

**Course Specification**

<b>A. Course Information</b>											
<b>Final award title(s)</b>	MSc Children and Young People's Healthcare Practice Post Graduate Diploma Children and Young People's Healthcare Practice Post Graduate Certificate Children and Young People's Healthcare Practice										
<b>Intermediate exit award title(s)</b>	Post Graduate Diploma Children and Young People's Healthcare Practice Post Graduate Certificate Children and Young People's Healthcare Practice										
<b>UCAS Code</b>		<b>Course Code(s)</b>	5063								
<b>School</b>	London South Bank University										
<b>Division</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS										
<b>Course Director</b>	Hayley Rogers										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify										
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify										
<b>Length of course/start and finish dates</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>6 via CPD Open</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	6 via CPD Open	September	August
Mode	Length years	Start - month	Finish - month								
Part time	6 via CPD Open	September	August								
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	No										
<b>Approval dates:</b>	Course(s) validated / Subject to validation	July 2017									
	Course specification last updated and signed off	September 2023									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	N/A										
<b>Reference points:</b>	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Top 20 Principles – Health and Social Care 2020 @ LSBU Academic Quality and Enhancement Website									
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements Competitions and Markets Authority Department of Health (2014) Five Year Forward View SEEC Level Descriptors 2021 OfS Guidance									
<b>B. Course Aims and Features</b>											
<b>Distinctive features of course</b>	The care of children and young people in hospital and community demands that healthcare professionals have the skills, knowledge and competence to understand the needs of children from infancy to young adulthood. Healthcare professionals working with children in hospital or community must be able to apply a holistic approach to care, taking into										

	<p>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 and young people is practised within a philosophy of child and young person focused and family-centred care recognising that, when possible, the child, young person, 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. Health care professionals must therefore incorporate this in to the delivery of care. This partnership working enables children and young people to reach their full potential and encourages the development of autonomy in care and decision making.</p> <p>The MSc Children and Young People’s Healthcare Practice is designed for healthcare professionals who are currently practising at an advanced academic and professional level. In order to expand their knowledge base, competence 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 explore and evaluate their current practice and initiate change as necessary. 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 for the Pg. Certificate and the Pg. Diploma may be taken in any order however for the full MSc the student must successfully complete the 60 credit dissertation as their last module. Some students may wish to follow a slow pathway and may take up to 6 years to complete the course.</p> <p>The philosophy of the course is based upon the belief that post-qualifying learners working with children and young people 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 and young people in hospital and community present with complex multi-dimensional needs, some being life limiting or life threatening, and many which persist from birth through to adult life. These needs may impact upon the child's development, choices and family life. It is essential, therefore, for healthcare professionals to work collaboratively with other health and social care professionals to promote health and minimise illness while protecting vulnerable children and their families.</p> <p>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 healthcare professionals 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:</p> <ul style="list-style-type: none"> <li>• Enabling the practitioners working with children to acquire a range of advanced 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.</li> <li>• Equipping practitioners to care for children and young people with physical and mental health needs as well as public health issues. Evaluating the care and implement change as necessary.</li> <li>• 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.</li> <li>• Opportunity for potential students to claim Accreditation of Prior Learning for suitably qualified and/or experienced applicants.</li> </ul>
<b>Course Aims</b>	<p>The aims of the MSc in Children and Young People’s Healthcare Practice is to:</p> <ul style="list-style-type: none"> <li>• Enable the health care professional to critically discuss and reflect on evidence based enquiry when delivering healthcare to children and young people.</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply a problem solving approach to learning and professional development, fostering self-direction in managing learning</li> <li>• Foster independence in learning experience relevant to the students' personal and professional development.</li> <li>• Demonstrate in-depth critical thinking skills through exploration of theories and evidence used to underpin the healthcare of children and young people.</li> <li>• Promote through leadership, education and research application excellence in promoting health and wellbeing for children and young people.</li> </ul>
<p><b>Course Learning Outcomes</b></p>	<p><b>A) Students will have knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- A2 The impact of personal, cultural, spiritual beliefs and practices and the psychosocial context, on therapeutic communication, behaviour, use of services and health outcomes.</li> </ul> <p><b>Students exiting with a PG Cert Children and Young People's Healthcare Practice will have achieved A1 &amp; A2</b></p> <ul style="list-style-type: none"> <li>- A3 Working in partnership, specifically with children and young people, families, carers and other health and social care workers and professionals.</li> <li>- A4 How evidence based practice and research processes can be used to improve the quality of healthcare practice and standards of care.</li> <li>- A5 Approaches to leadership and management and the implications of these in the context of healthcare.</li> </ul> <p><b>Students exiting with a PG Dip in Children and Young People's Healthcare Practice will have achieved A1 – A5</b></p> <p>Dissertation</p> <ul style="list-style-type: none"> <li>- A6 – Research as a method of inquiry that creates new insights into professional practice and enhances the quality of health care environment</li> </ul> <p><b>Students exiting with an MSc in Children and Young People's Healthcare Practice will have achieved A1 – A6</b></p> <p><b>B) Students will develop their intellectual skills such that they are able to:</b></p> <ul style="list-style-type: none"> <li>- 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 and implement change.</li> <li>- B2 Demonstrate the ability to engage with a range of digital technologies and recognise the role of this within contemporary healthcare practice settings, as well as the social impact and implications</li> </ul> <p><b>Students exiting with a PG Cert Children and Young People's Healthcare Practice will have achieved B1 &amp; B2</b></p> <ul style="list-style-type: none"> <li>- B3 Critically appraise information from a wide range of sources in order to gain a coherent in-depth understanding of pertinent theoretical principles and their application to practice.</li> <li>- B4 Demonstrate in-depth critical understanding of contemporary research and evidence that underpins healthcare practice in a variety of settings and initiate discussion with healthcare professionals.</li> </ul> <p><b>Students exiting with a MSc/PG Dip Children and Young People's Healthcare Practice will have achieved B1 – B4</b></p>

**C) Students will acquire and develop practical skills such that they are able to:**

- C1 Act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards.
- C2 Practice in a compassionate, respectful way, maintaining dignity and well-being for children, young people and their families.

**Students exiting with a PG Cert Children and Young People's Healthcare Practice will have achieved C1 & C2**

- C3 Critically analyse assessment findings and clinical outcomes, and plan, deliver and evaluate care using the best available evidence base.
- C4 Critically evaluate own clinical practice and implement appropriate evidence-based strategies to initiate and lead service innovation to improve children, young people and family's experience.

**Students exiting with a MSc/PG Dip Children and Young People's Healthcare Practice will have achieved C1 – C4**

**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 - Maintain their own personal and professional development, learning from experience, through supervision, feedback, reflection and evaluation.
- D3 - Work effectively across professional and agency boundaries, and co-ordinate smooth effective transition within and between services and agencies.

**Students exiting with a PG Cert Children and Young People's Healthcare Practice will have achieved D1 - D3**

- D4 Gather and interpret current information from different sources and make informed judgements about its quality and appropriateness.

**Students exiting with a PG Dip Children and Young People's Healthcare Practice will have achieved D1 – D4**

- D5 Demonstrate self-awareness, the ability to critically appraise individual learning needs, implement appropriate strategies for continuing professional and personal development and evaluate the impact.

**Students exiting with an MSc Children and Young People's Healthcare Practice will have achieved D1 – D5**

**Students exiting with an MSc Children and Young People's Healthcare Practice will have achieved A1–A6; B1-B4; C1-C4 & D1-D5**

**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.
- Lectures will be used to introduce and provide new information and update existing knowledge, encouraging the students to engage in active debate. Content will be based on current available evidence.
- The virtual learning environment will be utilised for e-activities including discussion amongst students, quizzes, critique and literature searching.
- Tutorials will include the opportunity for students to develop their intellectual skills through discussion, questioning and synthesis. This will include reflection on practice based issues to develop problem solving skills.
- Structured reading/guided study will be given to support key lectures.
- 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**

A range of strategies will be used. A variety of summative assessments are used at the end of each module including, exams, a case study, OSCEs, an essay, a clinical portfolio, work-based practice based learning and submission of a series of Practice Based Learning records (with verification of supervised clinical development, individual objective setting and review, feedback on progress and specific competencies. These assessments allow the student to demonstrate both the depth and breadth of knowledge and skills required to demonstrate competence as a graduate practitioner.

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
- 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 and practice based competencies to provide experience in which knowledge and skills can be demonstrated at a designated level.
- 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: [LSBU Academic Regulations](#)

##### **1.0 Protocol Fail / Compensation**

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

## F. Entry Requirements

Current registration on a professional register (NMC or HCPC or equivalent) with a minimum of 6-months post qualification experience in a relevant area of practice

- Student support for studying at Masters level is to be discussed with the pathway advisor. Students who have not previously undertaken study at academic Level 7 (Masters level) are advised to consider the module: Preparation for Masters Level Study (see CPPD online prospectus for more details)

Normally applicants need a first degree in a health related field or international equivalent with a classification of 2:2 or above

or

- Demonstrate successful completion of level 7 academic work

or

- Senior healthcare professionals with extensive experience with a minimum of 80 credits at level 6 will also be considered

### International Students for whom English is not their first language

- International English Language testing service (IELTS) 7.0  
Or
- Meets NMC/HCPC requirements for registration and practice in relation to EU/EAA in relation to English language requirements if appropriate.

## G. Course structure(s)

### Course overview

MSc Children and Young People's Healthcare Practice – Part Time

Postgraduate Certificate Children and Young People's Healthcare Practice

- 60 credits, with a maximum of 20 credits at Level 6 and a minimum of 40 credits at level 7

Postgraduate Diploma Children and Young People's Healthcare Practice

- 120 credits, with a maximum of 40 credits at level 6 and a minimum of 80 credits at level 7 of which 20 credits must be attained from success in the L7 core module
  - Research in Health and Social Care

MSc Children and Young People's Healthcare Practice

- 180 credits, with a maximum of 40 credits at level 6 and a minimum of 140 credits at level 7 of which 20 credits must be attained from success in the L7 core module and the remaining 60 credits from successful completion of the Dissertation
  - Research in Health and Social Care
  - Dissertation

Optional module (20 credits: level 7)	Optional module (20 credits: level 7)
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Optional module (20 credits: level 6)
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PostGraduate Certificate Children and Young People's Healthcare Practice  
(if academic credit obtained through stand-alone modules)

Optional module (20 credits: level 7)	Optional module (20 credits: level 7)
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Core Module: Research in Health and Social Care (20 credits: level 7)
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↓  
 PostGraduate Diploma Children and Young People's Healthcare Practice  
 (if academic credit obtained through stand-alone modules)  
 ↓

Core Module: Dissertation (60 credits: level 7)

↓  
**MSc Children and Young People's Healthcare Practice**

**Placements information**

None

**H. Course Modules**

Module Code	Module Title	Level	Semester	Credits
WHS-7-823*	Advanced Clinical Skills in Paediatric Ventilator Management	7	1	20
WHS-7-818*	Care of the Child with Cardiac and Respiratory Compromise	7	2	20
HCN_7_002	Care of the Critically Ill Child and Young Person	7	2	20
HCN_7_003	Caring for Children and Young People with a Cardiac Condition	7	2	20
HCN_7_005	Caring for Children and Young people within a High Dependency Unit	7	1&2	20
WHS-7-824*	Caring for Children and Young People with Life Limiting Conditions	7	2	20
HCN_7_004	Caring for Children and Young People with a Renal Condition	7	2	20
HCN_7_026	Continuing Care in Childhood Cancer	7	2	20
HCN_7_006	Enhancing the Health and Wellbeing for Children and Young People	7	1	20
HCN-7-019	Enhancing Neonatal Nursing	7	2	20
HCN_7_007	Foundations in Children and Young Peoples Development	7	1	20
HCN_7_008	Foundations in Neonatal Care	7	1	20
HCN_7_020	Introduction to Childhood Cancer	7	2	20
HCN_7_009	Mental Health Awareness in Children and Young People	7	2	20
WHS-7-819*	Nursing Interventions for the Child in Paediatric Intensive Care	7	2	20
HCN_7_011	Principles of Care for Children and Young People with Diabetes	7	1	20
HCN_7_010	Principles of Care for Children and Young People in Endocrinology	7	2	20
HCN_7_022	Principles of Children and Young People's Neuroscience Care - Acute Care	7	1	20
HCN_7_023	Principles of Children and Young Peoples Neuroscience Care: Long Term Management	7	2	20
HCN_7_013	Protecting and Safeguarding Children and Young People	7	1	20
HCN_7_014	Public Health for Children and Young People	7	2	20
HCN_7_015	Recognising and Prioritising Care of the Deteriorating Child or Young Person	7	1	20

HCN_7_012	Principles of Caring for Neonate, Child or Young Person Undergoing Surgery	7	2	20
HCN_7_025	Principles of Managing Children's and Young People's Pain	7	2	20
TAR-7-011*	Research in Health and Social Care	7	1&2	20
HCN_7_016	The principles of managing clinical trials – becoming an effective practitioner	7	1	20
HCN_7_017	Dissertation Students need to do 60 credit dissertation	7	1&2	40
TAR-7-010*	Dissertation	7	1&2	60

### 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

#### Course related costs

Students may find it advisable to buy some text books 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: Personal Development Planning (postgraduate courses)
- Appendix C: 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
7	Advanced clinical skills in paediatric ventilator management	WHS-7-823*	TDA		TDA		TDA	
7	Care of the child with cardiac and respiratory compromise	WHS-7-818*	TDA	TDA	TDA		TDA	
7	Care of the critically ill child and young person	HCN_7_002	TDA	TDA	TDA		TDA	
7	Caring for children and young people with a cardiac condition	HCN_7_003	TDA	TDA	TDA		TDA	
7	Caring for children and young people with a renal condition	HCN_7_004	TDA	TDA	TDA		TDA	
7	Caring for children and young people with life limiting conditions	WHS-7-824*	TDA	TDA	TDA		TDA	
7	Caring for children and young people within a high dependency unit	HCN_7_005	TDA	TDA	TDA		TDA	
7	Continuing care in childhood cancer	HCN_7_026	TDA	TDA	TDA		TDA	
7	Enhancing the health and wellbeing for children and young people	HCN_7_006	TDA	TDA			TDA	
7	Dissertation 40 credits	HCN_7_021		TDA	TDA	TDA	TDA	TDA
7	Dissertation 60 credits	TAR-7-010*		TDA	TDA	TDA	TDA	TDA
7	Enhancing neonatal nursing	HCN-7-019	TDA	TDA	TDA		TDA	
7	Foundations in children and young people's development	HCN_7_007	TDA	TDA			TDA	
7	Foundations in neonatal care	HCN_7_008			TDA		TDA	
7	Introduction to childhood cancer	HCN_7_020	TDA	TDA	TDA		TDA	
7	Mental health awareness in children and young people	HCN_7_009	TDA	TDA	TDA		TDA	
7	Nursing interventions for the child in paediatric intensive care	WHS-7-819*	TDA		TDA		TDA	
7	Principles of care for children and young people in endocrinology	HCN_7_010	TDA		TDA		TDA	
7	Principles of care for children and young people with diabetes	HCN_7_011	TDA	TDA	TDA		TDA	
7	Principles of children and young people's neuroscience care - acute care	HCN_7_022	TDA		TDA		TDA	
7	Principles of children and young people's neuroscience care: Long term management	HCN_7_023	TDA	TDA	TDA		TDA	
7	Principles of caring for a neonate, child or young person undergoing surgery	HCN_7_012	TDA		TDA		TDA	
7	Principles of managing children and young people's pain	HCN_7_025	TDA	TDA	TDA		TDA	
7	Protecting and safeguarding children and young people	HCN_7_013	TDA	TDA	TDA		TDA	
7	Public health for children and young people	HCN_7_014	TDA	TDA	TDA			
7	Recognising and prioritising care for the deteriorating child and young person	HCN_7_015	TDA	TDA	TDA			
7	Research in Health and Social Care	TAR-7-011*				TDA		
7	The principles of managing clinical trials – becoming an effective practitioner	HCN_7_016			TDA	TDA	TDA	

Level	Title	Code	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
7	Advanced clinical skills in paediatric ventilator management	WHS-7-823*	TDA	TDA	TDA		TD A		TD A		TD A	TD A		TD A	
7	Care of the child with cardiac and respiratory compromise	WHS-7-818*	TDA	TDA	TDA		TD A		TD A		TD A	TD A		TD A	
7	Care of the critically ill child and young person	HCN_7_002	TDA	TDA	TDA		TD A		TD A		TD A	TD A		TD A	
7	Caring for children and young people with a cardiac condition	HCN_7_003	TDA	TDA	TDA		TD A		TD A		TD A	TD A		TD A	
7	Caring for children and young people with a renal condition	HCN_7_004	TDA	TDA	TDA		TD A		TD A		TD A	TD A		TD A	
7	Caring for children and young people with life limiting conditions	WHS-7-824*	TDA	TDA	TDA		TD A	TDA	TD A		TD A	TD A	TD A	TD A	
7	Caring for children and young people within a high dependency unit	HCN_7_005	TDA	TDA	TDA		TD A		TD A		TD A	TD A		TD A	
7	Continuing care in childhood cancer	HCN_7_026	TDA	TDA	TDA		TD A		TD A		TD A	TD A	TD A	TD A	
7	Enhancing the health and wellbeing for children and young people	HCN_7_006		TDA	TDA			TDA	TD A			TD A	TD A	TD A	
7	Dissertation 40 credits	HCN_7_021	TDA	TDA	TDA	TDA	TD A		TD A	TD A	TD A	TD A	TD A	TD A	TDA
7	Dissertation 60 credits	TAR-7-010*	TDA	TDA	TDA	TDA	TD A		TD A	TD A	TD A	TD A	TD A	TD A	TDA
7	Enhancing neonatal nursing	HCN-7-019	TDA	TDA	TDA		TD A		TD A		TD A	TD A		TD A	
7	Foundations in children and young people's development	HCN_7_007		TDA	TDA			TDA	TD A			TD A	TD A	TD A	
7	Foundations in neonatal care	HCN_7_008		TDA	TDA		TD A		TD A		TD A	TD A		TD A	
7	Introduction to childhood cancer	HCN-7-020		TDA	TDA		TD A		TD A		TD A	TD A		TD A	
7	Mental health awareness in children and young people	HCN_7_009		TDA	TDA			TDA	TD A			TD A	TD A	TD A	
7	Nursing interventions for the child in paediatric intensive care	WHS-7-819*	TDA	TDA	TDA		TD A		TD A		TD A	TD A		TD A	
7	Principles of care for children and young people in endocrinology	HCN_7_010	TDA	TDA	TDA		TD A		TD A		TD A	TD A	TD A	TD A	
7	Principles of care for children and young people with diabetes	HCN_7_011	TDA	TDA	TDA		TD A	TDA	TD A		TD A	TD A	TD A	TD A	
7	Principles of children and young people's neuroscience care - acute care	HCN_7_022	TDA	TDA	TDA		TD A		TD A		TD A	TD A		TD A	

7	Principles of children and young people's neuroscience care: Long term management	HCN_7_023	TDA	TDA	TDA		TD A	TDA	TD A		TD A	TD A	TD A	TD A	
7	Principles of caring for a neonate, child or young person undergoing surgery	HCN_7_012	TDA	TDA	TDA		TD A		TD A		TD A	TD A		TD A	
7	Principles of managing children and young people's pain	HCN_7_025	TDA	TDA	TDA		TD A		TD A			TD A	TD A	TD A	
7	Protecting and safeguarding children and young people	HCN_7_013		TDA	TDA			TDA	TD A		TD A	TD A	TD A	TD A	
7	Public health for children and young people	HCN_7_014		TDA	TDA			TDA	TD A			TD A	TD A	TD A	
7	Recognising and prioritising care for the deteriorating child and young person	HCN_7_015	TDA	TDA	TDA	TDA	TD A		TD A	TD A	TD A	TD A		TD A	TDA
7	Research in health and social care	TAR-7-011*			TDA	TDA				TD A		TD A		TD A	TDA
7	The principles of managing clinical trials – becoming an effective practitioner	HCN_7_016	TDA		TDA	TDA			TD A	TD A		TD A		TD A	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 7
1 Supporting the development and recognition of skills through the personal tutor system.	<p>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.</p> <p><b>Evidence: personal tutor records</b></p>
2 Supporting the development and recognition of skills in academic modules	<p>Students will be supported to develop their academic skills to work at level 7. 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.</p> <p><b>Evidence: Formative and summative assessment feedback; personal tutor / module leader records</b></p>
3 Supporting the development and recognition of skills through research module and final reflective reviews	<p>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.</p> <p><b>Evidence: Supervision records</b></p>
4 Supporting the development and recognition of career management skills.	<p>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</p> <p><b>Evidence: minutes of meetings with clinicians and stakeholders across trusts eg course board meetings.</b></p>
5 Supporting the development and recognition of career management skills through work placements or work experience.	<p>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</p> <p><b>Evidence: Reflective accounts; case studies.</b></p>
6 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	<p>With the support of Course Director, module leader, and personal tutor, students studying at level 7 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.</p>

	<b>Evidence: Reflective accounts; participation in online discussion forums where applicable and e-activities</b>
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. <b>Evidence: Reflective accounts; personal tutor records/ re validation portfolio</b>
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. <b>Evidence: Reflective accounts; personal tutor records</b>
9 The means by which self-reflection, evaluation and planned development is supported eg 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 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. <b>Evidence: Reflective accounts; personal tutor record; formative and summative assessments; Moodle.</b>

## 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]

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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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



