

# PROGRAMME SPECIFICATION

---

## Bachelor of Science with Honours in Specialist Practitioner Community Children's Nursing

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>JACS Code</b>	B700
<b>Programme Duration</b>	Full-Time: 1 Year, Part-Time: 2 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	The programme has been benchmarked against the following documents: Standards for specialist education and practice (NMC 2001) NSF for Children Young People and Maternity Services (DH 2004) National Occupational Standards for work with parents (2008) The Queen's Nursing Institute and The Queen's Nursing Institute Scotland Voluntary Standards for Community Children's Nurse Education and Practice (2018)
<b>Programme accredited by</b>	Nursing and Midwifery Council
<b>Description of accreditation</b>	<a href="http://www.nmc-uk.org/Approved-Programmes/">http://www.nmc-uk.org/Approved-Programmes/</a>
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours in Specialist Practitioner Community Children's Nursing
<b>Programme Leader</b>	Caroline Boyle

## Educational aims of the programme

In partnership with practice and community stakeholders, the BSc Hons level the programme aims to provide:

A contemporary approach to the development of the Specialist Practitioner in Community Children's Nursing who will be fit for practice, fit for purpose, fit for award and fit for professional standing.

Academic rigour that meets the requirements of: LJMU; the Nursing and Midwifery Council; the Quality Assurance Agency; and the National Standards for Specialist Practice in Community Children's Nursing

The resources, skills, knowledge and evidence base to change their practice by transferring their existing professional knowledge, skills attitudes and values to the community context; develop their role through working in partnership with children, young people, parents and other professionals, agencies and stakeholders; enable them to work as a Specialist Practitioner in Community Children's Nursing who is a member/leader of a multi-disciplinary/multi-agency team; work from a health and well-being -focused perspective recognising health as a positive resource and life-long process.

The opportunity to achieve competencies in relation to the search for and stimulation of awareness of health needs, influencing policies affecting health and facilitating health enhancing activities.

The opportunity to develop the knowledge and understanding they will require to enable them to meet the needs of neo-nates, children, young people and families at, or closer to home; this will include children and young people who have acute health care needs as well as those with long term conditions, disabilities or palliative care needs.

An appreciation of the importance of effective discharge planning to support the provision of seamless care between hospital and home.

An understanding of life-course transitions and the additional support children and young people with continuing care needs will require during their journey from birth to young adulthood and transitions between services.

An understanding of their roles and responsibilities in safeguarding children and young people and promoting their mental health and well-being. Opportunity to develop the ability to use a continuum of public health practice within their role.

An awareness of the importance of addressing health inequalities through the re-orientation of existing services and the planning and provision of new ones.

Practice experiences that are relevant, underpinned by the philosophy of the programme and enable the student to develop clinical effectiveness and deliver high quality health care.

Opportunities to meet the competencies of the offered Specialist Practitioner in Community Children's Nursing fields of practice.

A dynamic and high quality educational experience relevant to the Specialist Practitioner in Community Children's Nursing.

Opportunities to work in a critical, analytical and reflective manner and to provide them with the opportunity to acquire life-long learning skills.

Graduate skills and knowledge to lead, innovate and contribute to the evidence base of practice.

Opportunities to develop their leadership qualities and abilities in a range of complex settings and contexts. Cognitive and practical abilities to continue to develop a level of critical and strategic thinking, which can be communicated to others in order to enable them to work successfully with uncertainty.

Skills and expertise necessary to develop as inspirational role models and mentors of other practitioners seeking to achieve higher levels of competency in Community Children's Nursing as well as agents of change in the development of Community Children's Nursing Services.

## **Target award Learning Outcomes - Bachelor of Science with Honours**

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Critically examine the role and responsibilities of the Specialist Practitioner :Community Children's Nursing
2. Analyse the public health agenda in the context of community care
3. Analyse and interpret data and information sources
4. Use research methods critically
5. Critically examine the health and social policy agenda underpinning the role of the Community Children's Nursing
6. Critically examine leadership and management theory and its application in practice
7. Critically examine the role of the multi-professional team and multi-agency working
8. Recognise the value of working with other professionals, agencies and stakeholders to deliver, develop and enhance services for children, young people and families.
9. Critically examine the principles and practice of nurse prescribing (for eligible students)
10. Analyse and interpret the legal and ethical frameworks in which the Specialist Practitioner: Community Children's Nursing works.
11. Critically analyse and evaluate
12. Interpret data and apply these to make strategic choices to influence policy and processes
13. Use diagnostic skills, problem solving and clinical judgement
14. Demonstrate and exercise independence of mind and thought
15. Make decisions in uncertain and complex situations
16. Anticipate and predict potential critical incidents
17. Demonstrate an understanding of political influences on practice documents
18. Critically appraise research documents
19. Demonstrate competence in the role of the Specialist Practitioner: Community Children's Nursing
20. Retrieve, sift and select information from a variety of sources and apply findings to their area of practice
21. Apply concepts and principles of leadership
22. Effectively deliver and manage care to meet the needs of all children, young people and families at or closer to home; this will include neonates, children with long term conditions and disabilities, and children requiring palliative or end of life care.
23. Demonstrate sound clinical judgement and decision making skills, including paediatric clinical examination and recognition of acute and minor illnesses in children and young people.
24. Demonstrate skills in change management and development of practice, including influencing skills; working with stakeholders and developing a case for service development.

25. Enable children, young people and families to participate in the evaluation and development of services.
26. Lead a team working in collaboration with multi-professional and multi-agency colleagues
27. Work in partnership with carers and service users to plan for discharge from hospital, provide holistic and appropriate care at home and support the life-course transitions of children and young people.
28. Follow policy and procedures relating to safeguarding the health, well-being and development of children and young people and the protection of vulnerable adults.
29. Demonstrate safety and competence in nurse prescribing (for eligible students).
30. Communicate ideas effectively using a variety of media
31. Manage time and work to deadlines
32. Participate constructively in groups
33. Work independently and be self-reliant
34. Find information and use information technology
35. Apply principles of numeracy

## Teaching, Learning and Assessment

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

Practice Assessment; Essays; Community Health Needs Assessment; OSCEs; Exams ; Research Proposal ; Transition or Discharge Plan and Presentation; Case Study ; Service Development Project

Interactive lectures and presentation, including video, practice related activities, informal quizzes, tutorials, seminars, group exercises, enquiry based learning techniques, learning through practice, simulation, Canvas and email, self directed study, use of reflective diary.

## Programme structure - programme rules and modules

The programme for this award is delivered at level 6 (undergraduate). The programme is offered as full-time (40 weeks) or part-time (80 weeks) unless the student is undertaking the optional V300 Independent and Supplementary Non-Medical Prescribing when it will be 52 weeks full-time (or 104 weeks part-time). The course is 50% theory and 50% practice.

The Practice Evidence Tool (PET) provides the underpinning framework for students to demonstrate competence for the duration of the programme. The PET structures learning in practice and provides the opportunity to identify practice learning opportunities which will meet the agreed NMC competences. The PET must be passed in order to complete the full programme and achieve the recordable NMC qualification.

In addition to the 120 credits at level 4 and 120 credits at level 5 required to enter the programme, students may be awarded up to 40 credits RP(EL) at level 6.

Students who wish to undertake V300 Independent and Supplementary Non-Medical Prescribing, as part of their Specialist Practitioner Community Children's Nurse BSc Hons Programme must have at least one years' post registration experience. Students wishing to undertake this module must also be deemed competent by, and obtain permission from their employer.

Successful completion of V300 Independent and Supplementary Non-Medical Prescribing, will enable the student to exit with the V300 Independent and Supplementary Non-Medical Prescribing qualification, recordable with the Nursing and Midwifery Council. The V300 qualification must be recorded within 12 months of completing the programme of study.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6021HEAL Paediatric Clinical Examination and Minor Illness (20 credits) 6102PCCOMM LEADERSHIP FOR SPECIALIST PRACTICE (20 credits) 6147PCCOMM Research for Specialist Practice (20 credits) 6155PCCOMM Contemporary Issues in Community Children's Nursing Part 1 (20 credits)	6100NPAPP INDEPENDENT AND SUPPLEMENTARY PRESCRIBING (20 credits) 6146PCCOMM Negotiated Work Based Learning for Specialist Practice (20 credits) 6152PCCOMM Contemporary Issues in Community Children's Nursing Part 2 (20 credits) 6154PCCOMM Contemporary Issues in Community Children's Nursing Part	80 core credits at level 6 40 option credits at level 6

	2 with V100 Nurse Prescribing (20 credits)	
--	--	--

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

A variance has been approved for 6100NPAPP that all components of the module must be passed including those contained within the practice competency. The examination element (weighted at 40%) has a pass mark of 80%. The numeracy assessment (written examination) within the practice / competency element has a pass mark of 100%

## Opportunities for work-related learning ( location and nature of activities)

Students will spend 50% of the programme in practice within the sponsoring/seconding NHS organisation. They will have an identified Practice Assessor/Practice Supervisor who will support and assist the student to meet their learning needs, and who will assess competency.

Students are supernumerary during their practice placement.

## Criteria for admission

### Other

120 credits at level 4 (usually demonstrated by current registration with NMC)

120 credits at level 5 either through study or RPEL, against this programmes stated level 5 learning outcomes (see below)

Or a DipHE in Nursing.

Additional requirements:

Professional Requirements

Must be an Children's nurse on the NMC Register, with a minimum of 1 years post registration experience.

Students who wish to undertake V300 during the programme must also be an Adult nurse on part one of the NMC Register, with a minimum of 1 years post registration experience.

Students must be seconded or sponsored by an NHS organisation.

Recruitment:

A co-ordinated approach to recruitment is established between the local NHS organisations and Liverpool John Moores

University.

Confirmation of satisfactory references and DBS check are also required.

In the case of RP(E)L, the applicant should demonstrate the following level learning outcomes

FHEQ Level 4:

Demonstrate knowledge of the underlying concepts and principles associated with their field within nursing/midwifery professional practice and an ability to evaluate and interpret these within the context of that area of study or practice.

Demonstrate an ability to present, evaluate and interpret an appropriate evidence base in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts within nursing practice.

Utilise different approaches to solving problems related to their area(s) of study and/or work- based practice.

Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.

Demonstrate the values, qualities, specific and transferable skills necessary for employment in their field of practice and exercise an appropriate level of personal responsibility in line with the relevant standards set out by the Nursing & Midwifery Council.

Have established a basis for further education, training and personal development planning and ability to develop new skills within a structured and managed environment.

## FHEQ Level 5

Demonstrate knowledge and critical understanding of the well-established principles of nursing / midwifery service provision.

Have developed a sound understanding of the values, principles qualities, specific and transferable skills in nursing / midwifery, and have applied them in the context of either academic or professional practice.

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

Have learned to evaluate the appropriateness of different approaches to solving problems.

Demonstrate that they have undertaken further training, developed existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

Reflect with insight on own personal, academic and professional development or practice.

Exercise personal responsibility and decision-making in line with the relevant standards set out by the Nursing & Midwifery Council.

## External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## Methods for evaluating and improving the quality and standards of teaching and learning

### Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

**Please note:**

*This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*