

Nursing with Registered Nurse Status (Child)

Programme Information

2022.01, Approved

Overview

Programme Code	36560
Programme Title	Nursing with Registered Nurse Status (Child)
Awarding Institution	Liverpool John Moores University
Programme Type	Masters

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Science - MS	N/A

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).			

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Full-Time, Face to Face	September	LJMU Taught	2 Years

Aims and Outcomes

Educational Aims of the Programme	<p>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 assesses 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 - Postgraduate 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 - Postgraduate 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.</p>
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Learning Outcomes

Code	Number	Description
PLO1	1	Practice in accordance with the Code of Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates.
PLO2	2	Demonstrate the ability to identify ones own learning needs and utilise a personal development plan (PDP) to meet individual goals.
PLO3	3	Critically appraise and synthesise research findings and evidence to inform strategies that promote health and the delivery of nursing care to children and young people.
PLO4	4	Promote partnership-working through skilful team, inter-professional and multi-agency collaboration.

PLO5	5	Develop and document care to achieve optimal health and rehabilitation across the lifespan for people with complex needs.
PLO6	6	Adapt to changing health needs and make decisions which are ethically sound and based on best available evidence.
PLO7	7	Demonstrate a fundamental understanding of pharmacology, pharmacokinetics, and pharmacodynamics as applied to a range of conditions.
PLO8	8	Collect, interpret, synthesise and communicate data to identify risk and ensure patient safety.
PLO9	9	Apply the concepts and principles of integrated working in the health care context.
PLO10	10	Develop team working and emerging leadership skills.
PLO11	11	Reflect on one's own practice to improve performance demonstrating critical self-awareness.
PLO12	12	Critically examine legal, ethical, cultural, professional and political issues underpinning health needs and child nursing practice.
PLO13	13	Demonstrate effective communication through written and verbal methods in a coherent manner.
PLO14	14	Critically appraise risk management strategies that promote a safe and therapeutic environment.
PLO15	15	Contribute with confidence comprehensive and systematic approaches to assess, plan, implement and evaluate care.
PLO16	16	Critically evaluate nursing care to children and young people in partnership with patients/service-users and/or their carers.
PLO17	17	Demonstrate appropriate leadership, communication, support and direction to team members in delivering efficient quality care.
PLO18	18	Critically appraise ones own leadership skills and their application within the contemporary health and social care context.
PLO19	19	Identify and critically appraise learning, teaching and assessment strategies as applied to a variety of contexts.
PLO20	20	Critically appraise and synthesise data required for safe and accountable practice.
PLO21	21	Apply knowledge to situations demonstrating sound judgement in decision making.
PLO22	22	Identify the parameters of practice and work within own sphere of competence.
PLO23	23	Critically examine the biological, psychological, social and pharmacological element of adult nursing care across the lifespan.
PLO24	24	Demonstrate personal resilience.
PLO25	25	Effectively utilise literacy, numeracy and information technology skills.
PLO26	26	Identify and act on risks to safeguard vulnerable people.
PLO27	27	Demonstrate an understanding of the concept of human factors and its application to the role of the student nurse in safety and quality care.
PLO28	28	Accurately undertake the calculation of medicines, their safe handling, and administration and documentation within the recognised sphere of responsibility.
PLO29	29	Support patients to provide self-care to optimise their health and well-being in a range of settings.
PLO30	30	Demonstrate proficiency in the delivery of person centred care across a diverse range of client groups.

Course Structure

Programme Structure Description	<p>This programme is Full-Time: 2 years (+1 year RPL) NB: the Nursing and Midwifery Council (NMC, 2018a) stipulates that the programme can be no less than three years or 4,600 hours in length. Validated alternative exit awards are: 60 credits at level 7 Postgraduate Certificate of Higher Education in Healthcare Studies. 120 credits at level 7 Postgraduate 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 180 credits at Level 7, and completed the required number of theory and practice hours. Students must complete a declaration at three points in the programme, which are; at the start of the programme, the start of year 2 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. 7004NRS constitutes the research methods module which must be passed before the dissertation can be submitted.</p>
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Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 180 credit points	CORE
[MODULE] 7001NRS Introduction to Practice 1 Approved 2022.01 - 20 credit points	
[MODULE] 7002NRS Promoting health and preventing ill health through evidence based practice Approved 2022.01 - 20 credit points	
[MODULE] 7003NRSCH Developing practice for Child Nursing 1 Approved 2022.01 - 20 credit points	
[MODULE] 7004NRS Evidence and Evaluation in the Development of Nursing Practice Approved 2022.01 - 20 credit points	
[MODULE] 7006NRS Dissertation Approved 2022.01 - 30 credit points	
[MODULE] 7007NRSCH Co-ordinating Safe, Quality Children's Care Approved 2022.01 - 10 credit points	
[MODULE] 7009NRS Leadership, Management and Supervision Approved 2022.01 - 20 credit points	
[MODULE] 7010NRSCH Emerging practice in Child Nursing Approved 2022.01 - 40 credit points	
Level 7 Optional - No credit points	OPTIONAL

Approved variance from Academic Framework Regulations

Variance

The following variances were approved on the 30/11/20 2 x 26 Week semesters per year. Semester 1 boards of examiners will consider all modules and set in-year referral for semester 1 practice modules. 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. Students cannot be given a third attempt (either an Exceptional Second Referral or Final Module Attempt) for the following modules within the programme, 7001NRS, 7003NRSAD/CH/MH and 7010NRSAD/CH/MH. Students failing these modules at the second attempt will not be allowed to continue on the programme, and this will lead to immediate discontinuation following the board of examiners. The numeracy component in 7007NRSAD/CH/MH must be passed at 100%. Students not achieving 100% in this component will fail the module. A 30 credit dissertation module. The following variances were approved on the 13/12/21 A 40 credit practice module in the second year of the programme.

Teaching, Learning and Assessment

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. During the development, implementation and continual evaluation of the programme, service user and carer involvement remains a critical aspect and thread. Students on this programme will have a clear appreciation for the involvement of service users and carers when being taught, through their learning journey and the assessments that they undertake. Service user and carer involvement is a strong thread within this programme, and the students will have the opportunity to meet with service users and carers not only in clinical practice but also whilst undertaking their study at university. Service users and carers are involved from t

Opportunities for work related learning

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Work based learning accounts for 50% of the learning on this programme. 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. 50% of the programme is allocated to practice learning and this equates to a maximum of 1530 hours. Nursing students are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the student's field of practice. Practice supervision enables students to learn and safely achieve proficiency and autonomy in their professional role. All NMC registered nurses, midwives and nursing associates are capable of supervising students, serving as role models for safe and effective practice. Students may be supervised by other registered health and social care professionals. All students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the education programme, the academic assessor is a member of the academic programme team who collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme. 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 admissions team. 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.

A levels	<p>The MSc Child Nursing programme recognises that prior learning and experience is integral to the student's learning. Applicants must be able to demonstrate a minimum of 770 hours healthcare experience (approximately six months full-time work). All applicants are required to make a RPL claim to demonstrate how their previous care experience and graduate studies have equipped them to undertake an accelerated nursing programme RPL to the MSc nursing programme will be a minimum 770 hours practice and 770 hours theory= 1540 hours. A first honours degree (normally 2:2 or above) in any subject English Language and Maths GCSE at grade A* - C Numerical grading is 4-9 (discuss with admissions team if you have equivalent qualifications) Any overseas qualifications should be equivalent to UK qualifications which meet our entry requirements. If you have completed your degree outside the UK, we will require a clear copy of your degree documentation to ensure NARIC comparability. Please note that all applicants who are invited to interview will be required to present their original degree documentation. Applicants must be able to demonstrate a minimum of 770 hours healthcare experience (approximately six months full-time work). All applicants must be of good health and good character. All applicants selected at interview will have a Disclosure and Barring (DBS) check as well as Occupational Health Clearance.</p>
Other international requirements	<p>Where English is not an applicants 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>

Programme Contacts

Programme Leader

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