
[MODULE] 6103NRSCH Co-ordinating Safe, Quality Children's Care Approved 2022.02 - 20 credit points	

[MODULE] 6104NRS Leadership, Management and Supervision Approved 2022.02 - 20 credit points

[MODULE] 6105NRSCH Professional Practice and Coordinating Complex Care in Child Nursing Approved 2022.02 - 20 credit points

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

Approved variance from Academic Framework Regulations

Variance

The following variances are approved 1) Students will not be expected to complete the self-awareness statement. (Approved 20/12/19) 2) There are 2 x 26 Week semesters per year. (Approved 20/12/19) 3) Students will not be offered a semester long or yearlong study abroad opportunity. (Approved 20/12/19) 4) Semester 1 boards of examiners will consider all modules and set in-year referral for semester 1 practice modules. (Approved 20/12/19) 5) Students will not be allowed to progress on their programme of study if they have been judged not to have met professional standards of conduct. (Approved 20/12/19) 6) Students cannot be given a third attempt (either an Exceptional Second Referral or Final Module Attempt) for the following modules within the programme, 4101ANRS, 4101BNRS, 4101NRS, 5101ANRSCH, 5101BNRSCH, 5101NSRCH, 6101ANRSCH, 6101BNRSCH and 6101NRSCH. Students failing these modules at the second attempt will not be allowed to continue on the programme. (Approved 26/03/20 and amendment reapproved on 07/06/21) 7) Students beginning the programme in Sep 19 will take the following modules in the first year 4001APRN, 4002PRN, 4003PRN, 4004PRN, 4005PRNCH, 5003PRN. Students will take the following modules in year 2 4001BPRN, 5001APRNCH, 5001BPRNCH, 5002PRN, 5004PRNCH, 5005PRNCH. Progression and any eligibility for ESR/FMA's will be determined by the Board of Examiners using the 120 credits attempted during the academic year, rather than at level completion. (Approved 07/04/20) 8) The classification awarded would be worked out using 80 credits marks awarded at level 5 and 80 credits marks awarded at level 6. (Approved 20/11/20) 9) The numeracy component in 6103NRSCH must be passed at 100%. Students not achieving 100% in this component will fail the module. (Approved 20/11/20) 10) One 40 credit practice module per academic level. (Approved 05/04/21)

Teaching, Learning and Assessment

The learner is encouraged to undertake independent study both to supplement and consolidate their learning, and to broaden their knowledge and understanding of the subject. Further support is provided by the Library. Intellectual skills are developed through the programme by the methods and strategies outlined below. Analysis, problem solving and reflection skills are further developed through role-play, tutorials, simulation work and practice placement experiences. The programme utilises a variety of teaching and learning approaches that are designed to motivate and inspire students. These include, but are not exhaustive to; Lectures Seminars Tutorials Work based learning OCSE Practical The programme incorporates a blended learning approach where learning is facilitated through a range of teaching activities, and supplemented by access to information and out-of-class interaction via the University's Virtual Learning Environment. Tutors exploit resources and techniques to encourage student engagement and interaction, for example through the use of electronic classroom voting systems, simulated learning, small group work and discussion. Practical skills are developed through the programme by a combination of experience in the practice setting, simulated practice sessions, skills practice, reflection sessions, seminar and scenario-based presentations, individual and small group tutorials, discussion groups, lectures, workshops, learning packages and computer assisted learning. Practical skills are assessed in practice placements by means of achievement of module learning outcomes for practice, contained in the Practice Assessment Documentation (PAD). This approach is complemented by the use of OSCEs and scenario based tasks and case studies. Practice simulation opportunities are also provided in the skills laboratories. Testing the development of intellectual skills is managed through a combination of assessments that include examinations in the form of multiple choice questions and scenario based short answer questions, assessed in-course assessments in the form of reports, essay assignments, practice assessments, project work, reflective accounts and presentations. The programme assessment strategy utilises a wide range of assessment methods to ensure that students are able to demonstrate their skills and knowledge related the module learning outcomes. These include, but are not exhaustive to; Essays Case Studies Reflective accounts Practice Assessment Documentation (PAD) Examinations Simulated Practice Each module contains both summative and formative assessment tasks to enable students to develop their skills and receive feedback throughout the module. Assessment activities reflect the professional culture and needs of the nursing profession. Hence there is a strong reliance on methods that relate to reflexivity, evidence-based practice and consideration of 'real-life' situations. Assessment tasks are varied and scheduled across the calendar year. Students are encouraged to regard assessments as a part of a dialogue between themselves and their tutors that will inform their academic development which will allow students to identify their own strategic learning needs. The Faculty is committed to enabling students to achieve their maximum potential by embedding inclusive and accessible assessments.

Opportunities for work related learning

Work based learning accounts for 50% of the learning on this programme which totals 2300 hours. Students will have the opportunity to work on practical placements across a wide range of settings both inside and outside hospitals and in both the NHS and Independent Sector. Students will undertake clinical placements in a variety of settings, to ensure that they meet the NMC requirements, in addition to this students will all undertake one formative simulated placement per year. All placements are mandatory. There are proficiencies associated with the programme and achievement of these will be supported by a nationally agreed Practice Assessment Document, Practice Assessors and Practice Supervisors. To support students during a placement experience a named Practice Supervisor/and Practice Assessor will be allocated. Practice Supervisors Students will be allocated to a Practice Supervisor or team of Practice Supervisors on each placement. This person will teach and support students on placement. A Practice Supervisor has an important role in supporting and guiding students through their learning taking into account any reasonable adjustment required. Practice Supervisor(s) will give feedback on progress in achieving assessment requirements and proficiencies. There will be occasions when non-registered professionals will support your learning and provide feedback to your Practice Supervisor and Practice Assessor. Practice Assessor Every student will also have an Academic Assessor who will liaise with the Practice Assessor to confirm proficiency at essential assessment periods. The Practice Assessor will assess and complete the relevant documentation. It is expected that students will work with appropriate Practice Supervisor each shift and the Practice Assessor will need to observe students as well as take feedback from any Practice Supervisor they work with. Practice Assessor's will also undertake mandatory clinical assessments each year these relate to students conduct, medication administration and the delivery of an episode of care. A Practice Supervisor/Practice Assessor is a suitably prepared professional trained to support students in practice that meets NMC requirements such as a Registered Nurse. All placements are subject to annual audits and are overseen by the Placement Learning Support Unit. There may be opportunities for international visits as part of the programme, through formative placements.

Entry Requirements

Type	Description
Alternative qualifications considered	Recognition of Prior Learning If applicants can demonstrate that they have already achieved learning equivalent to a module or modules, or a level of study, in the programme you are considering applying for at LJMU they may be eligible to be awarded credit for this learning or to have credit transferred from another UK institution. This would mean that those modules would not have to be studied at LJMU. Credits may be awarded for learning already undertaken in the University or elsewhere for which you have received qualifications or certificates. This is called credit transfer or the Recognition of Prior Learning (RPL). You may also submit a claim for recognition of unaccredited prior learning (RP(E)L). This may be for work you have accomplished in a professional, paid or voluntary capacity. This has to be submitted via an RPL form with supporting evidence. For more details on how to apply for Recognition of Prior Learning, please contact the faculty admission. Applicants, including Registered Nurses, can apply for RPL up to a maximum of 50% of the credits of the programme. All theory and practice elements must be met for the credit claimed. Each claim will be examined on an individual basis in line with University Regulations and NMC Requirements.
International Baccalaureate	International Baccalaureate: Acceptable on its own and combined with other qualifications

A levels	<p>Minimum points required from qualifications 120 A level A minimum of 120 UCAS points from at least 3 A levels. General Studies is accepted. AS Level points are not accepted. GCSE requirements Prior to application applicants must have obtained GCSE English Language and Mathematics grade 4 or C or above Extended Diploma: acceptable on its own Grades / subjects required: grade DDM in Health and Social Care We will accept the new Cache Level 3 Extended Diploma in Health and Social Care grade B or above, or in combination with other relevant qualifications. Application and selection We shortlist applicants based on current qualifications, predicted grades, references and personal statement. We are looking for evidence of voluntary, paid or life experiences of caring for Child patients. Additionally, applicants should demonstrate a clear commitment to Child Nursing. Above all, we want students who are committed to providing the best possible treatment and support to those in their care, with a strong desire to continually develop and improve their skills as a Child Nurse and nursing practice as a whole. Applicants will need excellent communication skills, good time management skills, a willingness to work flexible shift patterns and long hours. Applicants will have an ability to combine academic study, clinical work and family/social life, and a strong commitment to study and work. Other Information: Satisfactory Medical Clearance/Examination including Enhanced DBS check will need to be completed. In addition, applicants will have to follow Faculty procedures for declaring any convictions after interview. Convictions or pending actions will be considered at the Faculty Criminal Convictions panel. The panel considerations include the type of offence, age when committed and time expired since. This process is entirely confidential. All offers made to candidates for pre-registration programmes are via UCAS. LJMU is required to transfer data to third party professional organisations as required to complete a professional award.</p>
BTECs	<p>BTEC certificate: Not accepted 90 credit diploma: Acceptable only when combined with other qualifications Diploma (QCF): Acceptable on its own and combined with other qualifications Diploma subjects / grades required: D*D* if studied on its own or to the total of 120 UCAS points if combined with other qualifications Extended Diploma (QCF): Acceptable on its own (in a relevant subject area) and combined with other qualifications Extended Diploma subjects / grades required: DDM in a relevant subject area is required if no other level 3 qualifications are taken</p>
Other international requirements	<p>Applicants whose First Language is not English Where English is not an applicant's first language and at least GCSE Level English (with a Grade of C or above) has not been achieved in the UK, International English Language Testing System (IELTS) is required. The programme will apply the NMC requirements for overseas applicants to the register i.e. where the scores are at least 7.0 in the listening and reading sections and at least 7.0 in the writing and speaking sections and where the overall average score is 7.0.</p>

Extra Entry Requirements