LSBU EST 1892

Course Specification

A. Course Information			
Final award title(s)	BSc (Hons) Children and Young People's Health		
Intermediate exit award title(s)	Graduate Certificate Children and Young People's Healthcare Practice		
UCAS Code		**Course Code(s)**	5062
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Children's Nursing		
Course Director	Hayley Rogers		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☐Full time ☒Part time ☐other please specify		

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Part time	6 Years via CPD_OPEN	September	August

Is this course generally suitable for students on a Tier 4 visa?	No	
Approval dates:	Course(s) validated / Subject to validation	July 2017
	Course specification last updated and signed off	September 2022
Professional, Statutory & Regulatory Body accreditation	NA	
Reference points:	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements PSRB Competitions and Markets Authority SEEC Level Descriptors 2021

		OfS Guidance

B. Course Aims and Features

Distinctive features of course	The care of children and young people in hospital and community demands that practitioners have the skills and knowledge to understand the needs of children from infancy to young adulthood. Practitioners working with children in hospital or community must be able to apply a holistic approach to care, taking into consideration physical, psychological, cognitive and emotional needs across the age ranges whilst relating to their developmental stages. It is implicit that the care of children is practised within a philosophy of child-focused and family-centred care recognising that, when possible, the child, parents and carers are equal partners in care. Children and young people have the right to be included and informed about decisions made about their care, appropriate to their age and stage of development. Practitioners must therefore incorporate this into the delivery of care. This partnership working enables children to reach their full potential and encourages the development of autonomy in care and decision making The BSc (Hons) in Children and Young People's Healthcare Practice is designed for practising healthcare staff who wish to expand their knowledge base and practice through a generic range of relevant modules. The framework award generally focuses on more theoretical and less practice-based modules. The part-time course allows students to reflect upon and enhance current practice and to continue in their employment. It remains flexible, allowing a wide choice of modules and therefore can be tailored to individual practice needs. This allows students to build a highly relevant, challenging and stimulating course of study to fit their practice needs. The modules of study can be taken in any order. Some students may wish to follow a slow pathway and may take up to 6 years to complete the course. The philosophy of the course is based upon the belief that post-qualifying learners working with children in hospitals and community learn more effectively when they are active in the learning process, rather than simply being passive recipients of knowledge. It is recognised that ill children in hospital and community present with complex multi-dimensional needs, some being life limiting or life threatening, and many which persist through childhood into adult life. These needs may impact upon the child's development, choices and family life. It is essential, therefore, for practitioners to work collaboratively with other health and social care professionals to promote health and minimise illness while protecting vulnerable children and their families. The Department of Children's Nursing and School of Health and Social Care is proud of the level and variety of support offered to post-qualifying practitioners working with children, the learning style and assessment strategy adopted by the Department is not simply about the recall of factual information, but requires students to demonstrate critical thinking and evaluative skills. For this course, post-qualifying students will be supported in their learning

	through a variety of means, determined by their previous learning experiences. Other distinctive features of the course include: • Enabling the practitioners working with children to acquire a range of transferrable skills that can be adapted to care in any setting (in or out of hospital), recognising that children and young people have varying levels of dependency. • Equipping practitioners to care for children with physical and mental health needs as well as public health issues. • Focus on integrating theory to practice through modules and practice that build on knowledge through the progression points. • A taught programme which is complemented by blended learning support and interactive activities through digital learning and smaller group work sessions. This approach accommodates differing learning styles, providing students with a range of opportunities to achieve and reach their full potential. • Opportunity for potential students to claim Accreditation of Prior Learning for suitably qualified and/or experienced applicants.
Course Aims	The aims of the BSc (Hons) in Children and Young People's Healthcare Practice are to: • Provide a learning experience which enables the utilisation of critical reflection and evidence-based enquiry in the care of Children and Young People. • Promotes responsibility for and adopt a problem-solving approach to learning and professional development, fostering self-direction in managing learning. • Foster independence in learning experience relevant to the students' personal and professional development. • Develop critical thinking skills through exploration of theories and evidence used to underpin practice in the care of Children and Young People. • Develop confident and competent practitioners who practise autonomously, compassionately, skilfully and safely while maintaining dignity and promoting health and wellbeing for children and young people.
Course Learning Outcomes	**A) Students will have knowledge and understanding of:** - A1 - A comprehensive range of strategies to promote/improve and provide safe and effective evidence-based care for children and young people in a range of health care settings with acute and long-term problems - A2- The impact of personal, cultural, spiritual beliefs and practices and the psychosocial context, on therapeutic communication, behaviour, use of services and health outcome. - A3 -The planning of care for children, young people and their families, taking into consideration the importance of negotiation of care, recognising personal belief systems and values. - A4 -The upholding of the rights of children, young people and their families within the context of care. - A5 - Working in partnership, specifically with children and young people, families, carers and other health and social care workers and professionals. - A6 - Approaches to leadership and management and the implications of these in the context of healthcare.

Students exiting with the Graduate Cert Children and Young People's Healthcare Practice will have achieved A1-A6

- A7 How evidence-based practice and research processes can be used to improve the quality of healthcare practice and standards of care.
- A8 Principles of evidence-based practice, including reflection, appraisal and application within healthcare practice.

Students exiting with the BSc (Hons) Children and Young People's Healthcare Practice will have achieved A1-A8.

B) Students will develop their intellectual skills such that they are able to:

- B1 - Use critical thinking, problem-solving, reflection and analysis to make sound judgements and decisions (possibly in the absence of complete data) and to explore potential solutions
- B2- Appraise information from a wide range of sources in order to gain a coherent understanding of pertinent theoretical principles and their application to practice
- B3- Demonstrate a critical understanding of contemporary research and evidence that underpins healthcare practice in a variety of settings

Students exiting with the Graduate Cert Children and Young People's Healthcare Practice will have achieved B2-B3;

- B4 - Demonstrate independent thinking, critical thinking, critical reflection, problem solving and creativity as safe practitioners.

- B5- Evaluate the impact of social, cultural, spiritual, legal, political and economic factors on care and care delivery to children, young people and their families.

Students exiting with the BSc (Hons) Children and Young People's Healthcare Practice will have achieved B1-B5

C) Students will acquire and develop practical skills such that they are able to:
- C1- Practice to meet the requirements of their professional standards of practice and behaviour for practitioners in their area of practice.
- C2- Act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards in the healthcare of children and young people.
- C3- Assess, plan, deliver and evaluate care for children and young people in hospital and out of hospital settings using the best available evidence base.
- C4 -Practice in a compassionate, respectful way, maintaining dignity and well-being for children, young people and their families.
- C5 - Develop skills of decision making within own practice in order to promote high quality care for children and young people.

Students exiting with the Graduate Cert and BSc (Hons) Children and Young People's Healthcare Practice will have achieved C1-C5

D) Students will acquire and develop transferrable skills such that they are able to:

- D1 - Demonstrate self-awareness and recognise how their own values, principles and assumptions may affect their practice.
- D2 - Develop skills to supervise and manage others and contribute to planning, designing, delivering and improving current care and future services.
- D3 - Maintain their own personal and professional development, learning from experience, through supervision, feedback, reflection and evaluation.

Students exiting with the Graduate Cert Children and Young People's Healthcare Practice will have achieved D1-D3

- D4 - Work effectively across professional and agency boundaries, and co-ordinate smooth effective transition within and between services and agencies.

Students exiting with the BSc (Hons) Children and Young People's Healthcare Practice will have achieved D1-D4

Students exiting with the Graduate Cert Children and Young People's Healthcare Practice will have achieved A1-A6 B2-B3; C1-C5 & D1-D3 (60 credits)

Students exiting with the BSc (Hons) Children and Young People's Healthcare Practice will have achieved A1-A8; B1-B5; C1-C5 & D1-D4

C. Teaching and Learning Strategy

The teaching strategy will include the provision of online material; pre-session activities and a variety of blended learning through the virtual learning environment. This includes:
- Lectures will be used to introduce and provide new information and update existing knowledge.
- Seminars and discussions will allow the sharing of varied ideas amongst students.
- Group tutorials and formative assessments will be placed in all modules to ensure students can monitor their progress.
- The use of scenarios and incident analysis to encourage the integration of theory and practice.
- Structured reading/guided study with workbooks and on-line activities to develop and update knowledge and encourage independent learning.
- The virtual learning environment will be utilised for e-activities including discussion amongst students, quizzes, critique and literature searching.
- Interactive lectures, small group activities, case-based discussions, workshops and tutorials.
- The classroom-based activity is supported by online activities using the Virtual Learning Environment (Moodle) for electronic resources and sharing of student blended learning and online discussion.
- Individual and group tutorial sessions which will enable critical thinking and reflection in collaborative care.
- Seminars and discussions will enable students working in acute and community care to share ideas with others involved in the care of children and young people.

D. Assessment

Assessment methods are specified in each module descriptor with details in the individual module guides designed to cover the module and course learning outcomes. Assessments will take different forms based on the content of the modules and may include:
- Practice scenarios, OSCEs to provide a simulated experience in which knowledge and skills can be demonstrated.
- Achievement of identified competencies related to healthcare practice at designated level.
- Reflective and critical analysis essay will allow students to express critical thinking and construction of sound arguments related to their healthcare practice to develop integration of theory and practice.
- Case presentation, to develop complex skills in articulating knowledge and decision-making processes.
- Examination to test underpinning knowledge.
- Oral presentations, will provide students the opportunity articulate their knowledge as well as their presentation and debating skills

Coursework can take many forms based on the practical or theoretical content of the modules and may include:
- Intellectual skills assessed through written coursework and group or individual student presentations.
- Written assignments, such as an essay, case study, critical review and evidence-based scenarios to examine selected aspects of care and suggest strategies for care enhancement.
- Literature search and review to examine the evidence for care delivery.

- OSCEs, evidence-based student presentations, work-based competencies and reflective essays.

- The achievement of identified competencies can be assessed through assessments such as client/patient narratives, case study approaches and scenario-based coursework.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

The school follows the university regulations apart from:
- Learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to meet the standard University admissions:
- 240 credits of which no more than 120 are at level 4 and no less than 120 are at level 5 or an equivalent
- Current registration with the Nursing and Midwifery Council or Health & Care Professions Council or equivalent

- Normally applicants would have 240 Credits of which no more than 120 are at level 4 and no less than 120 are at level 5 or equivalent.
- Current registration with the Nursing and Midwifery Council or Health & Care Professions Council or equivalent.

G. Course structure(s)

Course overview

Students commencing on this course must have sufficient evidence of learning at levels 4 and 5, to be eligible to enter the final year of a full-time honours' degree.

Graduate Certificate in Children and Young People's Healthcare Practice
- 60 credits, comprising three level 6 modules from the CPPD portfolio.

At this point, if the student wishes to proceed to the BSc (Hons) the following must take place:
- Student discuss intent with their Pathway Advisor/ Course Director
- Record intent on a 'Declaration of Intent Form'.
- Evidence of level 4 and level 5 academic achievements in health approved.

BSc (Hons) Children and Young People's Healthcare Practice
- 120 credits, comprising modules from the CPPD portfolio, two of which must be
- Research methods and processes (20 credits)

Students will have up to 6 years on a part-time basis to complete this award

Placements information

None

H. Course Modules

Module Code	Module Title	Level	Semester	Credit
WHS_6_823*	Advanced Clinical Skills in Paediatric Ventilator Management	6	2	20
HCN_6_002*	An Introduction to Care of the Child in the Recovery Room	6	1 or 2	20
WHS_6_818*	Care of the Child with Cardiac and Respiratory Compromise	6	2	20
HCN_6_003	Care of the Critically Ill Child and Young Person	6	2	20
HCN_6_004	Care of the Sick Neonate: Intensive Care	6	2	20
HCN_6_005	Caring for Children and Young People with a Cardiac Condition	6	2	20
HCN_6_007	Caring for Children and Young people within a High Dependency Unit	6	1 or 2	20
WHS_6_824*	Caring for Children and Young People with Life Limiting Conditions	6	1	20
HCN_6_006	Caring for Children and Young People with a Renal Condition	6	2	20
HCN_6_026	Continuing Care in Childhood Cancer	6	2	20
HCN_6_008	Enhancing the Health and Wellbeing of Children and Young People	6	1	20
HCN_6_009	Enhancing Practice in Care of the Child in the Recovery Room	6	1 or 2	20
HCN_6_019	Enhancing Neonatal Nursing	6	2	20
HCN_6_010	Foundations in Children and Young Peoples Development	6	1	20
WHS_6_817*	Foundations of Paediatric Intensive Care Nursing	6	1	20
HCN_6_018	Foundations in Neonatal Care	6	1	20
HCN_6_020	Introduction to Childhood Cancer	6	2	20
HCN_6_017	Leadership and Quality Improvement in Healthcare	6	1 or 2	20
HCN_6_011	Mental Health Awareness in Children and Young People	6	2	20

TBE_6_013	Mentorship and Competency Based Education	6	All	20
WHS_6_819*	Nursing Interventions for the Child in Paediatric Intensive Care	6	2	20
HCN_6_013	Principles of Care for Children and Young People with Diabetes	6	1	20
HCN_6_012	Principles of Care for Children and Young People in Endocrinology	6	2	20
HCN_6_022	Principles of Children and Young People's Neuroscience Care - Acute Care	6	1	20
HCN_6_023	Principles of Children and Young Peoples Neuroscience Care: Long Term Management	6	2	20
HCN_6_021	Protecting and Safeguarding Children and Young People	6	1	20
HCN_6_024	Principles of Caring for Neonate, Child or Young Person Undergoing Surgery	6	2	20
HCN_6_025	Principles of Managing Children's and Young People's Pain	6	2	20
HCN_6_014	Public Health for Children and Young People	6	1	20
HCN_6_015	Recognising and Prioritising Care of the Deteriorating Child or Young Person	6	2	20
HAN_6_027	Reflective Literature Review	6	1 & 2	20/40
WHS_6_822*	Research Methods and Processes	6	1 & 2	20
HCN_6_016	The Principles of Managing Clinical Trials – Becoming an Effective Practitioner	6	2	20

I. Timetable information

Applicants will see the dates for modules via the application system.
New students will receive timetable information for week 1 at induction, or via the administrators.
Continuing students will be informed via Moodle and/or the CMIS timetable facility

J. Costs and financial support

Students may find it advisable to buy some textbooks to support their learning on different modules.
No specialist equipment is required

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Personal Development Planning (postgraduate courses)
Appendix D: Terminology

Appendix A: Curriculum Map
This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes							
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	A8
6	Advanced clinical skills in paediatric ventilator management	WHS_6-823*	TDA		TDA	TDA	TDA	TDA	TDA	TDA
6	An Introduction to Care of the Child in the Recovery Room	HCN_6_002*	TDA		TDA	TDA	TDA		TDA	TDA
6	Care of the child with cardiac and respiratory compromise	WHS-6-818*	TDA		TDA	TDA	TDA		TDA	TDA
6	Care of the critically ill child and young person	HCN_6_003	TDA	TDA	TDA	TDA	TDA		TDA	TDA
6	Care of the sick neonate: intensive care	HCN_6_004	TDA		TDA	TDA	TDA		TDA	TDA
6	Caring for children and young people with a cardiac condition	HCN_6_005	TDA		TDA	TDA	TDA		TDA	TDA
6	Caring for children and young people within a high dependency unit	HCN_6_007	TDA	TDA	TDA	TDA	TDA		TDA	TDA
6	Caring for children and young people with life limiting conditions	WHS-6-824*	TDA		TDA	TDA	TDA		TDA	TDA
6	Caring for children and young people with a renal condition	HCN_6_006	TDA		TDA	TDA	TDA		TDA	TDA
6	Continuing care in childhood cancer	HCN_6_026	TDA	TDA	TDA	TDA	TDA		TDA	TDA
6	Enhancing the Health and Wellbeing of Children and Young People	HCN_6_008		TDA	TDA	TDA	TDA		TDA	TDA
6	Enhancing Practice in Care of the Child in the Recovery Room	HCN_6_009	TDA		TDA	TDA	TDA		TDA	TDA
6	Enhancing neonatal nursing	HCN-6-019	TDA		TDA	TDA	TDA		TDA	TDA
6	Foundations in children and young people's development	HCN_6_010		TDA	TDA	TDA			TDA	TDA
6	Foundations of Paediatric Intensive Care Nursing	WHS-6-817*		TDA		TDA	TDA		TDA	TDA
6	Foundations in neonatal care	HCN_6_018	TDA	TDA		TDA	TDA		TDA	TDA
6	Introduction to childhood cancer	HCN_6_020		TDA		TDA	TDA		TDA	TDA
6	Leadership and quality improvement in healthcare	HCN_6_017			TDA		TDA	TDA		
6	Mental health awareness in children and young people	HCN_6_011	TDA		TDA	TDA			TDA	TDA
6	Mentorship and competency based education	TBE_6_013			TDA		TDA			
6	Nursing interventions for the child in paediatric intensive care	WHS-6-819*	TDA		TDA	TDA	TDA		TDA	TDA
6	Principles of care for children and young people with diabetes	HCN_6_013	TDA	TDA	TDA	TDA	TDA		TDA	TDA
6	Principles of care for children and young people in endocrinology	HCN_6_012	TDA		TDA	TDA	TDA		TDA	TDA
6	Principles of Children and Young People's Neuroscience Care - Acute Care	HCN_6_022	TDA		TDA	TDA	TDA		TDA	TDA
6	Principles of care for children and young people's neuroscience care: Long term management	HCN_6_023	TDA	TDA	TDA	TDA	TDA		TDA	TDA

Level	Title	Code								
6	Protecting and safeguarding children and young people	HCN_6_021		TDA		TDA			TDA	TDA
6	Principles of caring for a neonate, child or young person undergoing surgery	HCN_6_024	TDA						TDA	TDA
6	Principles of managing children and young people's pain	HCN_6_025	TDA	TDA	TDA	TDA			TDA	TDA
6	Public health for children and young people	HCN_6_014	TDA	TDA	TDA	TDA			TDA	TDA
6	Recognising and prioritising care for the deteriorating child and young person	HCN_6_015	TDA	TDA	TDA	TDA			TDA	TDA
6	Reflective Literature Review	HAN_6_027	TDA		TDA	TDA	TDA	TDA		
6	Research methods and processes	WHS_6_822			TDA	TDA	TDA	TDA		
6	The Principles of Managing Clinical Trials – Becoming an Effective Practitioner	HCN_6_016			TDA	TDA	TDA	TDA		

Modules			Course outcomes				
Level	Title	Code	B1	B2	B3	B4	B5
6	Advanced clinical skills in paediatric ventilator management	WHS-6-823*	TDA	TDA		TDA	
6	An Introduction to Care of the Child in the Recovery Room	HCN_6_002*	TDA	TDA		TDA	
6	Care of the child with cardiac and respiratory compromise	WHS-6-818*	TDA	TDA		TDA	
6	Care of the critically ill child and young person	HCN_6_003	TDA			TDA	TDA
6	Care of the sick neonate: intensive care	HCN_6_004	TDA	TDA		TDA	TDA
6	Caring for children and young people with a cardiac condition	HCN_6_005	TDA	TDA		TDA	
6	Caring for children and young people within a high dependency unit	HCN_6_007	TDA	TDA		TDA	
6	Caring for children and young people with life limiting conditions	WHS-6-824*	TDA	TDA			TDA
6	Caring for children and young people with a renal condition	HCN_6_006	TDA	TDA		TDA	TDA
6	Continuing care in childhood cancer	HCN_6_026			TDA		TDA
6	Enhancing the Health and Wellbeing of Children and Young People	HCN_6_008	TDA	TDA		TDA	TDA
6	Enhancing Practice in Care of the Child in the Recovery Room	HCN_6_009	TDA	TDA			
6	Enhancing neonatal nursing	HCN-6-019	TDA	TDA		TDA	
6	Foundations in children and young people's development	HCN_6_010			TDA		TDA
6	Foundations of Paediatric Intensive Care Nursing	WHS-6-817*	TDA	TDA		TDA	
6	Foundations in neonatal care	HCN_6_018	TDA	TDA			
6	Introduction to childhood cancer	HCN_6_020	TDA			TDA	TDA
6	Leadership and quality improvement in healthcare	HCN_6_017			TDA	TDA	TDA
6	Mental health awareness in children and young people	HCN_6_011	TDA	TDA		TDA	TDA
6	Mentorship and competency based education	TBE_6_013	TDA				
6	Nursing interventions for the child in paediatric intensive care	WHS-6-819*		TDA	TDA		TDA
6	Principles of care for children and young people with diabetes	HCN_6_013	TDA	TDA		TDA	
6	Principles of care for children and young people in endocrinology	HCN_6_012	TDA		TDA	TDA	
6	Principles of children and young people's neuroscience care - acute care	HCN_6_022	TDA		TDA	TDA	

Level	Title	Code	C1	C2	C3	C4	C5	D1	D2	D3	D4
6	Principles of care for children and young people's neuroscience care: Long term management	HCN_6_023	TDA	TDA	TDA						TDA
6	Protecting and safeguarding children and young people	HCN_6_021	TDA		TDA					TDA	TDA
6	Principles of caring for a neonate, child or young person undergoing surgery	HCN_6_024	TDA	TDA							
6	Principles of managing children and young people's pain	HCN_6_025	TDA		TDA						TDA
6	Public health for children and young people	HCN_6_014								TDA	TDA
6	Recognising and prioritising care for the deteriorating child and young person	HCN_6_015	TDA	TDA						TDA	TDA
6	Reflective Literature Review	HAN_6_027	TDA						TDA	TDA	TDA
6	Research methods and processes	WHS_6_822		TDA	TDA						
6	The Principles of Managing Clinical Trials – Becoming an Effective Practitioner	HCN_6_016						TDA	TDA		

Module			Course outcomes								
Level	Title	Code	C1	C2	C3	C4	C5	D1	D2	D3	D4
6	Advanced clinical skills in paediatric ventilator management	WHS-6-823*	TDA	TDA	TDA		TDA	TDA		TDA	
6	An Introduction to Care of the Child in the Recovery Room	HCN_6_002*	TDA	TDA	TDA		TDA	TDA		TDA	TDA
6	Care of the child with cardiac and respiratory compromise	WHS-6-818*	TDA	TDA	TDA		TDA		TDA	TDA	
6	Care of the critically ill child and young person	HCN_6_003	TDA	TDA		TDA		TDA	TDA	TDA	
6	Care of the sick neonate: intensive care	HCN_6_004	TDA		TDA		TDA	TDA	TDA	TDA	
6	Caring for children and young people with a cardiac condition	HCN_6_005	TDA	TDA	TDA			TDA	TDA	TDA	
6	Caring for children and young people within a high dependency unit	HCN_6_007	TDA	TDA	TDA		TDA	TDA	TDA		
6	Caring for children and young people with life limiting conditions	WHS-6-824*	TDA	TDA	TDA	TDA	TDA		TDA	TDA	TDA
6	Caring for children and young people with a renal condition	HCN_6_006	TDA	TDA	TDA	TDA		TDA	TDA	TDA	
6	Continuing care in childhood cancer	HCN_6_026	TDA	TDA	TDA	TDA	TDA		TDA	TDA	TDA
6	Enhancing health and wellbeing for children and young people	HCN_6_008	TDA	TDA	TDA	TDA			TDA		TDA
6	Enhancing practice in care of the child in the recovery room	HCN_6_009	TDA		TDA		TDA	TDA		TDA	
6	Enhancing neonatal nursing	HCN-6-019	TDA	TDA	TDA		TDA	TDA		TDA	
6	Foundations in children and young people's development	HCN_6_010	TDA	TDA	TDA	TDA	TDA	TDA		TDA	TDA
6	Foundations of Paediatric Intensive Care Nursing	WHS-6-817*	TDA	TDA	TDA		TDA	TDA	TDA		
6	Foundations in neonatal care	HCN_6_018	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	
6	Introduction to childhood cancer	HCN_6_020		TDA	TDA		TDA		TDA	TDA	TDA
6	Leadership and quality improvement in healthcare	HCN_6_017		TDA	TDA				TDA		TDA
6	Mental health awareness in children and young people	HCN_6_011		TDA		TDA	TDA	TDA	TDA	TDA	TDA
6	Mentorship and competency based education	TBE_6_013	TDA		TDA		TDA			TDA	TDA
6	Nursing interventions for the child in paediatric intensive care	WHS-6-819*	TDA	TDA		TDA		TDA	TDA	TDA	
6	Principles of care for children and young people with diabetes	HCN_6_013	TDA		TDA	TDA	TDA	TDA	TDA		TDA
6	Principles of care for children and young people in endocrinology	HCN_6_012	TDA			TDA	TDA	TDA		TDA	
6	Principles of children and young people's neuroscience care - acute care	HCN_6_022	TDA	TDA	TDA		TDA	TDA		TDA	

Level	Title	Code	1	2	3	4	5	6	7	8	9
6	Principles of care for children and young people's neuroscience care: Long term management	HCN_6_023	TDA		TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Protecting and safeguarding children and young people	HCN_6_021	TDA	TDA	TDA		TDA	TDA			TDA
6	Principles of caring for a neonate, child or young person undergoing surgery	HCN_6_024			TDA	TDA			TDA		
6	Principles of managing children and young people's pain	HCN_6_025	TDA	TDA		TDA	TDA	TDA		TDA	TDA
6	Public health for children and young people	HCN_6_014		TDA		TDA	TDA	TDA		TDA	TDA
6	Recognising and prioritising care for the deteriorating child and young person	HCN_6_015	TDA	TDA	TDA		TDA	TDA	TDA	TDA	
6	Reflective Literature Review	HAN_6_027		TDA	TDA		TDA	TDA	TDA	TDA	TDA
6	Research methods and processes	WHS_6_822			TDA			TDA	TDA		
6	The Principles of Managing Clinical Trials – Becoming an Effective Practitioner	HCN_6_016			TDA			TDA		TDA	TDA

Appendix B: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	Level 6
1 Supporting the development and recognition of skills through the personal tutor system.	Each student will be assigned a named academic contact as a personal tutor this may be the module leader or course director for the course or a member of the course team. The personal tutor will provide academic guidance and pastoral support across the course of study and review wider academic progress. Formal meeting will be scheduled once every academic year to facilitate progress review and provide academic feedback. Additional meetings can be arranged as required. **Evidence: personal tutor records**
2 Supporting the development and recognition of skills in academic modules	Students will be supported to develop their academic skills and be able to work at level 6. This will be facilitated through tutorials, workshops and feedback from formative assessments. Skills for learning team will provide a workshop at the beginning of each semester on critical thinking, and academic writing. Students can access additional support through the student centre as needed. The module leaders and teaching team will provide tutorials on assessments and review draft work of students as needed. Assessment feedback will also provide guidance that will assist further academic development. **Evidence: Formative and summative assessment feedback; personal tutor / module leader records**
3 Supporting the development and recognition of skills through research module and final reflective reviews	An academic supervisor will be allocated to each student undertaking their final module. The role of the academic supervisor is to assist students by providing advice and guidance on how to prepare, and structure the review and guide them in the specialist area. All students will be allocated 9 hours of personal supervision for support and feedback on draft work. **Evidence: Supervision records**
4 Supporting the development and recognition of career management skills.	The Course Director for the course will continue to work with stakeholders and clinical colleagues to continue to identify priorities to be included within courses. This will ensure that the course remains current and support the development of new relevant knowledge and skills. In addition, the speciality courses are designed in accordance with local and national competences/ standards **Evidence: minutes of meetings with clinicians and stakeholders across trusts eg course board meetings.**
5 Supporting the development and recognition of career management skills through work placements or work experience.	Students on this course are expected to have a minimum of 6-months post registration experience in a related area of practice and are able to achieve the relevant competences of the course. Additionally, in all modules there's a focus on students' ongoing roles and development as a competent and qualified practitioner **Evidence: Reflective accounts; case studies.**
6 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	With the support of Course Director, module leader, and personal tutor, students studying at level 6 are expected to be able to identify their specific needs and develop an action plan to develop these skills. In addition, student learning will be facilitated by a multi-professional teaching team using Blended Learning Approach. Students from different disciplines will engage in learning activities on Moodle.

	Evidence: Reflective accounts; participation in online discussion forums where applicable and e-activities
7 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Most health and social care professionals are required to demonstrate continuing professional development to maintain registration with their professional body. Course director and personal tutor will support this development. **Evidence: Reflective accounts; personal tutor records/ re validation portfolio**
8 Other approaches to personal development planning.	Course Director and module leaders will support student personal development plan (PDP) through ongoing discussions and feedback. Students will be supported to identify a career pathway appropriate to meet their PDP. **Evidence: Reflective accounts; personal tutor records**
9 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.	Students are encouraged to participate in critical reflection throughout the assessment strategy on this course. In addition, students are encouraged to participate in online learning activities that promote l reflection and evaluation. Personal tutors will focus on the appropriate approaches for PDP for each student and the advantages of electronic versus paper-based learning log. **Evidence: Reflective accounts; personal tutor record; formative and summative assessments; Moodle.**

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions