

UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION

1. Awarding Institution/Body:	2. Teaching Institution:	3. Accredited by:	4. Final Award:	5. Programme Title/Department	6. UCAS Code:	7. QAA Benchmarking Gp(s):
University of Greenwich	University of Greenwich	Nursing and Midwifery Council	BSc (Hons)	Nursing (Children's Nursing)		Nursing

8. Educational Aims of the Programme: (Children's Nursing)

The overall aim of the Programme is to enable Award holders to register on the Nursing and Midwifery Council Register of Nurses as a Registered Nurse, Children's Nursing. Within this context, the educational preparation will develop nursing competence through:

- i) the promotion of development of the personal and professional skills for the student to be competent to undertake the role and responsibilities of a registered children's nurse, as identified by the NMC (2004).
- ii) the promotion of the potential for higher order thinking whether in informal thought or embodied in professional action, including the ability to undertake a lead role in professional practice.
- iii) the development of the potential for critical reflection on knowledge and experience in relation to the wider social economic issues that affect health care, welfare and life style.
- iv) the development of the ability to review and evaluate the principles underpinning professional practice as a children's nurse and establish a professional identity (NMC 2004).
- v) the facilitation of experiences and knowledge of multi-professional teamwork and collaborative working practices, including partnerships with service users and carers.
- vi) ensuring that all statutory requirements are met in order to obtain registration on the NMC Register of Nurses (Registered Nurse, Children's Nursing).
- vii) the development and rehearsal of interpersonal skills.
- viii) the development of child branch-specific knowledge and skills.

**9. The programme provides opportunities for learners to achieve the following outcomes:
[where relevant, provide reference to subject benchmarking statements]**

A Knowledge and understanding of:

1. the approach to managing self, one's practice, and that of others, in accordance with the NMC Code of Professional Conduct, recognising one's own abilities and limitations. (A1)
2. the need for a commitment to continuing professional development and personal supervision activities in order to enhance knowledge, skills, values and attitudes needed for safe and effective children's nursing practice. (A3)
3. the value and approach to enhancing the professional development and safe practice of others through peer support, leadership, supervision and teaching. (A2)
4. the philosophy, art and science of nursing (C1)

B Intellectual skills:

5. the ability to use enquiry-based approaches to gather, interpret and respond to information (C2 B4)
6. the use of problem solving skills – extending to situations where clinical decision-making has to be made on the basis of limited information. (C2)
7. the ability to apply knowledge and skills in a variety of settings (C2)
8. deliberative problem solving abilities showing appropriate synthesis of knowledge, in order to critically evaluate and apply such knowledge in professional practice (C2)
9. the intellectual maturity to critically examine national and local health care agendas and plan to meet, review and evaluate health care needs in an appropriate and creative way (C2)
10. the potential to be an effective teacher and leader in health care practice (C1)

10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:

A Teaching and learning:

Lectures, seminars, workshops, self assessment, collaborative work, case work, Enquiry based learning, library-based resources, computer networking, and other resourced-based packages, supervised practice.

A Assessment Methods:

All courses have a variety of formative and summative assessment strategies including:-
Practice, portfolio, skills, essays, exams, reports, patient/client profiling, oral presentations, laboratory exercises, opportunities for self-assessment. Each course has one or more summative assessments.

B Teaching and learning


Lectures, seminars, workshops, self assessment, collaborative work, case work, Enquiry based learning, library-based resources, computer networking, and other resourced-based packages, supervised practice, project supervision.

B Assessment Methods:

All courses have a variety of formative and summative assessment strategies including:-
Practice, portfolio, skills, essays, exams, reports, patient/client profiling, oral presentations, laboratory exercises, opportunities for self-assessment. Each course has one or more summative assessments, literature review project.

C Subject Practical skills:

11. Engage in, develop and disengage from therapeutic relationships through the use of appropriate communication and interpersonal skills. (A3, B3)
12. Create and utilise opportunities to promote the health and well being of children, young people, their families/carers and significant others. (B1, B3)
13. Undertake and document a comprehensive, systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of children, young people and their families/carers (B1, B3)
14. The ability to formulate and document a plan of nursing care, where possible in partnership with children, young people, their families/carers /significant others within a framework of informed consent. (B2, B1, B3)
15. Based on best available evidence, the ability to apply knowledge and an appropriate repertoire of skills indicative of safe nursing practice. (B3)
16. The capability to provide a rationale for the nursing care delivered that takes account of social, cultural, spiritual, legal political and economic influences. (B2, B3)
17. The ability to contribute to public protection by creating and maintaining a safe environment of care through the use of management strategies. (B3)
18. Demonstration of knowledge of effective interprofessional working practices that respect and utilise the contributions of members of the health and social care team. (B3)
19. The ability to delegate duties to others, as appropriate, ensuring they are supervised and monitored. (A2)

**C Teaching and learning:**

Lectures, seminars, workshops, self assessment, collaborative work, case work, Enquiry based learning, library-based resources, computer networking, and other resourced-based packages, supervised practice.

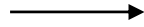
C Assessment Methods:

All courses have a variety of formative and summative assessment strategies including:-

Practice, portfolio, skills, essays, exams, reports, patient/client profiling, oral presentations, laboratory exercises, opportunities for self-assessment. Each course has one or more summative assessments.

D Transferable/ key skills:

- i. use ability to practice in accordance with an ethical and legal framework that ensures the primacy of children, young people, their families/carers interest and well-being and respects confidentiality. (A1)
- ii. the ability to practice in a fair and anti-discriminatory way, acknowledging the difference in beliefs and cultural practices of individuals or groups. (C2)
- iii. the ability to present information that is comprehensible to others (C2)
- iv. the ability to interpret numerical data and the significance for care delivery (C2)
- v. familiarity with the use and application of information technology (C2)
- vi. the ability to manage information that takes account of legal and ethical considerations. (C2)

**D Teaching and learning:**

Lectures, seminars, workshops, self assessment, collaborative work, case work, Enquiry based learning, library-based resources, computer networking, and other resourced-based packages, supervised practice.

D Assessment Methods:

All courses have a variety of formative and summative assessment strategies including:-

Practice, portfolio, skills, essays, exams, reports, patient/client profiling, oral presentations, laboratory exercises, opportunities for self-assessment. Each course has one or more summative assessments.

11 Programme Structure, Levels, Modules and Credits

The Programme offers a practice-led and competency-based curriculum in which the placement pattern will facilitate and enhance a student's learning, complementing and consolidating the theoretical components of the programme. Clinical placements provide a children's nursing identity throughout the programme and offer students the opportunities to achieve and demonstrate the programme learning outcomes, skills and competencies necessary to enter the professional register.

The Programme is full time – all courses are compulsory

12 Awards, Credits and Progression of Learning Outcomes (shown in Field 9)

BSc (Hons) Nursing (Children's Nursing)

360 Credit Points:

120 credits at level 1

120 credits at level 2

120 credits at level 3

Students will have achieved the threshold standards for entry to the NMC's professional Register of Nurses. They will have demonstrated the nursing competence necessary to provide evidenced based care that is appropriate to the needs of individual children and their families, reflecting contexts, cultures and choices. In addition students will be able to manage and prioritise competing demands and undertake appropriate emergency action to meet the health needs of children who are acutely unwell, injured, or who have complex needs. They will be reflective practitioners with a commitment to lifelong learning.

DipHE Health Studies

This award will be available to students who have achieved a minimum of 240 credits and who are leaving the programme without achieving the threshold standards for entry to the NMC's professional Register of Nurses. The award does not give licence to practice as a Nurse.

Arrows indicate entry, exit and progression points

3

SEMESTER 1 COURSES

Nursing the Acutely Ill Child
30 credits Level 3

Project for Professional Practice
30 credits Level 3

Personal and Professional Development
30 credits Level 3

Learning in practice – 12 weeks
Placements: Paediatric wards, A&E, neonatal unit, homecare teams

SEMESTER 2 COURSES

Managing Care for the Child and Family with Complex Needs
30 credits Level 3

Learning in practice – 16 weeks
Placements: Paediatric wards, homecare team, neonatal unit

2

SEMESTER 1 COURSES

Biological Basis of Health 2
30 credits Level 2

Principles of Children's Nursing
30 credits Level 2

Appraisal of Evidence for Nursing and Midwifery Practice
15 credits Level 2

Learning in practice - 12 weeks
Placements: Paediatric wards, health visitors, school nurses

SEMESTER 2 COURSES

Contemporary Children's Nursing Practice
30 credits Level 2

Supporting Learning & Assessment in Practice
15 credits Level 2

Learning in practice - 12 weeks
Placements: Paediatric wards, A&E, homecare team, GP Practices

1	SEMESTER 1 COURSES	SEMESTER 2 COURSES	CertHE Health Studies This award will only be available to those students who have achieved a minimum of 120 credits at Level 1 and who are leaving the programme; it does not give licence to practice as a Nurse.
	Values for Professional Practice <i>30 credits Level 1</i>	→	
	Skills for Professional Practice <i>30 credits Level 1</i>	→	
	Psycho Social Aspects of Health <i>30 credits Level 1</i>	→	
	Academic Skills for Professional Practice <i>15 credits Level 1</i>		
	Biological Basis of Health 1 <i>15 credits Level 1</i>		
Learning in practice - 12 weeks Placements: Paediatric wards, depts., theatres		Learning in practice - 12 weeks Placements: Paediatric wards, nurseries and special schools	

Programme-Specific Regulations:

1. Where appropriate, compensation will apply only in Year 1 of the programme.
2. Compensation will not be applicable to any clinical skills or practice assessment
3. Normally students will be permitted only two attempts at any clinical skills assessment.
4. Normally students will be permitted only two attempts at each assessment of practice.