

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Nursing with Registered Nurse Status (Child)

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	B730
JACS Code	B730
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	HEE 2015 Raising the Bar: Shape of Caring HEE 2014 Values Based Recruitment Framework NHS England 2016 Leading Change, Adding Value NHS 2016 Compassion in Practice - Evidencing the Impact Year Three NHS 2014 Compassion in Practice - Two Years on NHS 2014 NHS Five Year Forward View NMC 2018 Standards for Student Supervision and assessment NMC 2018 Part 1: Standards framework for nursing and midwifery education NMC 2018 Part 3: Standards for pre-registration nursing programmes NMC 2018 Future nurse: Standards of proficiency for registered nurses NHS 2015 NHS Constitution QAA 2018 The UK Quality Code for Higher Education
Programme accredited by	Nursing and Midwifery Council
Description of accreditation	https://www.nmc.org.uk/education/approved-programmes/
Validated target and alternative exit awards	Bachelor of Science with Honours in Nursing with Registered Nurse Status (Child)
Programme Leader	James Evans

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 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 - 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.

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. Practice in accordance with the NMC Code of Professional Conduct
2. Critically examine legal, ethical, cultural, professional and political issues underpinning health needs and child nursing practice.
3. Critically examine the biological, psychological, social and pharmacological element of child nursing care across the lifespan.
4. Effectively utilise literacy, numeracy and information technology skills.
5. Identify and act on risks to safeguard vulnerable people.
6. Demonstrate an understanding of the concept of human factors and its application to the role of the student nurse in safety and quality care.
7. Accurately undertake the calculation of medicines, their safe handling, and administration and documentation within the recognised sphere of responsibility.
8. Support patients to provide self-care to optimise their health and well-being in a range of settings.
9. Demonstrate proficiency in the delivery of person centred care across a diverse range of client groups.
10. Demonstrate the ability to identify ones own learning needs and utilise a personal development plan (PDP) to meet individual goals.
11. Critically appraise research findings and evidence to inform strategies that promote health and the delivery of nursing care to children.
12. Promote partnership-working through skilful team, inter-professional and multi-agency collaboration.
13. Develop and document care to achieve optimal health and rehabilitation across the lifespan for people with complex needs.
14. Adapt to changing health needs and make decisions which are ethically sound and based on best available evidence.
15. Demonstrate a fundamental understanding of pharmacology, pharmacokinetics, and pharmacodynamics as applied to a range of conditions.
16. Collect, interpret and communicate data to identify risk and ensure patient safety.
17. Apply the concepts and principles of integrated working in the health care context.
18. Develop team working and emerging leadership skills.
19. Reflect on one's own practice to improve performance.
20. Demonstrate effective communication through written and verbal methods in a coherent manner.
21. Evaluate risk management strategies that promote a safe and therapeutic environment.
22. Contribute with confidence comprehensive and systematic approaches to assess, plan, implement and evaluate care.
23. Evaluate nursing care to children in partnership with patients/service-users and/or their carers.
24. Demonstrate appropriate leadership, communication, support and direction to team members in delivering efficient quality care.
25. Critically appraise ones own leadership skills and their application within the contemporary health and social care context.
26. Identify and appraise learning, teaching and assessment strategies as applied to a variety of contexts.
27. Interpret data required for safe and accountable practice.

28. Apply knowledge to situations demonstrating sound judgement in decision making.
29. Identify the parameters of practice and work within own sphere of competence.
30. Demonstrate personal resilience.

Teaching, Learning and Assessment

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

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.

Programme structure - programme rules and modules

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.

Students beginning the programme in September 2019 will take the following modules in the first year

4001APRN, 4002PRN, 4003PRN, 4004PRN, 4005PRNAD, 5003PRN.

Students beginning the programme in September 2019 will take the following modules in year 2

4101BNRS, 5101ANRSCH, 5101BNRSCH, 5102NRS, 5104NRS and 5105NRSCH.

Students beginning the programme in September 2019 will take the following modules in year 3

6101ANRSCH, 6101BNRSCH, 6102NRSCH, 6103NRSCH, 6104NRS and 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.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6101ANRSCH The Proficient Child Nurse 1 (20 credits) 6101BNRSCH The Proficient Child Nurse 2 (20 credits) 6102NRSCH Globalisation, Health & Healthcare for Child Nursing (20 credits) 6103NRSCH Co-ordinating Safe, Quality Childrens Care (20 credits) 6104NRS Leadership, Management and Supervision (20 credits) 6105NRSCH Professional Practice and Coordinating Complex Care in Child Nursing (20 credits)		120 core credits at level 6 0 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5101ANRSCH Developing practice for Child Nursing 1 (20 credits) 5101BNRSCH Developing Practice for Child Nursing 2 (20 credits) 5102NRS Behaviour Change to Prevent Ill Health (20 credits) 5103NRS Pathophysiology, Pharmacology in Nursing Care (20 credits) 5104NRS Evidence and Evaluation in the Development of Nursing Practice (20 credits) 5105NRSCH Partnership Working and Care Co-ordination in Child Nursing (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4101ANRS Introduction to Practice 1		120 core credits at level 4

(20 credits) 4101BNRS Introduction to Practice 2 (20 credits) 4102NRS Inequalities and Public Health (20 credits) 4103NRS Biosciences in Nursing Practice (20 credits) 4104NRS Introduction to Evidence Based Nursing Practice (20 credits) 4105NRSCH Partnership and Policy for Person Centred Care in Child Nursing (20 credits)		0 option credits at level 4
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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>

The following Variances, approved 06/01/20, apply to the programme:

- 1) Students will not be expected to complete the self-awareness statement.
- 2) Classification awarded is calculated using 80 graded credits at level 5 and 60 graded credits a level 6.
- 3) There are 2 x 26 Week semesters per year.
- 4) Students will not be offered a semester long or yearlong study abroad opportunity.
- 5) Module 6103NRSCH must be passed at 100%.
- 6) Semester 1 boards of examiners will consider all modules and set in-year referral for semester 1 practice modules.
- 7) 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.

The following Variance, approved 26/03/20, applies to the programme:

- 1) 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, 5101ANRSCH, 5101BNRSCH, 6101ANRSCH, 6101BNRSCH. Students failing these modules at the second attempt will not be allowed to continue on the programme.

The following Variance, approved 08/04/20, apply to the programme:

- 1) 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.

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

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.

Criteria for admission

A/AS Level

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.

BTEC National Diploma

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

Irish Leaving Certificate

Irish Leaving Certificate: Acceptable on its own and combined with other qualifications

Grades / subjects required: 120 UCAS points from a minimum of 5 subjects

Scottish Higher

Scottish Higher: Acceptable on its own and combined with other qualifications

Scottish Advanced Higher: Acceptable on its own and combined with other qualifications

International Baccalaureate

International Baccalaureate: Acceptable on its own and combined with other qualifications

Access

Access to Higher Education Diploma acceptability: Acceptable on its own and combined with other qualifications

Further information: Access programme must have been taken be in a relevant subject area (health/science).

Points can be gained from a combination of passes, merits and distinctions

Other

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.

Overseas qualifications

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.

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

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.