

## KEY PROGRAMME INFORMATION

<b>Originating institution(s)</b> Bournemouth University	<b>Faculty responsible for the programme</b> Faculty of Health and Social Sciences
<b>Final award(s), title(s) and credits</b> BSc (Hons) Children's and Young People's Nursing (360 credits / 180 ECTS)	
<b>Intermediate award(s), title(s) and credits</b> Diploma In Higher Education Health Care Studies 240 credits / 120 ECTS Certificate in Higher Education Health Care Studies 120 credits / 60 ECTS	
<b>UCAS Programme Code(s) (where applicable and if known)</b> B730	<b>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.</b> CYP 100280
<b>External reference points</b> The UK Quality Code for Higher Education; Part A: Setting and maintaining academic standards; Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualification Frameworks), Foundation Degree qualification benchmark, Master's Degree Characteristics and Subject Benchmark Statements;	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> Nursing and Midwifery Council (NMC) (2018) Future nurse: Standards of proficiency for registered nurses. London, NMC. NMC (2018) Part 1: Standards framework for nursing and midwifery education. London, NMC NMC (2018) Part 2: Standards for student supervision and assessment. London, NMC. NMC (2018) Part 3: Standards for pre-registration nursing programmes. London, NMC.  The NMC standards will require exceptions to standard BU Entry Regulations and undergraduate Assessment Regulations	
<b>Places of delivery</b> Bournemouth University	
<b>Mode(s) of delivery</b> Full time Advanced standing (RPL)	<b>Language of delivery</b> English
<b>Typical duration</b> Full time – 3 years Advanced standing 2 years	
<b>Date of first intake</b> September 2020	<b>Expected start dates</b> September
<b>Maximum student numbers</b> 30 Subject to placement capacity.	<b>Placements</b> Minimum of 2300 hours (including simulation over duration of course) which is a PSRB requirement. A range of placement providers from NHS Trusts,

	Private & Voluntary Sector and GP surgeries. Placements are co-ordinated by BU.
<b>Partner(s)</b> Not applicable	<b>Partnership model</b> Not applicable
<b>Date of this Programme Specification</b> July 2021. To commence from September 2020.	
<b>Version number</b> V 1.3-0921	
<b>Approval, review or modification reference numbers</b> E20181933 EC 1920 17, approved 09/12/2019 EC 1920 24, approved 13/01/2020 BU 2021 01, approved 30/09/2020. Previously v1.0-0920 EC 2021 28, approved 01/07/2021 FHSS 2021 21, approved 29/07/2021. Previously v1.1-0921 FHSS 2021 22, approved 06/01/2022, Previously v1.2-0921	
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## PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Children's and Young People's Nursing									
Year 1/Level 4 Students are required to complete all 6 core units									
Unit Name	Core/ Option	No of credits	Assessment Element Weightings				Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Practice	Exam 1	Cwk 1	Cwk 2			
Foundations for Professional Practice and Research	Core	20			100%		30	1.0	100280
Nursing Theory and Application 1	Core	20			100%		30 + 10 simulation	1.0	100280
Applied Health care Sciences 1	Core	40		50%	50%		60 +20 simulation	1.0	100280
Communication skills for Nursing Practice	Core	20			100%		30 + 10 simulation	1.0	100280
Developing Skills for Promoting Health and Wellbeing	Core	20			100%		30	2.0	100280
Nursing Practice and Nursing skills 1	Core	0	Pass/Fail				720 hrs of practice experiences including: simulation hours, preparation 18 hours, recall days 24 hours	1.0	100280
<b>Progression requirements:</b> Requires 120 credits at Level 4 and successful completion of Nursing Practice and Nursing Skills 1 (including 720hrs of practice and simulation) <b>Exit qualification:</b> Cert HE Certificate in Higher Education Health Care Studies (requires 120 credits at Level 4 and successful completion of Nursing Practice and Nursing Skills 1)									

**Year 2/Level 5**

Students are required to complete all 7 core units

Unit Name	Core/ Option	No of credits	Assessment Element Weightings				Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Practice	Exam 1	Cwk 1	Cwk 2			
Research for Professional Practice	Core	20		100%			30	1.0	100280
Improving safety and quality of care	Core	20			100%		30 + 5 simulation	1.0	100280
Nursing Theory and Application 2	Core	20			100%		30	1.0	100280
Applied Health Care Sciences 2	Core	20		100%			30 + 14 simulation	1.1	100280
Acute and long term health challenges	Core	20			100%		30 + 8 simulation	1.0	100280
Clinical Pharmacology and Medicines Management	Core	20			100%		30 + 12 simulation	1.0	100280
Nursing Practice and Nursing Skills 2	Core	0	Pass/Fail				800hrs of practice experiences including: simulation hours, preparation 24 hours, recall days 16 hours	1.0	100280

**Progression requirements:** Requires 120 credits at Level 5 and successful completion of Nursing Practice and Nursing skills 2 (including 800 hrs of practice and simulation)

**Exit qualification:** Diploma In Higher Education Health Care Studies (requires 120 credits at Level 4 and 120 credits at Level 5 and successful completion of the Nursing Practice and Nursing Skills units 1 and 2)

<b>Year 3 /Level 6</b> Students are required to complete all 7 core units									
Unit Name	Core/ Option	No of credits	Assessment Element Weightings				Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Practice	Exam 1	Exam 2	Cwk 1			
Team Working for Service Improvement	Core	20				100%	30	1.0	100280
Clinical Leadership and Management	Core	20				100%	30 + 10 simulation	1.0	100280
Applied Health Care Sciences 3	Core	20		100%	Pass/Fail		30 + 15 simulation	1.0	100280
Developing a Literature Review	Core	20				100%	30	1.0	100280
Therapeutic Communications and Interpersonal skills for Nursing Practice	Core	20				100%	30 + 10 simulation	1.0	100280
Caring for People with Complex Health Care Needs	Core	20				100%	30 + 5 simulation	1.0	100280
Nursing practice and nursing skills 3	Core	0	Pass/Fail				880 of practice experiences including: simulation hours, preparation 8 hours, recall days 24 hours	1.0	100280
<b>Award:</b> BSc (Hons) Children's and Young People's Nursing <b>Full-time UG award:</b> Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6 and successful completion of units Nursing Practice and Skills 1 (Level 4), Nursing Practice and Skills 2 (Level 5) and Nursing Practice and Skills 3 (Level 6) and declaration of good health and character.									

## **AIMS OF THE DOCUMENT**

The aims of this document are to:

- define the structure of the BSc (Hons) Children's and Young People's programme;
- specify the programme award titles;
- identify programme and level learning outcomes and to describe the underpinning educational philosophy.;
- articulate the regulations governing the awards defined within the document.

## **AIMS OF THE PROGRAMME**

The overall aim of the programme is to produce graduate nurses who are capable of delivering and leading high quality care in a wide variety of health care settings. Graduates will be prepared to the NMC 2018 standards and be capable of embracing humanised and person-centred care which is evidence based.

A core part of the programme is to ensure key values set out in the NMC (2018) standards are embedded within programme delivery to ensure family-centred care is central to the programme delivery and ethos.

The aims of the BSc (Hons) Children's and Young People's Nursing programme are to develop graduates who are competent, confident and safe practitioners who meet the NMC standards for entry to the NMC register as a registered nurse. They will also display and demonstrate skills expected of a UK HEI graduate. More specifically graduates of this programme will:

1. Meet the NMC standards for entry to part 8 of the register as a children's and young peoples nurse
2. Have a systematic understanding of the discipline of nursing related to the field of children's and young people's nursing practice as RN (Child).
3. Be able to critically analyse concepts and theories which enable them to devise and sustain arguments and to problem solve in the field of children's and young people's nursing practice as RN (Child).
4. Have an in depth conceptual understanding which enables them to take personal responsibility and decision making in complex settings.
5. Be able to seek out, critically analyse and apply current research that relates specifically to children's and young people's practice.
6. Have the ability to manage their personal and professional learning making use of a wide range of learning opportunities to maintain professional competence in the field of children's and young people's nursing practice using effective techniques of analysis and enquiry.
7. Be able to play an active and equal role in the inter-disciplinary team, collaborating and communicating effectively with infants, children, young people and their families and their colleagues and showing leadership and management skills with the field of children's and young people's nursing and the wider healthcare environment.

The programme reflects contemporary children's and young people's nursing. It will prepare graduate nurses who are able to lead in a variety of settings across primary, secondary and tertiary health care, in public, private and voluntary sectors of health care provision and to promote health and well-being in addition to providing best practice to children and young people with a wide range of physical and mental health conditions and learning disabilities. Contemporary issues focused upon within the BSc (Hons) Children's and Young People's Nursing programme will be underpinned by national policies of

particular poignancy including: Public Health England (2016) *The mental health of children and young people in England*; Emond (2019) *Health for All Children*; NHS (2019) *The NHS Long Term Plan*.

#### References:

Emond, A. 2019. *Health for All Children. 5<sup>th</sup> edition*. RCPCH; London

NHS. 2019. *The NHS Long Term Plan*. January. <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/01/nhs-long-term-plan.pdf>

Public Health England. 2018. *The mental health of children and young people in England*. <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>

## ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The programme is an important part of Bournemouth University's Faculty of Health and Social Sciences (FHSS) portfolio, as identified in the Faculty Strategic Plan. BU has played a significant part in the history of local and regional development of Nursing in the last 25 years.

The programme is also greatly influenced by the launch of BU 2025 where 'Fusion' remains at the heart of what BU does to Inspire Learning, to Advance Knowledge and to Enrich Society. The core BU 2025 values of excellence, inclusivity, creativity and responsibility underpin the programme and professional values of person-centred and humanised care (use field specific language).

*"We are recognized worldwide as a leading university for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice"*  
(BU2025)

The programme will provide the opportunities for students to learn from academics who are active in research and who can deliver inspiring learning with the aim to provide students with the opportunities to apply knowledge to practice and to integrate research into their understanding and practice.

The programme will make best use of evidence based educational approaches and technology enhanced learning to create an inspiring and effective learning experience for students.

## LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent.

The PSRB the Nursing and Midwifery Council (NMC) in the 2018 standards (Annexe 1 - Directive 2005/36/EC Programme standards for pre-registration nursing programmes) sets out the statutory requirements for length and duration of theoretical and clinical training and this programme is designed to comply with these requirements.

As a professional award recognised by the NMC students are required to undertake an equal amount of theoretical and practical learning and assessment, in total 4,600 hours over the course of the programme (including recognition of prior learning). Therefore 2,300 hours of this programme are completed through learning and assessment in practice and simulation. The learning and assessing in practice is designated as non-credit bearing. In relation to the achievement of the award of BSc Children's and Young People's Nursing and registration with the NMC practice has an equal weighting therefore the progression from one year to another and the overall award cannot be achieved without the successful completion of the of the non-credit bearing practice units which are assessed within practice in conjunction with the University academic assessor.

## **STAFF DELIVERING THE PROGRAMME**

The programme is managed and taught by staff from the Department of Nursing Science. Staff involved in teaching are either registered nurses or registered with other health professional bodies or have a health care qualification and / or background. The programme lead has NMC registration in the same field of nursing as the programme and is able to provide statutory declarations of good health and character. The Department KPI requires all staff who teach on the programme to have a teaching qualification and / or HEA fellowship.

The Department has close links with practice partners whose clinical placements are used and through this partnership involve various practice educators and education leads in the delivery and development of the programme and the maintenance of an appropriate practice learning environment.

Students will usually be taught by a combination of academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students. The programme teaching team draws upon the BU PIER team experience of involving service users/ carers in all aspect of the programme including recruitment, assessment (mostly formative), curriculum development and teaching.

Staff delivering the programme include:

Programme Leader – An NMC registrant in the same field of nursing who leads the delivery of the programme.

Unit leader – Each unit will have an academic who plans the unit delivery and coordinates the team of academic staff involved in teaching and assessment. For practice based units the role of Academic Assessor will form part of the unit lead/ teaching team role.

Academic Advisor – Each student will have a member of academic staff who provides academic and pastoral support in line with the BU policy. The student normally stays with the same AA for the duration of the course.

University Practice Learning Advisors are BU staff who support supervisors and assessors in practice. They are responsible for undertaking learning audit and quality assurance of the practice learning environment in conjunction with the placement provider practice educator / learning education lead. The UPLA team is led by the Faculty Head of Practice Education.

Programme support team include a range of faculty student support staff offering mon-fri daytime support and a dedicated team of programme support offices who provide administrative staff.

Placement support team is a dedicated team who allocate student placements and liaise between student and practice learning environment.

Professional Service staff provide academic and library support to students. The professional services staff also supports the Peer Assisted Learning scheme.

Related BU policy: <https://intranetsp.bournemouth.ac.uk/pandptest/6c-principles-of-assessment-design-policy.pdf>



# INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

## PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p><b>A: Subject knowledge and understanding</b></p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>A1</b> legal, ethical and professional requirements for proficient practice at the point of registration as a children's and young people's nurse.</p> <p><b>A2</b> communication theory applied across the lifespan and in relation to diverse mental, physical and behavioral needs.</p> <p><b>A3</b> principles of health promotion in the context of public health, protection and prevention of ill health utilising local, national and global agendas.</p> <p><b>A4</b> biological, psychological and social principles as applied to relevant health needs and conditions to identify person-centred interventions and support across the lifespan.</p> <p><b>A5</b> processes and evidence base to assess, plan/ diagnose, implement and evaluate nursing care across a range of acute, long term and complex health conditions across the lifespan.</p> <p><b>A6</b> physical, mental, behavioural and cognitive health conditions, medication usage and treatments in order to undertake full and accurate assessment and delivery of person-centred care plans.</p> <p><b>A7</b> the requirements of nurses in assessing and managing risk within the context of inter-professional working and co-production.</p> <p><b>A8</b> value based and person-centred care using a humanising care approach that respects equality, diversity and anti-oppressive practice.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1 – A8);</li> <li>• seminars (A1 – A8);</li> <li>• directed reading (A1 – A8);</li> <li>• use of the VLE (A1 – A8);</li> <li>• simulation &amp; practice (A1 - A8)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practice assessment document (A1 – A8)</li> <li>• group presentation (A1 – A8)</li> <li>• poster presentation (A1, A2, A7, A8)</li> <li>• Examinations (A1 - A8)</li> <li>• Literature review (A1 - A8)</li> <li>• Course work essay (A1- A8)</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:</p>
<p><b>B1</b> consolidate skills in literature searching and selection in order to ensure up to date and emerging developments are incorporated into the delivery of care.</p> <p><b>B2</b> critically analyse the evidence base for children's and young people's nursing practice.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1 – B5);</li> <li>• seminars (B1 – B5);</li> </ul>

<p><b>B3</b> critically reflect upon own practice in order to develop their professional knowledge and skills.</p> <p><b>B4</b> critically reflect upon constructive feedback and act accordingly to develop own professional knowledge and practice skills</p> <p><b>B5</b> critically identify the importance of life-long learning to ensure evidence based person-centred practice as a developing nursing practitioner.</p>	<ul style="list-style-type: none"> <li>• directed reading (B1 – B5);</li> <li>• use of the VLE (B1 – B5);</li> <li>• simulation &amp; practice (B1 – B5)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practice assessment document (B1 – B5)</li> <li>• group presentation (B1 – B5)</li> <li>• poster presentation (B1 - B5)</li> <li>• Examinations (B1 - B5)</li> <li>• Literature review (B1 - B5)</li> <li>• Course work essay (B1 - B5)</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p><b>C1</b> develop skills to empower patients, service users their families and carers, and groups in making healthy life choices and maintaining / developing self-care across lifespan.</p> <p><b>C2</b> Advocate with or on behalf of patients, service users their families and carers, and groups to maximize quality of life and reduce health inequalities.</p> <p><b>C3</b> Implement evidence based, compassionate and safe nursing care in partnership with people, families and carers to maximize quality of life , respecting wishes, preferences and desired outcomes.</p> <p><b>C4</b> capability to initiate life preserving measures in crisis and disaster situation relevant to children’s and young people’s nursing.</p> <p><b>C5</b> practice utilising a range of effective verbal and non-verbal communication strategies based on underpinning evidence and theoretical perspectives.</p> <p><b>C6</b> demonstrate leadership in coordinating and managing the complex nursing and integrated care needs of people.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1 – C6);</li> <li>• seminars (C1 – C6);</li> <li>• directed reading (C1 – C6);</li> <li>• use of the VLE (C1 – C6);</li> <li>• simulation &amp; practice (C1 – C6)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practice assessment document (C1 – C6)</li> <li>• group presentation (C1 – C6)</li> <li>• poster presentation (C1 – C6)</li> <li>• Examinations (C1 – C6)</li> <li>• Literature review (C1 – C6)</li> <li>• Course work essay (C1 – C6)</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p><b>D1</b> critically analyse and implement the skills required to delegate effectively and safely.</p>	<p>Learning and teaching strategies and methods (referring to numbered</p>

<p><b>D2</b> develop the skills to work independently and as part of an inter-professional or inter-agency team.</p> <p><b>D3</b> critically analyse the effect of personal values, attitudes, individual difference and diversity on working relationships.</p> <p><b>D4</b> develop leadership capability, including acting as a role model in the professional context drawing upon relevant theoretical perspectives.</p>	<p>Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1 – D7);</li> <li>• seminars (D1 – D7);</li> <li>• directed reading (D1 – D7);</li> <li>• use of the VLE (D1 – D7);</li> <li>• simulation &amp; practice (D1 – D7)</li> </ul>
<p><b>D5</b> critically analyse the leadership principles required to engage in the processes of organisational change through an awareness of local and national policies.</p> <p><b>D6</b> critically consider the importance of own physical and mental health and resilience in the context of professional practice.</p> <p><b>D7</b> critically appraise and implement knowledge and skills in the coaching and supervision of others to support and develop their professional practice.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practice assessment document (D1 – D7)</li> <li>• group presentation (D1 – D7)</li> <li>• poster presentation (D1 – D7)</li> <li>• Examinations (D1 – D7)</li> <li>• Literature review (D1 – D7)</li> <li>• Course work essay (D1 – D7)</li> </ul>

## LEVEL 5/DipHE INTENDED OUTCOMES

<p><b>A: Knowledge and understanding</b></p> <p>This level/stage provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p><b>A1</b> legal, ethical and professional requirements for practice as a children’s and young people’s nurse.</p> <p><b>A2</b> communication theory applied across the lifespan and in relation to diverse mental, physical and behavioral needs.</p> <p><b>A3</b> principles of health promotion in the context of public health, protection and prevention of ill health utilising local, national and global agendas.</p> <p><b>A4</b> biological, psychological and social principles as applied to relevant health needs and conditions to identify person-centred interventions and support across the lifespan.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1 – A8);</li> <li>• seminars (A1 – A8);</li> <li>• directed reading (A1 – A8);</li> <li>• use of the VLE (A1 – A8);</li> <li>• simulation &amp; practice (A1 - A8)</li> </ul>
<p><b>A5</b> processes and evidence base to assess, plan/ diagnose, implement and evaluate children’s and young people’s nursing care across a range of acute, long term and complex health conditions across the lifespan.</p> <p><b>A6</b> physical, mental, behavioural and cognitive health conditions, medication usage and treatments in order to undertake assessment and delivery of person-centred care plans.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practice assessment document (A1 – A8)</li> <li>• group simulation (A1 – A8)</li> <li>• course work – episode of care (A1, A2, A7, A8)</li> <li>• Examinations (A1 - A8)</li> </ul>

<p><b>A7</b> the requirements of nurses in assessing and managing risk within the context of inter-professional working and co-production.</p> <p><b>A8</b> value based and person-centred care using a humanising care approach that respects equality, diversity and anti-oppressive practice.</p>	<ul style="list-style-type: none"> <li>• Course work incident report (A1 - A8)</li> <li>• Course work case study (A1- A8)</li> <li>• Portfolio (A1 - A8)</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p><b>B1</b> demonstrate skills in literature searching and selection in order to ensure up to date and emerging developments are incorporated into the delivery of care.</p> <p><b>B2</b> analyse the evidence base for children's and young people's nursing practice.</p> <p><b>B3</b> reflect upon own practice in order to develop their professional knowledge and skills.</p> <p><b>B4</b> reflect upon constructive feedback and act accordingly to develop own professional knowledge and practice skills</p> <p><b>B5</b> describe the importance of life-long learning to ensure evidence based person-centred practice as a developing nursing practitioner.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1 – B5);</li> <li>• seminars (B1 – B5);</li> <li>• directed reading (B1 – B5);</li> <li>• use of the VLE (B1 – B5);</li> <li>• simulation &amp; practice (B1 – B5)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practice assessment document (B1 – B5)</li> <li>• group simulation (B1 – B5)</li> <li>• course work – episode of care (B1 – B5)</li> <li>• Examinations (B1, B2, B5)</li> <li>• Course work incident report (B1 – B5)</li> <li>• Course work case study (B1 – B5)</li> <li>• Portfolio (B1 – B5)</li> </ul>
<p><b>C: Practical skills</b></p> <p>This level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p><b>C1</b> develop skills to empower patients, service users their families and carers, and groups in making healthy life choices and maintaining / developing self-care across lifespan.</p> <p><b>C2</b> advocate with or on behalf of patients, service users their families and carers, and groups to maximize quality of life and reduce health inequalities.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1 – C6);</li> <li>• seminars (C1 – C6);</li> <li>• directed reading (C1 – C6);</li> </ul>

<p><b>C3</b> implement evidence based, compassionate and safe nursing care in partnership with people, families and carers to maximize quality of life , respecting wishes, preferences and desired outcomes.</p> <p><b>C4</b> initiate life preserving measures in crisis situation relevant to children’s and young people’s nursing.</p> <p><b>C5</b> practice utilising a range of effective verbal and non-verbal communication strategies based on underpinning evidence and theoretical perspectives.</p> <p><b>C6</b> demonstrate developing leadership in coordinating and managing the complex nursing and integrated care needs of people.</p>	<ul style="list-style-type: none"> <li>• use of the VLE (C1 – C6);</li> <li>• simulation &amp; practice (C1 – C6)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practice assessment document (C1 – C6)</li> <li>• group simulation (C1 – C6)</li> <li>• course work – episode of care (C1 – C6)</li> <li>• Examinations (C3)</li> <li>• Course work incident report (C1 – C6)</li> <li>• Course work case study (C1 – C6)</li> <li>• Portfolio (C1 – C6)</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p><b>D1</b> analyse and implement the skills required to delegate effectively and safely.</p> <p><b>D2</b> explore the skills needed to work independently and as part of an inter-professional or inter-agency team.</p> <p><b>D3</b> analyse the effect of personal values, attitudes, individual difference and diversity on working relationships.</p> <p><b>D4</b> identify leadership capability in self and others, including acting as a role model in the professional context drawing upon relevant theoretical perspectives.</p> <p><b>D5</b> analyse the leadership principles required to engage in the processes of organisational change through an awareness of local and national policies.</p> <p><b>D6</b> identify the importance of own physical and mental health and resilience in the context of professional practice.</p> <p><b>D7</b> implement knowledge and skills in the coaching and supervision of others to support and develop their professional practice.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1 – D7);</li> <li>• seminars (D1 – D7);</li> <li>• directed reading (D1 – D7);</li> <li>• use of the VLE (D1 – D7);</li> <li>• simulation &amp; practice (D1 – D7)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practice assessment document (D1 – D7)</li> <li>• group simulation (D1 – D7)</li> <li>• course work – episode of care (D1 – D7)</li> <li>• Examinations (D2 – D5)</li> <li>• Course work incident report (D1 – D7)</li> <li>• Course work case study (D1 – D7)</li> <li>• Portfolio (D1 – D7)</li> </ul>

## LEVEL 4/Cert HE INTENDED OUTCOMES

<p><b>A: Knowledge and understanding</b></p> <p>This level/stage provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p><b>A1</b> legal, ethical and professional requirements for practice as a children's and young people's nurse.</p> <p><b>A2</b> communication theory applied across the lifespan and in relation to diverse mental, physical and behavioral needs.</p> <p><b>A3</b> principles of health promotion in the context of public health, protection and prevention of ill health utilising local, national and global agendas.</p> <p><b>A4</b> biological, psychological and social principles as applied to relevant health needs and conditions to identify person-centred interventions and support across the lifespan.</p> <p><b>A5</b> processes and evidence base to assess, plan/ diagnose, implement and evaluate nursing care across a range of acute, long term and complex health conditions across the lifespan.</p> <p><b>A6</b> physical, mental, behavioural and cognitive factors affecting health, in order to undertake assessment and delivery of person-centred care.</p> <p><b>A7</b> how nurses assess and manage risk within the context of inter-professional working and co-production.</p> <p><b>A8</b> value based and person-centred care using a humanising care approach that respects equality, diversity and anti-oppressive practice.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1 – A8);</li> <li>• seminars (A1 – A8);</li> <li>• directed reading (A1 – A8);</li> <li>• use of the VLE (A1 – A8);</li> <li>• simulation &amp; practice (A1 - A8)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practice assessment document (A1 – A8)</li> <li>• education package (A1 – A5, A7, A8)</li> <li>• course work – essay (A1 – A8)</li> <li>• Examinations (A1, A3)</li> <li>• Course work case study (A1- A8)</li> <li>• Course work – clinical encounter (A1 - A8)</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p><b>B1</b> develop skills in literature searching and selection in order to ensure up to date and emerging developments are incorporated into the delivery of care.</p> <p><b>B2</b> understand the evidence base for children's and young people's nursing practice.</p> <p><b>B3</b> reflect upon own practice in order to develop their professional knowledge and skills.</p> <p><b>B4</b> reflect upon constructive feedback and act accordingly</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1 – B5);</li> <li>• seminars (B1 – B5);</li> <li>• directed reading (B1 – B5);</li> <li>• use of the VLE (B1 – B5);</li> </ul>

<p>to develop own professional knowledge and practice skills</p> <p><b>B5</b> understand the importance of life-long learning to ensure evidence based person-centred practice as a developing nursing practitioner.</p>	<ul style="list-style-type: none"> <li>• simulation &amp; practice (B1 – B5)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practice assessment document (B1 – B5)</li> <li>• education package (B1 – B5)</li> <li>• course work – essay (B1 – B5)</li> <li>• Examinations (B1 - B5)</li> <li>• Course work case study (B1- B5)</li> <li>• Course work – clinical encounter (B1 – B5)</li> </ul>
<p><b>C: Practical skills</b></p> <p>This level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p><b>C1</b> begin development of skills to empower patients, service users their families and carers, and groups in making healthy life choices and maintaining / developing self-care across lifespan.</p> <p><b>C2</b> practice advocating with or on behalf of patients, service users their families and carers, and groups to maximize quality of life and reduce health inequalities.</p> <p><b>C3</b> explore evidence based, compassionate and safe nursing care in partnership with people, families and carers to maximize quality of life , respecting wishes, preferences and desired outcomes.</p> <p><b>C4</b> practice life preserving measures in crisis situation relevant to children’s and young people’s nursing.</p> <p><b>C5</b> practice utilising a range of effective verbal and non-verbal communication strategies based on underpinning evidence and theoretical perspectives.</p> <p><b>C6</b> observe leadership in coordination and management of complex nursing and integrated care for people.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1 – C6);</li> <li>• seminars (C1 – C6);</li> <li>• directed reading (C1 – C6);</li> <li>• use of the VLE (C1 – C6);</li> <li>• simulation &amp; practice (C1 – C6)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practice assessment document (C1 – C6)</li> <li>• education package (C1 – C3, C5)</li> <li>• course work – essay (C1 – C5)</li> <li>• Examination (C1, C3, C5)</li> <li>• Course work -case study (C1- C5)</li> <li>• Course work – clinical encounter (C1 – C3, C5, C6)</li> <li>•</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p><b>D1</b> describe and observe the skills required to delegate effectively and safely.</p> <p><b>D2</b> explore the skills needed to work independently and as part of an inter-professional or inter-agency team.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1 – D6);</li> </ul>

<p><b>D3</b> understand the effect of personal values, attitudes, individual difference and diversity on working relationships.</p> <p><b>D4</b> identify leadership capability in self and others, including acting as a role model in the professional context.</p>	<ul style="list-style-type: none"> <li>• seminars (D1 – D6);</li> <li>• directed reading (D1 – D6);</li> <li>• use of the VLE (D1 – D6);</li> <li>• simulation &amp; practice (D1 – D6)</li> </ul>
<p><b>D5</b> observe the leadership principles required to engage in the processes of organisational change through an awareness of local and national policies.</p> <p><b>D6</b> identify the importance of own physical and mental health and resilience in the context of professional practice.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Practice assessment document (D1 – D6)</li> <li>• Education package (D1 – D6)</li> <li>• Course work – essay (D1 – D6)</li> <li>• Examination (D3, D6)</li> <li>• Course work -case study (D1 – D6)</li> <li>• Course work – clinical encounter (D1 – D6)</li> </ul>



## ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations with the following exceptions:

- Evidence of capability in **literacy and numeracy** through appropriate UK qualification or equivalence as specified through current entry requirements.
  - Applicants whose mother tongue is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are:  
English language requirements International English Language Test System (IELTS) 7.0 overall (at least 7.0 in listening and reading sections and at least 6.5 in the writing and speaking sections) or Occupational English Test (OET)<sup>1</sup> grade B in listening and reading and writing and speaking.
- Completion of period of general education as set out by Article 31 Annexe 1 EU directive 2005/36/EC
- Satisfy through application and selection process suitability for their intended field of nursing practice and **values and behaviours** in accordance with the NMC (2018) Code.
- **Occupational Health clearance**, through student self-declaration, GP statement and occupational health engagement including completion of relevant immunisations.
- Satisfy criminal conviction checks including the **Disclosure and Baring Service (DBS)** at an enhanced level.
- In line with NMC guidance (NMC 2018) a maximum of 50% **recognition of prior learning** is permitted for those without a current NMC first or second level nursing registration.

### Recognition of Prior Learning (RPL)

All applicants for RPL will be individually assessed and must also meet the entry requirements of the programme. A student may be admitted to the programme with specific credit provided that they can demonstrate that they have met the intended learning outcomes of the relevant unit(s) at the required level. The total RPL permitted will not exceed a maximum of 50% of the programme, provided that all requirements are met in full. For first and second level nurses registered with the NMC, RPL is permitted to the maximum allowed in University regulations, provided that all requirements are met in full.

## PROGRESSION ROUTES

Subject to approval at validation – Applicants may be allowed to enter Level 5 of this programme with advanced standing on the basis of the successful completion of the FDS Nursing Associate programme at Bournemouth and Poole College via a formal internal progression arrangement. The applicant should normally have achieved a minimum classification of merit.

## ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations with the following approved exceptions which align the programme with the requirements of the Nursing and Midwifery Council (2018)

- No **compensation** is permitted (NMC requirement 5.16 Standards framework for nursing and midwifery education May 2018). A pass mark is required in all defined elements of summative assessment for each individual unit.
- **Progression** from one year of study to the next must include:
  - completion of the non-credit bearing Nursing Practice and Nursing Skills unit for that academic year of study as well as the standard achievement of 120 credits.

<sup>3</sup> OET tests only accepted if taken from February 2016 See <https://www.nmc.org.uk/registration/joining-the-register/english-language-requirements/accepted-tests/>

- completion of a minimum of 85% of the standard practice placement hours for that academic year of study.
- In exceptional circumstances a student may be permitted to **progress** into the next year of study with an outstanding submission/ resubmission. That student proceeds at risk, failure of the submission/ resubmission will require the student to interrupt and await the outcome of the next Assessment Board.
- The **carrying of credit** is not permitted. Students may be permitted to repeat unit(s) in line with the standard regulations but cannot progress onto the next academic level/ part until the repeat unit is successfully completed, this will ordinarily be at the start of the next academic year following the Assessment Board ratification of the repeat unit(s).
- To be eligible for the **award** of BSc (Hons) Children and Young Peoples Nursing, students must achieve:
  - 360 credits
  - successful completion of the three non-credit bearing Nursing Practice and Nursing Skills units.
  - a minimum of 4,600 hours of study, of which 2,300 hours have been in practice/ simulation.
  - Certified of good health and character.
  - Met the relevant requirements of EU Directives 2005/36/EC Article 31 as amended by Directive 2013/55/EU.

The award of BSc (Hons) Children's and Young People's Nursing leads to eligibility to apply for **registration with the Nursing and Midwifery Council** as a registered nurse in the student's specific field of nursing.

- Cert HE, Dip HE, BSc and Aegrotat awards, will not confer eligibility to register and will be titled 'Health Care Studies'.

University Standard Assessment regulations are available here:

<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

## **WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS**

The BSc (Hons) Children's and Young People's Nursing requires completed of minimum of 4,600 hours of study, of which 2,300 hours must be in practice/ simulation. This is in order to fulfil the PSRB requirements.

## Programme Skills Matrix

Units		Programme Intended Learning Outcomes																										
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7	
L E V E L  6	Nursing Practice and nursing skills 3 (0)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Caring for people with complex health care needs (20)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Therapeutic Communication and Interpersonal Skills for Nursing (20)	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Developing a Literature review (20)	*				*				*				*			*								*			
	Applied health care sciences 3 (20)	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Clinical Leadership & management (20)	*	*	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Team working for service improvement (20)	*		*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
L E V E L  5	Nursing Practice & Nursing Skills 2 (0)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Clinical pharmacology and medicines management (20)	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Acute and long term health challenges (20)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Applied health care sciences 2 (20)	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Nursing theory and application 2 (20)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Improving Safety and Quality of Care (20)	*		*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	IPL Research for Professional Practice (20)	*						*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
L E V E L  4	Nursing Practice & Nursing Skills 1 (0)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Developing health and well-being (20)			*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Communication Skills for Nursing Practice (20)	*	*	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Applied health care sciences 1 (40)	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Nursing theory and application 1 (20)	*	*	*		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Foundations for Professional Practice and Research (20)	*	*	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

<p><b>A – Subject Knowledge and Understanding</b> This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <p><b>A1</b> legal, ethical and professional requirements for proficient practice at the point of registration as children's and young people's nurse.</p> <p><b>A2</b> communication theory applied across the lifespan and in relation to diverse mental, physical and behavioral needs.</p> <p><b>A3</b> principles of health promotion in the context of public health, protection and prevention of ill health utilising local, national and global agendas.</p> <p><b>A4</b> biological, psychological and social principles as applied to relevant health needs and conditions to identify person-centred interventions and support across the lifespan.</p> <p><b>A5</b> processes and evidence base to assess, plan/ diagnose, implement and evaluate nursing care across a range of acute, long term and complex health conditions across the lifespan.</p> <p><b>A6</b> physical, mental, behavioural and cognitive health conditions, medication usage and treatments in order to undertake full and accurate assessment and delivery of person centred care plans.</p> <p><b>A7</b> the requirements of nurses in assessing and managing risk within the context of inter-professional working and co-production.</p> <p><b>A8</b> value based and person-centred care using a humanising care approach that respects equality, diversity and anti-oppressive practice.</p>	<p><b>C – Subject-specific/Practical Skills</b> This programme provides opportunities for students to:</p> <p><b>C1</b> develop skills to empower patients, service users their families and carers, and groups in making healthy life choices and maintaining / developing self-care across lifespan.</p> <p><b>C2</b> Advocate with or on behalf of patients, service users their families and carers, and groups to maximize quality of life and reduce health inequalities.</p> <p><b>C3</b> Implement evidence based, compassionate and safe nursing care in partnership with people, families and carers to maximize quality of life , respecting wishes, preferences and desired outcomes.</p> <p><b>C4</b> capability to initiate life preserving measures in crisis and disaster situation relevant to children's and young people's nursing.</p> <p><b>C5</b> practice utilising a range of effective verbal and non-verbal communication strategies based on underpinning evidence and theoretical perspectives.</p> <p><b>C6</b> demonstrate leadership in coordinating and managing the complex nursing and integrated care needs of people.</p>
<p><b>B – Intellectual Skills</b> This programme provides opportunities for students to:</p> <p><b>B1</b> consolidate skills in literature searching and selection in order to ensure up to date and emerging developments are incorporated into the delivery of care.</p> <p><b>B2</b> critically analyse the evidence base for children's and young people's nursing practice.</p> <p><b>B3</b> critically reflect upon own practice in order to develop their professional knowledge and skills.</p> <p><b>B4</b> critically reflect upon constructive feedback and act accordingly to develop own professional knowledge and practice skills</p> <p><b>B5</b> critically identify the importance of life-long learning to ensure evidence based person-centred practice as a developing nursing practitioner.</p>	<p><b>D – Transferable Skills</b> This programme provides opportunities for students to:</p> <p><b>D1</b> critically analyse and implement the skills required to delegate effectively and safely.</p> <p><b>D2</b> develop the skills to work independently and as part of an inter-professional or inter-agency team.</p> <p><b>D3</b> critically analyse the effect of personal values, attitudes, individual difference and diversity on working relationships.</p> <p><b>D4</b> develop leadership capability, including acting as a role model in the professional context drawing upon relevant theoretical perspectives.</p> <p><b>D5</b> critically analyse the leadership principles required to engage in the processes of organisational change through an awareness of local and national policies.</p> <p><b>D6</b> critically consider the importance of own physical and mental health and resilience in the context of professional practice.</p> <p><b>D7</b> critically appraise and implement knowledge and skills in the coaching and supervision of others to support and develop their professional practice.</p>