



UNIVERSITY COLLEGE DUBLIN
SCHOOL OF NURSING, MIDWIFERY AND HEALTH SYSTEMS

in partnership with

Children's Health Ireland at Crumlin

HIGHER DIPLOMA IN NURSING
(CHILDREN'S NURSING)
HDNUR003 (X895)

Programme Outline 2021-2022

December 2020

1. Introduction

The following section sets out the background and context for the development of the Higher Diploma in Nursing (Children's Nursing) programme. The philosophy, aims, curriculum design, and the management and resources required to deliver the programme are also included.

1.1 Background and Development of the Programme

The one year Higher Diploma in Nursing (Children's Nursing) programme offers a new, innovative and creative educational programme for Registered General, Psychiatric, and Intellectual Disability Nurses who wish to care for children and their families. The programme is the culmination of a collaborative venture and partnership between The UCD School of Nursing, Midwifery and Health Systems, University College Dublin (UCD) and Children's Health Ireland (CHI) at Crumlin. It was developed in line with the *Children's Nurse Post-Registration Education Programmes Standards and Requirements* (Nursing and Midwifery Board of Ireland (2018 Revised), UCD Academic Regulations (2020/2021) and the recommendations of the Nursing Education Forum (Government of Ireland 2000).

The programme includes both theoretical and clinical instruction with eligibility for the successful student to register as a Children's Nurse (RCN) with Nursing and Midwifery Board of Ireland. In addition, the student who meets the Higher Diploma Examination criteria, set by University College Dublin, will be awarded a Higher Diploma in Nursing (Children's Nursing), which is a Higher Diploma of the National University of Ireland.

1.2 Philosophy

The programme philosophy is underpinned by a number of specific philosophical assumptions concerning child and family centred care, children and their families, professional children's nursing practice and knowledge and scholarship.

1.2.1 Child and family centred care

The philosophies of family-centred and child-centred care are central to the discipline of Children's Nursing and to the values and beliefs underpinning the Higher Diploma in Nursing (Children's Nursing). Family Centred Care is recognised in government policy and generally well accepted by nurses and other healthcare staff working in children's hospitals internationally (Shields, 2010; Mikkelsen & Frederiksen, 2011; Carter *et al.* 2014). Central tenets include principles of partnership, collaboration, sharing of information, negotiation, respect and honouring difference and recognising the importance of acute and community care (Carter *et al.*, 2014). Family centred care has also been expanded to incorporate essential interdisciplinary concepts drawn from bioecological theory, psychology, sociology, neuroscience, life sciences, ethics and the law to ensure that nursing care has a positive impact on the health and well-being of children and their families (Tallon *et al.*, 2015). Child-centred care espouses the need to ensure equal participation of the child and recognition of the child as an active agent and equal partner within partnerships between the child, his/her family and health care professionals (Coyne *et al.*, 2016; Carter *et al.*, 2014). These philosophies have informed beliefs and values about children and their families, health and wellbeing, professional practice and knowledge and scholarship.

1.2.2 Children and their Families

Children and their families should be treated with respect and experience appropriate and transparent sharing of information resulting in meaningful collaboration, communication, empowerment and negotiated partnership in care (Casey, 2010; Smith *et al.*, 2010). Each child is a unique, developing individual influenced by environmental and societal factors including their experience of family life. Children have rights including the right to express their opinions and to have these opinions influence decision making pertaining to nursing care and treatment (United Nations 1989; Government of Ireland, 2000). Children also have the right to be independent, equal partners in care and thus have the right to deliver and be involved in their own care within their capacity. We believe that children and their families can self-advocate and that children's nurses should support this role (Department of Children and Youth Affairs, 2014). We recognise the complexity, diversity and changing nature of family structures and processes which influence the child's experience of family life and wellbeing and the nursing care that may be required.

1.2.3 Professional Children's Nursing Practice

Children's nursing is a therapeutic caring process concerned with the 'whole child' and the promotion of the healthy development of the child as a physical, spiritual, intellectual and emotional-social being within the context of the family and community (Smith and Coleman, 2010). Children's nurses appreciate and value the concepts, which underpin the practice of children's nursing, and the specific responsibilities of the role including the role of advocate. Valuing equal partnership in care with the child and family, the children's nurse supports the child and family in the promotion of health and wellbeing, maintenance of treatment, recovery from illness, transitioning to home or adult services and the provision of end of life care. Children's nursing is concerned with the experience of the child and family and integrating and coordinating primary and acute care services in partnership to meet their needs and plan and shape services (Carter *et al.*, 2014).

1.2.4 Knowledge and Scholarship

The Higher Diploma in Nursing (Children's Nursing) prepares nurses to promote health, wellbeing and dignity across the lifespan through skilled, ethical and careful practice based on the best evidence and professional judgement. This is achieved through the development of lifelong learning skills for the personal and professional development of knowledge, skills/competencies and attitudes over the duration of the programme, leading to a level 8 award and professional registration in children's nursing with the Nursing and Midwifery Board of Ireland. The programme facilitates the learner to be active, reflexive, autonomous, and motivated through engagement in innovative teaching and learning activities throughout the duration of the student experience. The curriculum is student-focused, research-led and research informed. There is a scholarly approach to programme design, aimed at inspiring a passion and excellence in the disciplines of Children's Nursing. This is realised through the formation of identity, resilience, integrity, leadership capability, commitment, and curiosity for the provision of holistic, safe, ethical, compassionate and evidence based nursing care. The curriculum is developed with stakeholder involvement to ensure it meets the current and future needs of learners, and a complex and evolving healthcare system.

The Higher Diploma in Nursing (Children's Nursing) programme is designed with the learner at the centre. A wide variety of innovative pedagogies and

technologies in teaching, learning, and assessment approaches encourage the incremental development of learning. Teaching and learning takes place in multiple environments across the university and clinical practice settings. A major strength of the programme is the partnership with our professional and allied health professional clinical partners across the healthcare sector. Student's adaptive capacity to meet emerging personal, professional and health system needs is enabled by their learning. This ensures commitment to curricular innovation, alignment of programme learning outcomes, teaching and learning activities and assessment. In addition to enhancing the learner experience, programmes are delivered by experts in the fields of education, practice discipline and professional standing. This ensures that learners experience coherent, cumulative, research-based educational programmes that meet all academic and professional regulations, standards and requirements.

1.3 Programme Aim and Outcomes

The Higher Diploma in Nursing (Children's Nursing) Programme provides a professional education within the relevant regulatory framework (Nursing and Midwifery Board of Ireland, 2018, UCD Academic Regulation 2020) to higher diploma level knowledge and practice competency. In so doing, the programme aims to prepare professional registered practitioners with the capacities for the performance of a professional nursing role, who are capable of acting independently in the provision of nursing service, and who have a strong professional and academic orientation.

The programme outcomes specify that on completion of the programme the student will be able to:

1. Apply professional and disciplinary knowledge, skills and competencies and attitudes to achieve safe, high quality, and compassionate practice in diverse health care settings.
2. Employ critical, creative, reflective, independent thinking and problem solving to ensure clinical decision making and care is safe, effective, evidence based and child centred and family focused⁷
3. Be independent learners who value lifelong learning and will engage in continuing professional development throughout their career thus enabling them to be adaptive to the dynamically altering environment within society and health system environments.
4. Critically analyse, evaluate and apply research findings in order to advance nursing practice and health care delivery.
5. Communicate with relevant stakeholders in a manner that respectful, effective and professional. This skilled communication is distinguished by timely, just and comprehensive engagement.
6. Collaborate effectively in partnership with service users, their families, the public, peers and other members of the interdisciplinary team in a competent, compassionate and professional manner that respects autonomy, dignity and privacy.
7. Lead and effect change in their practice area, promoting innovation by managing and delivering evidence based care. The extent of their learning and how it impacts on healthcare delivery and outcomes is reflected upon and systematically evaluated

8. Demonstrates a critical awareness of the parameters for professional nursing practice within the relevant ethical, legal and regulatory frameworks
9. Engage in the development of the profession to act as an advocate and demonstrate a social conscience and social responsibility.

1.4 Model of curriculum design

The design of the curriculum in this document was influenced by the intellectual, professional, academic and practical competency goals in the Tuning Project (Tuning Project, 2011) framework and the Children's Nurse Post-Registration Education Programmes Standards and Requirements from NMBI (NMBI, Revised 2018). The development of the curriculum was also influenced by the model of curriculum design proposed by L. Dee Fink (2007, 2013), guided by support from the UCD Teaching and Learning Unit. Fink's model represents a "backwards design", starting at the "end" of the learning process and working "back" toward the beginning of the learning. The steps of the Fink model, reflected in the curriculum, include consideration of situational factors, identifying learning goals, identifying feedback and assessment procedures, identifying teaching and learning methods and integration of the curriculum's key components. Engagement of stakeholders in the process of curriculum development was also ensured.

Collectively, the outcome of the steps of Fink's model is that each student is expected to assume responsibility for her/his own learning, with academic and clinical personnel acting as facilitators of learning. The curriculum is designed to enable the gradual and incremental acquisition of skills, knowledge and professional attributes as the student moves through the programme. The teaching-learning process, taken as a whole, emphasises student engagement, meaningful immersion in subject content, independent learning, critical reflection and application of knowledge and skills in clinical practice. Students are also supported in making conceptual links between subjects and across theoretical and practice-based modules to facilitate application of research evidence into clinical practice. The curriculum aims to ensure that the learner is facilitated to reach his/her full potential, in terms of attaining degree-level knowledge and practice competence. Overall, Fink's model guided the process of developing the curriculum, while the domains of nursing practice of the Tuning project and *Children's Nurse Post-Registration Education Programmes Standards and Requirements* (Nursing and Midwifery Board of Ireland, (2018 Revised) provided a framework for the curriculum. The substance of the curriculum was developed from faculty and stakeholder expertise, drawing on contemporary scholarship from nursing science and related disciplines.

1.4.1 Academic requirements

The Higher Diploma in Nursing (Children's Nursing) aims to educate and train students to a higher diploma level of knowledge and practice competence. To this end, the programme aims to provide learning experiences, combining theoretical and clinical instruction that meet academic requirements for a level 8 programme as per the National Framework of Qualifications. Learning experiences are planned so that the learner is supported to develop the required level of knowledge in order for this knowledge to be translated into professional practice. This requires a rich immersion in subject matter and a meaningful engagement, on the part of the learner, with both programme content and with the experiences available in the practicum. The curriculum enables the learner to develop skills, utilise knowledge and reflect in a critical way, and it aims to ensure that the learner is facilitated in reaching his/her full potential, in terms of attaining diploma-level knowledge and practice competence (level 8).

1.4.2 Teaching and Learning Methods

It is acknowledged that there is a relationship between teaching styles and approaches and the learning styles and approaches of the learner, including the learner's orientation to learn, and the learner's perceptions of the learning situation and the learning task. A variety of teaching and learning experiences, both online and face-to-face, are provided, including modified lectures, tutorials, seminars, cooperative learning, role play, student-led workshops, presentations and discussions. Learning is also promoted through guided reflection on experience in the practicum and critical incident technique. Reflective days are provided over the course of the programme. Student learning is supported by a range of web-based resources available on the College Internet, including academic portals, Brightspace, and the University Student Information System (INFO hub).

The focus of clinical instruction is the development of competencies, through the application of knowledge and the learning of specific clinical skills, generally for use in the practicum. Teaching-learning strategies for facilitating the development of clinical competencies employ a combination of supervised practice in the practicum and instruction in the clinical skills laboratory, using a variety of methods, such as simulation exercises, role play and team teaching.

Each student is expected to assume responsibility for his/her own learning, with teachers and clinical personnel acting as facilitators of learning. The teaching-learning process emphasises student engagement, meaningful immersion in subject content and independent learning. Students are supported in making cognitive links between subjects and across theoretical and practice-based modules.

2 Programme Processes

The following section sets out the overall programme processes. Entry requirements, application procedure and the fees payable to undertake the programme are addressed in the brochure furnished to each student prior to their commencement on the programme.

2.1 Mechanism for Temporary Interruption

A student seeking a temporary interruption in the programme (i.e. any leave other than annual leave and bank holidays) including maternity and paternity leave, sick leave, parental leave, compassionate and special leave must request/notify the following personnel in writing.

- Head of UCD School of Nursing, Midwifery and Health Systems
- Programme Director, School of Nursing, Midwifery and Health Systems, UCD
- Nursing Practice Development Coordinator, Children's Health Ireland at Crumlin
- The Clinical Programme Coordinator, Children's Health Ireland at Crumlin.

2.2 Notification of Withdrawal from the University and Exit Award

To withdraw officially from University College Dublin, the student must notify the following personnel in writing and return their student card to the Programme Office:

- Head of UCD School of Nursing, Midwifery and Health Systems

- Programme Director, UCD School of Nursing, Midwifery and Health Systems
- Director of Nursing, Children’s Health Ireland at Crumlin
- Nursing Practice Development Coordinator, Children’s Health Ireland at Crumlin
- Clinical Programme Coordinator, Children’s Health Ireland at Crumlin
- UCD Programme Office stating date of withdrawal from programme

The School offers an exit award to students who are not meeting the assessment requirements in clinical practice while ensuring that students will not, in the future, be in any way eligible for registration as a children’s nurse as a result of the award. This allows students to graduate from University College Dublin with a University Certificate (Level 8) in Health Sciences (40 ECTS credits). This exit award enables students to exit the programme with an award at certificate level which provides evidence of theory modules successfully completed on the Programme.

2.3 Attendance Strategy

Students are required to attend the lectures and classes of the programme regularly and punctually as per the UCD Student Code (2020,2021). As employees of CHI at Crumlin, students are required to attend all lectures and skills, and for face-to-face instruction to sign the class attendance sheet each day. Whilst on practice placements, students are required to have a record of 100% attendance. All absenteeism is monitored by the UCD Programme Director and Student Allocations Liaison Officer at CHI, at Crumlin and time must be completed before students are signed off as having completed the programme requirements.

2.4 Examination Results

A notice indicating the approximate dates for results is available on the website www.ucd.ie/. Results will only be available through the assessment web site. Individual statements of examination results can be obtained in each student’s online record of attainment and the online final transcript of training.

No results will be given via the telephone under any circumstances

For further information contact;

University College Dublin
 Belfield, U.C.D. Dublin 4
 Student Desk at 7161555 or assessment@ucd.ie

2.5 Quality Assurance

The Programme Board oversees aspects relating to compliance with Academic Regulations and the Registration Programme Working Group (RPWG) monitors compliance with regulatory Standards and Requirements. The Higher Diploma in Nursing (Children’s Nursing) Steering Group considers and makes recommendations to both forums on matters pertaining to the programme. The RPWG implements the various elements of quality assurance, including educational audit of practice placements. In addition, the School undertakes a summative programme evaluation each year. Individual modules are evaluated by direct input from students via the UCD online module evaluation tool each trimester and feedback is addressed by module coordinators. In addition,

individual module coordinators may conduct focused evaluations of their own teaching and learning.

3 PROGRAMME STRUCTURE

The following section sets out the overall the programme structure in terms of the relative weighting of the hours of theoretical and clinical instruction. It also presents the programme and modular structure and a description of the course content for each module.

3.1 Overall Structure and Duration of Programme

The Higher Diploma in Nursing (Children’s Nursing) is offered as a 52 week programme in full-time mode of study over three trimesters (Table 3.1).

	Theoretical Instruction		Clinical Instruction		Weeks	Total
	Weeks	Hours ^{*(1)}	Weeks	Hours ^{*(2)}	Leave	Weeks
1 Year	12	420	36	1404	4	52

*(1) Calculated at 35 hours contact time per week

*(2) Calculated at 39 hours per week

Table 3.1. Structure and duration of programme

Theoretical instruction comprises 12 weeks, inclusive of one examination week. Clinical instruction comprises 36 weeks, 39 hours per week, of paid placement which is specified as follows:

- Nursing children with medical/ surgical disorders minimum: 22 weeks
- Emergency including Outpatient Department minimum: 4 weeks
- Nursing children requiring high-dependency care: 2 weeks

Specialist placements

Students who have previously completed some or all of the specialist placements in operating theatre, maternity care, intellectual disability and community care in a previous nursing degree or worked as a registered nurse in this area are exempt and these weeks will be incorporated into medical / surgical placements. Students who have not completed one or more of the specialist placements listed above or who have not worked in this area previously will be required to complete those not attained during their previous programme.

3.2 Clinical Instruction

Table 3.2 outlines the minimum number of weeks of the student’s clinical instruction experience over the 52 weeks of the programme as set out by Nursing and Midwifery Board of Ireland (Revised 2018).

Clinical Instruction	Minimum Number of Weeks
Nursing children with medical/surgical disorders (including nursing infants under one year)	22
Nursing children in Emergency (including Out-Patients Department)	4
Nursing children requiring high-dependency care	2
Specialist Placements*	
Operating theatre Maternity care Intellectual disability Community	8
Total	36 weeks

Table 3.2. Clinical Instruction of the Higher Diploma in Nursing (Children’s Nursing) Programme

3.3 Modules and Credits

The programme is based on a modular framework and contains seven theoretical modules and six clinical modules. Students are required to undertake all modules. Nine modules (7 theoretical and 2 clinical modules) are processed through the exam programme board in Trimesters 1 & 2 with an equivalent of 30 ECTS credits per trimester. In Trimester 3, the remaining four clinical modules with an equivalent of 30 ECTS credits are processed. (See Table 3.3 for programme structure and credit ratings).

Module Title	NMHS code / module	Academic Level UCD/NFQ	ECTS credits	Trimester
One				
Principles and Practices in Children's Nursing	NMHS33300	3/8	10	1
Nursing Children in the Acute setting (HDip)	NMHS33310	3/8	5	1
Nursing Children with Enduring Healthcare Needs	NMHS33250	3/8	5	1
Nursing Children with Diverse Needs	NMHS33260	3/8	5	1
Practice Placement 1A	NMHS33330	3/8	5	1
Sub-total	30			
Two				
Growth and Development in Childhood	NMHS20810	3/8	5	2
Evidence Based Care of Children Across Range Settings (HDip)	NMHS33320	3/8	10	2
Community Care and Services for Children (H Dip)	NMHS33490	3/8	10	2
Practice Placement 1B	NMHS33340	3/8	5	2
Sub-total	30			
				Three
Practice Placement 2	NMHS33350	3/8	5	3
Practice Placement 3	NMHS333360	3/8	5	3
Practice Placement 4A	NMHS33370	3/8	10	3
Practice Placement 4B	NMHS33380	3/8	10	3
Subtotal	30			
Total	90			

Table 3.3. Structural Overview Modules in Programme

3.4 Programme and Modular Content

Principles and Practices in Children's Nursing

The module aims to introduce students to the theoretical underpinnings of care and to the practical application of the nursing process. The module will examine the role of the children's nurse in meeting the nursing care needs of children and their families experiencing altered health and related altered independence in self-care. The module is presented in two units of study as follows:

Unit 1. Theoretical Foundations of Children's Nursing

Unit 2. Professional Issues and Personal Development of the Children's Nurse.

100% attendance at the clinical skills workshops for this module is recommended.

Nursing Children in the Acute setting (HDip)

This module aims to introduce students to the theory underpinning the care of the critically/ acutely ill child experiencing altered health and function in relation to the respiratory, cardiovascular and genito-urinary/reproductive systems within a framework of child and family centred care. The module is presented in three units as follows;

Unit 1. Care of the child with altered breathing

Unit 2. Care of the child with altered circulation

Unit 3. Care of the child with altered genito-urinary/reproductive function.

Each unit familiarises the student with the epidemiological and pathophysiological basis of altered function in these areas. The module uses a case study approach to address the assessment, planning, implementation and evaluation of the nursing care needs for the child and family in relation to common conditions within each area. Additional aspects of care in relation to diagnosis, treatment and the role of the multi-disciplinary team are also discussed. Each unit introduces the student to educational, rehabilitative and health promotional aspects of child and family centred care in the acute care setting to achieve and maintain respiratory, cardiovascular and genito-urinary/reproductive health.

100% attendance at the clinical skills workshops for this module is recommended.

Nursing Children with Enduring Healthcare Needs

The aim of this module is to increase the student's knowledge and expertise in the care of the chronically ill children and their families. Students will be given opportunities to further develop their assessment, planning, implementation and evaluation of nursing care needs of the child and family and examine aspects of care about diagnostics and therapeutics relevant to treatment modalities discussed. The practice component of the module will provide the student with the opportunity to apply this knowledge and to practice the related skills, in their holistic nursing care of the child and family, working individually and as a member of the multidisciplinary team. There is a total of three units and each unit introduces the student to educational, rehabilitative and health promotional aspects of child and family centred care about achieving and maintaining health.

Unit 1. Care of the infant, child or young person with Intellectual Disability

Unit 2. Care of the infant, child or young person with Inherited Metabolic and Endocrine disorders

Unit 3. Care of the infant, child or young person with Cancer & Altered Immune System disorders

A case study approach using exemplars within each unit are presented and discussed utilising a child and family centred care approach.

Nursing Children with Diverse Needs

This module is presented in three units as follows:

Unit 1. Care of the sick Neonate,

Unit 2. Care of Infants/Children and Young People with altered Musculoskeletal function,

Unit 3. Care of Infants/Children and Young People with altered neurological function.

Each unit aims to familiarise the student with the principals underpinning the care required to meet the needs of infants/children/young people and their families. Each unit addresses the assessment, planning, implementation and evaluation of the nursing care. Further aspects of care in relation to diagnostics and therapeutics relevant to treatment modalities in each unit will be discussed. Each unit introduces the student to educational, rehabilitative and health promotional aspects of child and family centred care.

Practice Placements 1A & 1B

These two modules aim to provide students with initial contact with children and their families in the clinical setting. The modules are designed to facilitate the learning of essential clinical skills and the attainment of domains and performance indicators related to the domains of competence assessment framework. Prior to the practice placement, students will be provided with an opportunity to develop clinical skills in the interpersonal and psychomotor domains of learning in the clinical skills laboratory and they will be permitted to apply some essential skills in the practice setting. Practice placements are also designed to facilitate the integration of knowledge and practice. The module is part of the essential clinical requirements for professional registration.

Growth and Development in Childhood

This module aims to introduce students to the theory underpinning growth and development in childhood. The role of the children's nurse in communicating with infants, children, young people and their families is addressed, as is the care of a child with challenges to mental health and well being. The module is presented in three units of study:

- **Unit 1.** explores normal growth and development in the infant, child, young person, and the processes including embryology, genetics and the environment they live within which underpin their physiological, psychological, spiritual, cultural and emotional developmental needs. The supports and structures available to the child, young person and the family will also be discussed throughout the module in relation to the socio-political contexts the child and young person will experience when growing-up in Ireland.
- **Unit 2.** builds on previous learning by further developing student application and integration of communication skills in a person-centred manner. The use of age appropriate and respectful communications skills with the person and the primary carer as well as the emotional support required by a child or young person undergoing a nursing intervention or health procedure. This unit broadens awareness of the benefit of involving other healthcare professionals to help aid or enhance communication with children and the family for example: Play Specialist, Art Therapist, Music Therapy, Drama and Pet Therapy.
- **Unit 3:** explores the concept of mental health and its protection and promotion in the context of the developing child and adolescent. Challenges to mental health will be delineated, examples of which include Attention Deficit Disorder, challenging and risk related behaviours, self harm and suicidal ideation and eating disorders.

Evidence Based Care of Children Across Range Settings (HDip)

The module commences with a revision of evidence based practice which is then applied within the four units of study within the module. Students are required to apply a problem-solving approach to caring for the infant, child, young person

and their family experiencing altered health, related to altered function of the gastrointestinal, hepato-biliary, special senses and haematological somatic systems.

Unit 1. Evidenced Based practice

Unit 2. Care of the infant, child or young person with altered gastrointestinal and hepato-biliary function.

Unit 3. Care of the infant, child or young person with altered special senses function.

Unit 4. Care of the infant, child or young person with a blood disorder.

A case study approach using exemplars within each unit will be presented and discussed utilising a child and family centred care approach. The lived experience of children and their family with these disorders will be conveyed to the students through technology and innovative approaches. 100% attendance is expected at the clinical skills sessions.

Community Care and Services for Children (H Dip)

Students will develop their knowledge and understanding of health care/social issues that children and their families experience in the community setting. Students will engage in group work and lectures to learn about the role of the PHN, the Nurture Programme, Early Intervention services, Models of Care delivery, Palliative Care at Home, Transitioning in and between health and wellbeing services and other contemporary issues in child health and wellbeing including obesity, child protection, children's rights, accidents and poisoning and dermatological conditions.

Practice placement 2

This module aims to introduce students to specialist care settings in children's nursing, permitting them to observe patient care in the following settings: Operating Theatre, Maternity Care, Intellectual Disability and/or Community. Prior to placement the student will be provided with an opportunity to develop clinical skills in the interpersonal and psychomotor domains of learning in the clinical skills laboratory. The aim of this module is to provide students with insights and understandings into the way that care is planned, organised and delivered within a range of pre-specified practice settings. Students will be provided with opportunities to observe and, where and when appropriate, to engage in patient care under the close supervision of the registered nurse.

Practice placement 3

This module aims to provide students with contact with children and their families in the accident and emergency and high dependency settings. It is designed to facilitate the learning of essential clinical skills and the attainment of performance indicators related to the domains of competence assessment framework. Prior to the practice placement, students will be provided with an opportunity to develop clinical skills in the interpersonal and psychomotor domains of learning in the clinical skills laboratory and they will be permitted to apply some essential skills in the clinical setting. Practice placements are also designed to facilitate the integration of knowledge and practice. The module is part of the essential clinical requirements for professional registration.

Practice placement 4A & 4B

These modules provide students with clinical experience in medical-surgical child healthcare settings. The modules aim to enable students to practice from a proficient knowledge base and deliver safe and effective child and family centred through the application of a problem solving approach to care delivery under the distant supervision of the registered nurse. Students will actively participate in the assessment, planning, delivery and evaluation of child centred evidenced

based nursing care. Students will learn to practice collaboratively with the child, young person, family and health care team and learn to practice empathetic communication and interpersonal skills during the delivery of nursing care. Key knowledge and skills include safe and effective assessment of priorities, time management, use of resources and the application of critical thinking and reflection to inform best practice. The module introduces students to professional leadership and scholarship through self-directed learning and questioning and the development of reasoning and decision making skills to inform practice and life-long professional development. The module is part of the essential clinical requirements for professional registration.

3.5 Recommended Reading

The recommended reading for each module will be provided by the module coordinator.

3.6 Programme and module coordinators

The Programme Director is Frances Howlin and the Clinical Programme Coordinator is Deidre Farrelly. The module coordinators are presented in table 3.4

MODULES	Module Leader
Principles and Practice in Children's Nursing	Ms Rachel Howe and Ms Frances Howlin
Nursing Children in the Acute setting (HDip)	Ms Frances Howlin
Nursing Children with Enduring Healthcare Needs	Dr Suja Somanadhan
Nursing Children with Diverse Needs	Ms Rachel Howe
Growth and Development in Childhood	Ms Kate Coveney
Community Care and Services for Children (H Dip)	Ms Kate Coveney
Evidence Based Care of Children Across Range Settings (HDip)	To be confirmed
Practice placement Modules 1A, 1B, 2, 3, 4A, 4B	Ms Frances Howlin

Table 3.4. Module Coordinators Higher Diploma in Nursing (Children's Nursing) 2021 - 2022

4 ASSESSMENT OF LEARNING

Assessment of learning is a key element of the educational process. Assessment provides educators with feedback on student learning, in order to ensure that students meet the academic and professional standards for learning that are set down by the academic institution (See Table 4.1) and by Nursing and Midwifery Board of Ireland (Revised 2018).

Assessment of learning also provides students with feedback on their learning. The methods for the assessment of learning are related to the aims and specific learning outcomes of each module. Each module will be assessed separately and assessment of learning will take place using a variety of valid and reliable assessment methods that are relevant to the domain of learning being assessed. The methods used include examinations, objective tests, course work, workbooks, student presentations, evidence review, poster projects and preparation of an editorial comment for a journal, role play of a wellbeing initiative and parental leaflets and/or teaching plans for parent. Assessment will generally combine continuous and terminal aspects, and examinations will normally take place in Autumn, Spring, and/or Summer. A provisional assessment

schedule is presented in section 4.2 but please note that this may be subject to change.

The final aggregate result of assessments for each student registered to a theoretical module will be returned as a single letter grade according to the grade descriptor scheme outlined in table 4.1.

Grade	Grade-Point	Description
A+	4.2	Excellent
A	4	
A-	3.8	
B+	3.6	Very Good
B	3.4	
B-	3.2	
C+	3	Good
C	2.8	
C-	2.6	
D+	2.4	Acceptable
D	2.2	
D-	2.0	
FM+	0.0	Fail
FM	0.0	Fail
FM-	0.0	Fail
NM	0.0	No grade – work submitted did not merit a grade
ABS	0.0	No work was submitted by the student or the student was absent from assessment

Table 4.1. UCD Assessment Regulations, Grade Descriptors

Clinical module grades are returned as one of the following grades: pass (P), fail (F), IM (incomplete must pass) or an IX (extenuating circumstances), NM (No grade- work submitted did not merit a grade) or ABS (No work was submitted by the student or the student was absent from assessment) grades.

Assessment of learning is developed, implemented and processed according to the University College Dublin modularisation and semesterisation General Regulations as approved by Academic Council August 2020. The relevant sections of the regulations that apply in respect of the assessment of learning are as follows:

Section 4. Assessment of Modules, Grading and Assessment Feedback (sections 4.1 – 4.35).

Section 5. Programme Progression, Continuation and Re-admission and Completion

Progression (sections 5.1 – 5.8), Continuation and Re-admission (sections 5.9-5.12), Completion (section 5.13 – 5.16), Assessment Appeals (section 5.17).

Section 6. Module Completion and Remediation (sections 6.1 – 6.8). All modules of theoretical and clinical instruction must be passed to successfully complete the programme. All modules are deemed core and are not passable by compensation.

4.1 ASSESSMENT OF CLINICAL LEARNING

Clinical competence within practice-based modules will be assessed using an adapted version of the Year 2, 3 and 4 National Competency Assessment Document (NCAD) from Nursing and Midwifery Board of Ireland (2019a, 2019b;

2019c; 2019d; 2019e). It will also be assessed with reference to the student's attainment of a range of domains and performance criteria and indicators of the domains of competence, set down in *Children's Nurse Post-Registration Education Programmes Standards and Requirements* (Nursing and Midwifery Board of Ireland, Revised 2018).

The clinical assessment document incorporates the Domain of Clinical Competence framework outlined by Nursing and Midwifery Board of Ireland (2018). Competence is assessed under six domains including:

1. Professional values and conduct of the nurse competences
2. Nursing practice and clinical decision-making competences
3. Knowledge and cognitive competences
4. Communication and interpersonal competences
5. Management and team competences
6. Leadership potential and professional scholarship competences

Performance criteria for each domain and relevant performance indicators are applied to demonstrate if performance criteria have been met. Guidelines for completing the National Competency Assessment Document for the Higher Diploma in Children's Nursing (UCD School of Nursing, Midwifery and Health Systems (UCD SNMHS), 2019) will be provided to each student. These guidelines specify that development of competence in clinical practise is acquired gradually in the entry, intermediate and exit phases of the 52 week Higher Diploma Programme. Levels of competence and performance are to be assessed, as specified by NMBI (2019f), via the application of frameworks by Benner (1984) and Steinaker and Bell (1979). Table 4.1 details the application of these frameworks in the three phases of the programme and also applies the levels of close, indirect and distant supervision for practice placements across the programme.

Phase of Programme	Practice Placement	Benner	Steinaker and Bell	Level of Supervision
Entry/ Intermediate/ Exit	Specialist/PICU/HDU Placements (Spec. Plac Clin Plac 2; PICU/HDU Clin Plac 3)	Advanced Beginner	Participation / Identification	Close supervision
Entry	First core med/surg (Clin Plac. 1A and ED as first placement (Clin Plac 3)	Advanced beginner	identification	Indirect supervision
Intermediate	Second & intermediate core med/surg placements (including ED) (Clin Plac. 1B and 3)	Advanced beginner	Identification	Distant supervision
Exit	All core med/surg and terminal placements	Competent	Internalisation and/or Dissemination;	Distant supervision

	Internalisation and/or Dissemination (Clin Plac 4A) Last core placement (s) Dissemination (Clin Plac. 4B/4C/4D)		Dissemination - last core placement	
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Table 4.1. Level of Competence and Supervision each Phase Higher Diploma Programme

Full attendance is required on all practice placements as students must meet certain attendance requirements in order to be eligible to register as children's nurses with Nursing and Midwifery Board of Ireland on completion of the programme.

4.2 Assessment Schedule

The method(s) of assessment employed for each individual module will be indicated in the module descriptor for each module in the programme. Table 4.2 presents a summary of the assessment schedule for each module and practice placement of the programme, in terms of the principal methods of assessment, along with the weighting of each element of assessment toward the final Grade Point Average.

(Note: Assessment methods and examination schedules may change from time to time, in accordance with ongoing curriculum development and review. Students will be advised in advance of any changes in the assessment methods and/or assessment schedules).

Schedule of Assessments					
Higher Diploma in Nursing (Children's Nursing) Programme					
Trimester	Module Title	Credit	Method and % toward overall grade	Mark	Submit
1	Principles and Practices in Children's Nursing	10	Three parts: Co-operative learning 20%; Medication Test 10% and Assignment 70% (2000 word count). Submission assignment week 7 of Trimester 1. Grade 100%	Grade	Autumn
1	Nursing Children in the Acute Setting (HDip)	5	Two Must pass components: MCQ (50%) and Case Study assignment 2,500 words 50%	Grade	Autumn
1	Nursing Children with Enduring Healthcare Needs	5	Formative online quiz X 1 (30%) Summative Assessment Design and present a	Grade	Autumn

			poster (70%)		
1	Nursing Children with Diverse Needs	5	Continuous assessment: Editorial comment or role play (40%); Summative assessment: online MCQ (60%);	Grade	Autumn
1	Practice Placement 1A	5	National Competence Assessment Document (NCAD)	Pass / Fail	Autumn
1	Subtotal	30		Grade Point Average	
2	Growth & Development in Childhood	5	Blog 20%, 2,000 word assignment (80%)	Grade	Spring
2	Community Care and Services for Children (HDip)	10	Three part: Role play scenario/oral presentation and written supportive teaching plan (70%) along with an educational resource which is supported using academic peer-reviewed evidence (30%).	Grade	Spring
2	Evidenced based Care of Children Across a Range Settings (HDip)	10	Critical Appraisal of Hierarchy of Evidence Presentation (50%) and MCQ for gastrointestinal, hepato-biliary, special senses and haematological conditions (50%)	Grade	Spring
2	Practice Placement 1B	5	National Competence Assessment Document (NCAD)	Pass / Fail	Spring
2	Subtotal	30		Grade Point Average	
3	Practice Placement 2	5	National Competence Assessment Document (NCAD)	Pass/ Fail	Summer
3	Practice Placement 3	5	National Competence Assessment Document (NCAD)	Pass/ Fail	Summer

3	Practice Placement 4A	10	National Competence Assessment Document (NCAD)	Pass/Fail	Summer
3	Practice Placement 4B	10	National Competence Assessment Document (NCAD)	Pass/Fail	Summer
3	Subtotal	30		Grade Point Average	
1, 2 & 3	TOTAL	90		Grade Point Average	

Table 4.2. Assessment Schedule Higher Diploma in Nursing (Children's Nursing) Programme 2021.2022

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