



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Nursing (Registered Nurse - Child)

Final Award: **Bachelor of Science with Honours (BSc (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Science (BSc)

To be delivered from: 9 Sep 2019

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2020-21
Level 2 or Diploma of Higher Education (DipHE)	2021-22
Level 3 or Bachelor of Science (BSc)	2022-23

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Science with Honours (BSc (Hons))
Programme Title:	Nursing (Registered Nurse - Child)
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Science (BSc)
Subject(s)	Nursing
Mode(s) of delivery	Full Time
Is there a Placement or Exchange?	Yes
UCAS code	
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of Health and Social Care
Programme Leader	Frances Nicol (FNicol)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	Nursing and Midwifery Council (NMC)
Programme Start Date	2020-21

3. Programme Description

3.1 Overview

This 3 year, full-time degree programme provides the opportunity to develop academic and practical skills to be able to register as a child and young people's nursing on completion. Together with our healthcare partners the University aim is to support you to be able to deliver high quality, safe and compassionate care to children and young people and their families. The programme enables you to develop, understand and apply the underpinning theory and the required clinical skills and competence of the wide range of health care needs of children and young people from neonates to adolescents.

In 2014, the National Health Service (NHS) stated that there was a need to develop, through education, a new identity for children's nursing that is consistent with the reality of changes to health service provision (NHS England, 2014). The Nursing and Midwifery Council of the United Kingdom and Northern Ireland (NMC) has reviewed the standards of proficiency it sets for the professions it regulates; to ensure that standards remain contemporary and fit for the primary purpose of protecting the public (NMC, 2018). The revised standards, Future nurse: Standards of proficiency for registered nurses (NMC, 2018), recognise the rapid changes that are taking place in society, technology and healthcare, and the subsequent implications these have for the role of the children's nurse, both now and in the future.

Flexibility and resilience will be required of the future children's nurse, aiming to meet child-centred care needs of children and young people and their families/carers in a challenging and dynamic care environment. Upon registration, children's nurses who have undertaken this programme of study will be highly trained, accountable, responsible and professional, acting in accordance with The Code (NMC, 2015 updated 2018). Future child registered nurses are expected to play a vital role in providing, leading and coordinating care that is efficient, effective and compassionate; in partnership with other professionals, and in interdisciplinary teams (NMC, 2018). Registered children's nurses are required to motivate and empower people, communities and populations to make informed choices and take control of their health decisions and behaviours; supporting people to manage their own care where possible (NMC, 2018).

Registered children's nurses are leaders; making clinical judgements and decisions that are justified and safe using an evidence-based, analytical approach to the delivery of care for people of all ages, backgrounds, cultures and beliefs. Nurses from all four fields of practice: adult, mental health, child and learning disabilities; provide nursing care to people who have complex mental, physical, cognitive and behavioural care needs. Care will be provided to people in their own home, as well as in the community, in hospitals and in specialised facilities; from birth to the end of life.

The nurse will need to take an active role in future planning and the integration of health and social care services. This programme will prepare students to recognise shifts in the demography of the UK, negotiate boundaries, be proactive and work effectively in a context of continual change. Professional values and the ability to liaise effectively with other members of the interdisciplinary team are essential to the planning and delivery of high-quality care. A clear focus on interprofessional learning is seen throughout this programme, in both practice and theory.

Students enter children's nursing from a wide variety of backgrounds and life span stages with a range of different experiences. The learning, teaching and assessment strategy underpinning this vocational and professionally accredited programme consistently aims to empower students in their learning, promote reflection and enable critical thinking, which is allied to the development of

autonomy and competence. There is a strong focus on the integration of theory and practice; together with the development of the knowledge, attitudes, behaviours and skills necessary to work collaboratively with people in contemporary healthcare provision. The programme curriculum has been developed to ensure that all nursing students have the opportunity to understand, practise and demonstrate their achievement of the seven platforms and two skills annexes, set out in the Future nurse: Standards of proficiency for registered nurses (NMC, 2018). The curriculum is structured and sequenced to enable students to manage their learning experience effectively, and at increasing levels of complexity throughout the programme. The curriculum is designed to ensure that all nursing students access learning for all four fields of nursing (adult, mental health, child and learning disabilities). This will enable the opportunity to learn and be assessed in theory, simulation and in clinical practice recognised across all learning environments and all four fields of practice. Arrangements for the necessary supervision and assessment of learning and skills is provided, and quality assured, in line with Realising professionalism: Standards for education and training, Part 2: Standards for student supervision and assessment (NMC, 2018).

Members of the public who receive services from nurses, including: healthy and sick people, parents, carers, children and community advocates have contributed to the co-production of this curriculum, alongside registrants, partner organisations, experienced nurse educators and current, and prospective, students from a variety of backgrounds. It is our collective belief that through the engagement of people in the programme design, delivery, development and evaluation that we will promote a positive and inclusive learning culture that is person-centred, respectful and consistently professional.

The programme will empower students to develop the theoretical knowledge, clinical skills and professional competencies that underpin and define safe, high quality care provision at the point of professional registration; with all students understanding the need for, and engaging with, lifelong learning as a means of continuous professional development.

3.2 Aims and Objectives

The overall aim of the programme is to ensure that, on graduation students from the BSc (Hons) Nursing (Registered Nurse - Child) are suitably prepared, to practise safely and effectively, so that upon registration, they can assume full responsibility and accountability for their professional practice as children and young people's nurses.

This programme aims to:

- Provide a framework of education that meets contemporary and future workforce requirements as defined by the Future nurse: Standards of proficiency for registered nurses (NMC, 2018)
- Develop in-depth knowledge and specific nursing skills to meet the holistic care needs of children, young people and families
- Develop an independent, safe, competent and autonomous practitioner who is fit for practise and award and who is able to maintain professional standards and assure protection of the public
- Create autonomous, confident and self-directed practitioners who possess safe clinical skills and evidence-based knowledge; informed by current practice, scholarship and research
- Develop critical thinking and analytical skills to engage with best evidence in order to be responsive to situations arising in clinical practice
- Develop a practitioner who is compassionate and emotionally intelligent; aware of the interpersonal therapeutic use of self and the impact of their actions and behaviours on other people, including

service users, their families, carers and members of the interdisciplinary team

- Develop a practitioner who is proactive and responsive to the needs of health communities and able to work in partnership with people, including working in interprofessional and interagency teams
- Develop leadership skills, sound judgement, personal responsibility and the ability to use initiative in complex and unpredictable professional environments
- Develop a professionally competent and fit for practise nurse; able to provide, coordinate and lead person-centred care for people of all ages and with multiple or complex care needs
- Facilitate the development of a reflective practitioner who will act in accordance with The Code (NMC, 2015 updated 2018) and who can recognise the need for, and engage with, lifelong learning and continuous professional development.

By the end of the programme students must be able to demonstrate competence against the Future nurse: Standards of proficiency for registered nurses (NMC, 2018). The proficiencies are grouped under seven platforms and two skills annexes.

The platforms are:

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Assessing needs and planning care
4. Providing and evaluating care
5. Leading and managing nursing care and working in teams
6. Improving safety and quality of care
7. Coordinating care

Annexe A: Communication and relationship management skills

Annexe B: Nursing procedures

- Part 1: Procedures for assessing people's needs for person-centred care
- Part 2: Procedures for the planning, provision and management of person-centred nursing care

Students have five years to register their award with the NMC. In addition to students being informed verbally and stating in documentation of this, the University writes to each student deemed to be eligible to register with the NMC at the end of their programme using the letter template, Preparing for Registration with the NMC.

3.3 Variations to Standard Regulations and Guidance

Variation to Regulations:

- All assessment elements must be passed in order to achieve each module; no compensation will be allowed between assessment elements.
- Where there has been evidence of breach in confidentiality within an assessment, students will be referred to the Fitness to Practise Process (University General Regulations - Part D (2): Fitness to Practise Regulations: Programmes with the School of Health and Social Care).

Proposed Exemptions to the University of Lincoln Policy on the Accreditation of Prior Learning:

- Recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses (NMC, 2018) and the programme outcomes will be limited to a maximum of 50% of the overall programme in order to comply with Article 31(3) of Directive 2005/36/EC.
- For NMC registered nurses, recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses (NMC, 2018), complies with Article 31(3) of Directive 2005/36/EC and meets the programme outcomes will not be limited to a maximum of 50% of the overall programme.

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 The structure and function of human body systems relevant to nursing practice
- 2 The psychological, social, emotional, behavioural, spiritual and environmental factors that influence health and wellbeing throughout the lifespan
- 3 The appropriate application of relevant legal, regulatory and governance requirements, policies and ethical frameworks, including any mandatory reporting duties, to all areas of practice (SoP1.2)
- 4 How to question and evaluate the use of concepts, theories and models of interprofessional and collaborative working for the delivery of safe and effective family-centred children's nursing care
- 5 Current theoretical and methodological approaches underpinning the philosophy, assessment and practice of children and young people's nursing, informing a systematic and evidence based approach to decision making
- 6 Contemporary local, national and global health and social care contexts
- 7 How to apply research methods, ethics and governance in order to analyse, safely use, disseminate and apply research findings to promote and inform children's nursing practice
- 8 How to accurately and safely undertake medicinal product calculations and safe administration

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 9 Evaluate, and apply research and evidence to inform children's nursing practice that is current and relevant
- 10 Apply and justify clinical reasoning to make sound, evidence-based judgements and decisions in children and family-centred care, and evaluate the impact
- 11 Integrate evidence from a variety of sources to evaluate quality and enhance children's nursing practice
- 12 Develop critical responses to existing theoretical discourses, methodologies and practices within children and young people's nursing.

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 13 Practice in accordance with The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates and fulfil all registration requirements (SoP1.1)
- 14 Appraise and apply the principles of courage, transparency and candour; recognising and reporting situations, behaviours or errors that could result in poor care outcomes (SoP1.3)
- 15 Practice compassionately, skilfully, safely and maintain dignity and promote health and well-being in a non-discriminatory way; acting as an ambassador for children's nursing and promoting public confidence in health and care services (SoP 1.19)
- 16 Demonstrate the skills and abilities required to develop, manage and maintain appropriate relationships with children, their families, carers and colleagues (SoP1.13)
- 17 Demonstrate safe and evidenced based practice in all clinical skills and procedures (SoP1.20)
- 18 Demonstrate the knowledge, skills and ability to think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations (SoP1.8)
- 19 Practice in a way that shows understanding of the need to base all decisions regarding children's nursing care and interventions on people's needs and preferences, recognising and addressing any personal and external factors that may unduly influence your decisions (SoP1.9)
- 20 Use excellent communication and interpersonal skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges (SoP1.11)
- 21 Demonstrate the skills and abilities required to support people at all stages of life who are emotionally or physically vulnerable (SoP1.12)
- 22 Act autonomously to provide and promote non-discriminatory, children and family-centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments (SoP1.14)
- 23 Demonstrate the ability to challenge discriminatory behaviour (SoP1.4)
- 24 Use recognised frameworks to assess, plan, implement and evaluate care, ensuring that the child and family are at the centre of all decision making
- 25 Select, use and justify a range of tools and techniques to assess risk in all situations to promote safety
- 26 Select and justify the use of problem solving and improvement strategies to develop innovative solutions to care and service delivery.

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 27 Demonstrate the ability to make, and justify, autonomous decisions in planned, complex and unpredictable situations (SoP1.10)
- 28 Demonstrate the numeracy, literacy, digital and technological skills required to meet the needs of children and young people in their care to ensure safe and effective children's nursing practice (SoP1.15)
- 29 Demonstrate the ability to keep complete, clear, accurate and timely records (SoP1.16)

- 30 Utilise continuous self-reflection and constructive feedback to autonomously plan to meet own learning needs to develop their professional knowledge and skills (SoP1.17)
- 31 Understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and well-being required to meet the care needs of others (SoP1.6)
- 32 Demonstrate resilience, emotional intelligence and the ability to identify and respond proactively to signs of vulnerability in themselves or colleagues (SoP1.10)
- 33 Take personal responsibility for working effectively and proactively, when working independently and in partnership with others as part of an interdisciplinary team (SoP1.18)
- 34 Be responsible and accountable for their own knowledge and skills and demonstrate a commitment to maintaining and progressing their professional practice through lifelong learning.

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The vision for pre-registration nurse education at the University of Lincoln is to provide high quality learning, teaching and assessment opportunities for all students, within a contemporary, collaborative and interprofessional health and social care environment. Central to this vision is the integration of theory and practice, within both the theoretical and practice elements of the curriculum, as defined by the NMC Standards framework for nursing and midwifery education (2018).

A significant contribution to the realisation of this vision is our continuing partnership with people; including students, service users and carers, practice colleagues, senior leaders in local and national health care organisations and internal University departments. This partnership approach will enable dynamic and user-centred approaches to pedagogy to be fostered and embedded within the development, and subsequent delivery of this programme.

All students will be provided with safe, inclusive and effective learning experiences and practice learning opportunities to facilitate students to meet the Standards of proficiency, including the skills annexes, and programme outcomes. All three fields of practice offered by the University of Lincoln will be taught collectively in lectures for the shared nursing modules throughout the programme. Field specific content will be delivered on all modules through seminars, workshops and guided learning. It is anticipated that core content within the modules will equate to approximately one quarter of the overall taught programme. Practice placements will be allocated according to the experiential learning requirements of students within each field.

The learning strategy for the nursing curricula is based upon the pedagogical philosophy of 'Student as Producer' which has been adopted across the University of Lincoln. This philosophical organising principle for learning and teaching situates research-engaged and evidence-based learning and teaching at the core of the student learning experience. This facilitates the engagement of students as producers of knowledge in collaboration and partnership with academics, practitioners, service users and other students. The assessments throughout the programme will be contemporary and relevant to the students' future professional working practices.

The principles of Student as Producer are:

- **Discovery**

Students learn through their own research and inquiry rather than purely through traditional models of knowledge transmission. Directed and self-directed learning will be promoted on each module of the programme to encourage independent learning as a continuous process that will continue throughout a student's professional career and to enable the student to fully contextualise the taught content to their field of practice.

- **Collaboration**

Learning is more productive when it is collaborative rather than individual, so students will work together to develop their knowledge and understanding. Collaboration will be promoted as an interprofessional way of working and learning; not only amongst the professional peer groups on the programme, but also occurring between students and staff, with students seen as partners in the production and dissemination of knowledge.

- **Engagement**

Students will develop through discovery-mode learning, developing their confidence and identity as a member of a professional community. Students will be required to transfer and apply their learning to nursing practice, fully engaging with reflection and the proactive identification of their own learning

needs.

- Production

Students are producers of knowledge rather than consumers of education. The curriculum focuses on the production of professionally relevant and innovative learning outputs that can be applied and implemented within nursing practice, as well as focusing on the achievement of the academic learning outcomes.

The Student as producer principles can be illustrated throughout the module assessments. For example, in year one, in `Personal development and Resilience` students will work collaboratively with their personal tutor and their module seminar lead to establish their individual learning and development needs, which will include academic, literacy, numeracy and technological skills in order to present a personal development portfolio. In year two, for example, `Promoting health and preventing ill health` module will afford the student an opportunity to produce knowledge, responding to an assessment based around a case study. This module also provides a formative opportunity to collaborate with their peers and provide and receive peer support to aid their academic development. In year three, the `Innovation to transformation` module assessment requires students to work collaboratively in peer groups, known as Action learning sets. In conjunction with placement providers and their peers, they will identify opportunities to practice change theory and produce a business proposal to influence an element of organizational change.

Teaching and assessment in all settings will be undertaken by a range of appropriately experienced and competent healthcare professionals and/or subject specialists. These may include lecturers, practice supervisors, practice assessors and academic assessors ensuring that the programme remains current and relevant to contemporary healthcare provision. Students, service users and carers have contributed to the curriculum design and will input directly to the programme, to the development of learning resources to enhance and contextualise the theoretical content.

Every student on the Nursing programme (across the three fields) will have access to the learning development and support structures of the University and will be allocated a named Personal Tutor who will play a key role in:

1. Pastorally supporting students throughout the programme
2. Directing students to resources and experiences that will be of value to their learning
3. Monitoring student attendance and behaviour to ensure that they are well prepared to meet The Code (NMC, 2015 updated 2018)
4. Developing academic action plans with students, as required
5. Enabling students to engage with support mechanisms, policies and procedures to assist them to continue on, and successfully complete, the programme
6. Providing guidance about future career development, including supplying references for their first job and discussing future study options
7. Liaising with other academic and administrative staff to facilitate student progress and achievement, ensuring that support mechanisms are in place.

To enable effective delivery of a spiral curriculum (Bruner, 1960) a range of dynamic learning and teaching approaches will be utilised. Learning and teaching on the taught components of this programme will be delivered using blended methods; through a wide range of learning environments.

Students will receive a module handbook for each of the taught modules that will detail the learning outcomes, methods and resources used for teaching, the module assessment and a list of

recommended text and journal resources. The module leader will be the first point of contact for students should they have questions or concerns about module specific learning and/or assessment. Student feedback and evaluation is considered and will inform quality assurance and enhancement of future learning opportunities.

Each module will have a site on the University's Virtual Learning Environment (VLE) where up-to-date information about the module and all of the learning resources can be accessed. Module leaders and teaching teams will use these sites to communicate with students during teaching blocks. Online evidence-based resources will be made available to students via the VLE in addition to library-based resources and online access to peer reviewed journals. Supplementary e-learning platforms will be utilised to support safe skills development and consolidation of knowledge including clinical skills, literacy, numeracy, digital literacy and medicines management.

Formal teaching and learning will take place in appropriate facilities across the University of Lincoln. Theoretical sessions will make use of lecture theatres and seminar or tutorial rooms supported by the use of audio-visual presentations and recommended additional reading and follow up resources online. Practical instruction and skills-based teaching, often involving simulation, will take place in a variety of locations on campus and in specialist skills rooms where students will have access to relevant equipment to learn and practice clinical skills and techniques in a safe and supportive environment. The teaching, learning and assessment methods utilised will be delivered in an engaging and inclusive manner; respecting and valuing the diversity of each individual student undertaking their learning at the University of Lincoln. Appropriate guidance and support will be available to all students, including the assessment of needs and provision of specific learning support to any student who requires it through the Student Wellbeing Centre.

Prior to engagement with practice learning, students will undertake a period of preparation for practice that will include a strong emphasis on safety and professionalism; with the identification and management of risks and health and safety being of paramount importance. Learning in practice is defined within the Standards for education and training (2018) and at the University of Lincoln is supported by the Practice Placement Handbook, practice educators and the Interprofessional Practice Support Teams (IPSTs). The IPSTs are the first point of contact for students whilst in practice. The IPST provides support to the practice supervisors, practice assessors and students during practice. Learning and teaching will be tailored to the individual needs of the student through discussion with their practice supervisor, ensuring that they are encouraged to adopt critical thinking approaches to patient care. This also encourages independent learning through reflective practice and the assimilation of professional values and behaviours.

All students will be supernumerary whilst on placement and be adequately supervised by appropriately qualified and experienced practice supervisors across a range of different practice placement settings. All students are required to undertake a minimum of 2300 hours of practice-based learning, across the duration of the programme, to ensure that they meet the requirements for professional registration with the NMC. Students will experience a wide range of field specific health and care experiences, delivered across the lifespan and in a manner that is reflective of contemporary healthcare needs such as 24 hours, seven day a week service. Clinical skills will be taught and practiced in both the educational and practice learning environment, with a consistent focus on the clinical care needs of the different fields of practice, across the lifespan.

Taught components of the programme will be contextualised to the child field of practice and on

placement the practice supervisors and practice assessors will encourage and enable the application of theory. This continuous integration of theory and practice supports the development of autonomous and reflective nursing practitioners.

5.2. Assessment Strategy

In line with the learning and teaching strategy for the programme the assessment and feedback strategy is also based upon the pedagogical philosophy of Student as Producer. The work assessed throughout this award will be topical, current and relevant to the Future nurse: Standards of proficiency for registered nurses (NMC 2018). Assessments are designed to be fair, reliable, valid, robust and fit for purpose; thus allowing the student to demonstrate that they are consistently competent and capable of the role, both academically and in real-life, complex and dynamic care environments.

The University of Lincoln has worked collaboratively to support the design, and subsequent implementation of, the Midlands, Yorkshire and East of England Practice Assessment Document (MYE PAD). The MYE PAD will be utilised in a consistent manner by all practice supervisors and practice assessors across the Midlands, Yorkshire and East of England to facilitate, assess and record the learning, progress and achievement of student nurses within all practice based learning environments. This collaborative approach across the Midlands, Yorkshire and East of England extends to the safe and appropriate preparation of practice supervisors and practice assessors, in line with the requirements specified in the Standards for student supervision and assessment (NMC, 2018). In the main, clinical skills will be assessed in the practice learning environment, however on occasion it may be necessary to conduct formal assessments of clinical skills and competence within a simulated practice environment.

The assessment methods selected for each module within the programme are designed to help students to integrate theory to practice, maximise their skills of critical thinking and analysis, and develop a deeper understanding of their role as a children's nurse through reflection, in line with the overarching programme learning outcomes. Professional aspects of practice and clinical skills will be assessed in both the education and practice placement settings, but will be a particular focus of the MYE PAD. The Standards of proficiency for registered nurses (NMC, 2018) are mapped and evidenced throughout the curriculum.

The overall assessment strategy will incorporate formative and summative assessment opportunities to ensure that students receive regular detailed feedback on their progress and further areas for development. All students will be provided with electronic access to the Handbook for Assessment.

The range of summative assessment methods utilised in this programme are designed to provide students with a varied experience that replicates the demands of field specific professional practice wherever possible. Assessment methods include, but are not limited to, written assignments, exams, presentations and projects to test theoretical knowledge, Objective Structured Clinical Examinations (OSCEs), field-specific case-based assessments, direct observation of clinical skills and the completion of their overarching clinical assessment portfolio. The summative evidence generated through assessment of learning will be used to monitor and demonstrate student achievement of both the module and programme learning outcomes; evidencing that the student possesses the required knowledge, understanding and skills-based capabilities for safe and effective practice, as defined by the Future nurse: Standards of proficiency for registered nurses (NMC, 2018).

Formative assessments will be conducted to prepare the student for the assessment process and to provide developmental feedback to support the learning process. The formative assessment process will promote reflection, student engagement and collaboration, to enable peer learning, knowledge discovery and exchange to take place between students, staff and professional colleagues in service areas. In practice based learning, formative assessments are recorded and documented within the MYE PAD.

Students will be provided with detailed guidance on the requirements and expectations for each assessment item, including the objective assessment criteria against which learning will be measured. Through the programme and module handbooks students will be made aware of the University of Lincoln assessment regulations and policies surrounding marking, internal and external moderation, release of results, progression and the right of appeal.

Assessment will be designed in collaboration with people who use healthcare services appropriate to the field of practice and implemented by a range of appropriately experienced and competent educators, academic assessors and practice assessors. It is through this collaborative and robust assessment strategy that the University and the professional statutory regulating body, the NMC, will gain full assurances that the student has met the NMC Standards of proficiency for registered nurses (2018) and are fit to practice and apply for registration as a children's nurse upon completion of this programme.

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 360.

The total number of credit points required for the achievement of Bachelor of Science (BSc) is 660.

Level 1

Title	Credit Rating	Core / Optional
Fundamental nursing care 2020-21	30	Core
Nursing and the interprofessional team 2020-21	30	Core
Personal Development and Resilience 2020-21	30	Core
Holistic person-centred children's nursing care 2020-21	30	Core

Level 2

Title	Credit Rating	Core / Optional
Assessing needs, planning and coordinating care 2021-22	30	Core
Healthcare Sciences 2021-22	30	Core
Promoting health and preventing ill health 2021-22	30	Core
Providing and evaluating care 2021-22	30	Core

Level 3

Title	Credit Rating	Core / Optional
Being an accountable professional (nursing L6) 2022-23	30	Core
Innovation to transformation in nursing practice 2022-23	30	Core
Leadership and practice education (nursing) 2022-23	30	Core
Leading and managing complex children's care 2022-23	30	Core

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Fundamental nursing care 2020-21	<input checked="" type="checkbox"/>											
Holistic person-centred children's nursing care 2020-21			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
Nursing and the interprofessional team 2020-21				<input checked="" type="checkbox"/>								
Personal Development and Resilience 2020-21												

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Fundamental nursing care 2020-21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Holistic person-centred children's nursing care 2020-21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
Nursing and the interprofessional team 2020-21	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>								
Personal Development and Resilience 2020-21										<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32	PO33	PO34
Fundamental nursing care 2020-21	<input checked="" type="checkbox"/>									
Holistic person-centred children's nursing care 2020-21	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					
Nursing and the interprofessional team 2020-21									<input checked="" type="checkbox"/>	
Personal Development and Resilience 2020-21				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Assessing needs, planning and coordinating care 2021-22					✓					✓		
Healthcare Sciences 2021-22	✓	✓						✓				
Promoting health and preventing ill health 2021-22						✓						
Providing and evaluating care 2021-22					✓			✓			✓	

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Assessing needs, planning and coordinating care 2021-22			✓		✓	✓						✓
Healthcare Sciences 2021-22												
Promoting health and preventing ill health 2021-22								✓				
Providing and evaluating care 2021-22	✓	✓	✓		✓		✓					✓

	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32	PO33	PO34
Assessing needs, planning and coordinating care 2021-22					✓					
Healthcare Sciences 2021-22				✓						
Promoting health and preventing ill health 2021-22										
Providing and evaluating care 2021-22			✓			✓			✓	

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Being an accountable professional (nursing L6) 2022-23								✓				
Innovation to transformation in nursing practice 2022-23						✓	✓		✓		✓	✓

Leadership and practice education (nursing) 2022-23													
Leading and managing complex children's care 2022-23													✓
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24	
Being an accountable professional (nursing L6) 2022-23	✓	✓	✓		✓					✓			
Innovation to transformation in nursing practice 2022-23													
Leadership and practice education (nursing) 2022-23				✓									
Leading and managing complex children's care 2022-23					✓	✓			✓				
				PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32	PO33	PO34
Being an accountable professional (nursing L6) 2022-23				✓					✓		✓	✓	✓
Innovation to transformation in nursing practice 2022-23					✓								
Leadership and practice education (nursing) 2022-23									✓				
Leading and managing complex children's care 2022-23						✓	✓				✓		

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Fundamental nursing care 2020-21									100			
Holistic person-centred children's nursing care 2020-21												
Nursing and the interprofessional team 2020-21												
Personal Development and Resilience 2020-21									100			
	13	14	15	16	17	18	19	20	21	22	23	24
Fundamental nursing care 2020-21												
Holistic person-centred children's nursing care 2020-21												
Nursing and the interprofessional team 2020-21												
Personal Development and Resilience 2020-21												
	25	26	27	28	29	30	31	32	33	34	35	36
Fundamental nursing care 2020-21												
Holistic person-centred children's nursing care 2020-21								100				
Nursing and the interprofessional team 2020-21								100				
Personal Development and Resilience 2020-21												

	37	38	39	40	41	42	43	44	45	46	47	48
Fundamental nursing care 2020-21												
Holistic person-centred children's nursing care 2020-21												
Nursing and the interprofessional team 2020-21												
Personal Development and Resilience 2020-21												
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Fundamental nursing care 2020-21												
Holistic person-centred children's nursing care 2020-21												
Nursing and the interprofessional team 2020-21												
Personal Development and Resilience 2020-21												

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Assessing needs, planning and coordinating care 2021-22												
Healthcare Sciences 2021-22												
Promoting health and preventing ill health 2021-22												
Providing and evaluating care 2021-22												
	13	14	15	16	17	18	19	20	21	22	23	24

Assessing needs, planning and coordinating care 2021-22					100								
Healthcare Sciences 2021-22				100									
Promoting health and preventing ill health 2021-22													
Providing and evaluating care 2021-22													
	25	26	27	28	29	30	31	32	33	34	35	36	
Assessing needs, planning and coordinating care 2021-22													
Healthcare Sciences 2021-22													
Promoting health and preventing ill health 2021-22													
Providing and evaluating care 2021-22													
	37	38	39	40	41	42	43	44	45	46	47	48	
Assessing needs, planning and coordinating care 2021-22													
Healthcare Sciences 2021-22													
Promoting health and preventing ill health 2021-22					100								
Providing and evaluating care 2021-22									100				
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
Assessing needs, planning and coordinating care 2021-22													
Healthcare Sciences 2021-22													
Promoting health and preventing ill health 2021-22													
Providing and evaluating care 2021-22													

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Being an accountable professional (nursing L6) 2022-23												
Innovation to transformation in nursing practice 2022-23												30
Leadership and practice education (nursing) 2022-23												
Leading and managing complex children's care 2022-23												
	13	14	15	16	17	18	19	20	21	22	23	24
Being an accountable professional (nursing L6) 2022-23												
Innovation to transformation in nursing practice 2022-23						70						
Leadership and practice education (nursing) 2022-23				50		50						
Leading and managing complex children's care 2022-23												
	25	26	27	28	29	30	31	32	33	34	35	36
Being an accountable professional (nursing L6) 2022-23								100				
Innovation to transformation in nursing practice 2022-23												
Leadership and practice education (nursing) 2022-23												
Leading and managing complex children's care 2022-23					100							

	37	38	39	40	41	42	43	44	45	46	47	48	
Being an accountable professional (nursing L6) 2022-23													
Innovation to transformation in nursing practice 2022-23													
Leadership and practice education (nursing) 2022-23													
Leading and managing complex children's care 2022-23													
								49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Being an accountable professional (nursing L6) 2022-23													
Innovation to transformation in nursing practice 2022-23													
Leadership and practice education (nursing) 2022-23													
Leading and managing complex children's care 2022-23													

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

Subject Specific Intellectual Skills

Subject Specific Practical Skills

Transferable Skills and Attributes

Appendix IV: Benchmark Benchmark Statement(s)