

Programme Specification BSc (Hons) Nursing (Learning Disability)

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <https://icity.bcu.ac.uk/health> (2) in the Module Study Guide and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Final Award:	BSc (Hons) Nursing (Learning Disability)
Interim Awards:	Cert HE, Studies in Health Care Dip HE, Studies in Health Care BSc, Studies in Health Care
Programme Title:	BSc (Hons) Nursing (Learning Disability)
Main fields of Study:	Nursing
Modes of Study:	Full time, 3 calendar years, Part time over 6 years
Language of Study:	English
UCAS Code:	B761
JACS Code:	B720

Professional Status of the Programme (if applicable):

Successful completion of the programme leads to eligibility to register with the Nursing and Midwifery Council of the United Kingdom and practice as a Registered Nurse.

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

Quality Assurance Agency Level 4, 5 and 6 Academic Descriptors (Oct 2008)
Nursing and Midwifery Council (2010) Standards for Pre-registration Nursing

Programme Philosophy and Aims:

The philosophy of learning disability nursing is imbedded in the principles of person-centred care and endeavours to promote individuality, independence, rights, choice and social inclusion of people with learning disabilities in line with the Nursing and Midwifery Council (NMC) Standards (2010). As such, the learning disability field programme aims to produce nurses who will work in partnership with service users and carers using a shared decision-making approach to ensure dignity in the care provided.

The goal of learning disability nursing is to place the service-user at the centre of all decision making (DH, 2010) and to support the promotion of a full life and meaningful experiences for people with learning disabilities. In order to achieve this, service users and carers will participate as 'experts through experience' in the teaching of students both in the classroom setting and in practice placement areas. This will ensure that the experiences of people with learning disabilities are at the centre of the students' journey throughout the programme. Service users will also contribute to the assessment of students in practice and will have a say in the final assessment of their competence to care in each placement area.

Students will be sensitively prepared for the demands of placement experiences through taught and experiential skills sessions, but also through simulation using a virtual care home environment and also live simulation. In both types of simulation, students are exposed to a variety of scenarios and problems that they must solve in an environment which is safe both for them and for the service-users before they experience real life situations.

The student journey will begin by exploring the history of learning disability nursing and the evolving principles of caring for this diverse and vulnerable section of society. An understanding of how attitudes and values have evolved regarding the place of people with learning disabilities in society will facilitate self awareness in the learner in terms of the impact of their own attitudes, values and beliefs on the care provided. Positive attitudes and values will be central to the skills of caring for people with learning disabilities and will be underpinned throughout the programme.

Completion of the field programme will enable learners to identify the diverse and complex needs of people with learning disabilities; make an accurate nursing diagnosis and plan and evaluate the care required to ensure that service users' complex needs are managed in order to maximise their capacity to participate in society and enjoy a full and meaningful life.

The learning disability field aims to develop dynamic, inspirational, autonomous practitioners who will make an impact on the future development of services for people with learning disabilities. Students will exit the programme with the knowledge and employability skills that will enable them to lead the way in moving the boundaries of learning disability nursing care forward. In addition, the field programme aims to produce learning disability nurses who are able to collaborate with a range of other professionals in managing the holistic and complex needs of people with learning disabilities.

DEPARTMENT OF HEALTH (2010). Equity and excellence: Liberating the NHS CM7881, London, HMSO

NURSING AND MIDWIFERY COUNCIL (2010). Standards for pre-registration nursing education, London, NMC

The Aims of the Programme are to:

Prepare students to demonstrate competence and confidence in achieving the NMC (2010) generic and field specific standards ensuring they;

1. Develop their knowledge, skills and professional values to deliver high quality essential care to all, and deliver complex care to service users in their field of nursing practice.
2. In nursing practice, act in a compassionate, respectful way; maintaining dignity and wellbeing and communicating effectively.
3. Act on the understanding of how people's lifestyles, environments and the location of care delivery influences health and wellbeing and the delivery of nursing.
4. Seek out every opportunity to promote health and prevent illness.
5. Use leadership skills to supervise and manage others and contribute to planning, designing, delivering and improving future nursing services.
6. Develop the ability to critically analyse research findings and apply best evidence to nursing practice.
7. Develop reflective practice and a lifelong commitment and to continuing professional development and other academic and professional activities.

Intended Learning Outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes¹:

On successful completion of the whole programme, students will be able to demonstrate:

1. Fitness for purpose, practice, professional standing and the academic award in the appropriate field of nursing.
2. The ability to safeguard the public and be responsible and accountable for safe, person-centred, evidence-based nursing practice.
3. Partnership working with other health and social care professional and agencies, service users, carers and families ensuring that decisions about care are shared.
4. Professionalism and integrity, and work within agreed professional, ethical

and legal frameworks and processes to maintain and improve standards of care.

5. Critical appraisal skills, evaluation and problem solving approaches to evidence base decision-making in nursing practice.
6. Leadership, delegation and supervisory skills that will continually enhance practice development.

¹ Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

Learning Teaching, and Assessment Methods Used:

Learning and teaching methods are designed to promote student engagement with their own learning. Methods used include formal lectures delivered by academic staff and clinical practitioners, seminars, group work, problem-based learning and tutorials. Service-users and carers are also involved in the delivery of the learning experience where this can be facilitated. Case studies are also used to explore practice situations.

The teaching of skills is delivered to small groups by academic and practice staff: simulation and role play activities are used throughout the programme. Students also have opportunities for additional practice of skills within the University outside timetabled sessions through the S.P.A.C.E. scheme (Skills Practice And Clinical Enhancement).

On-line activities including Moodle are used for teaching, directed and self-directed activities and assessments. Virtual clinical environments (hospital and community) are used to develop decision making and problem solving skills within a safe environment. Eyclit is an on-line activity for the development of Information literacy. There are directed and self-directed activities, including electronic and paper based workbooks to enable students to prepare for and consolidate learning.

Teaching methods are informed by research and the teaching of skills is underpinned by current evidence. The students learn the skills to enable them to question care, provide evidence-based care and critique the research that informs practice.

Assessment methods used include assignments, invigilated assessments, to include unseen examinations and Objective Structured Clinical Examinations (OSCE's) and presentations. The assessment strategy ensures students experience a balanced range of assessment methods in the University. Formative assessment opportunities are built into each module. Achievement of practice outcomes and standards of proficiency is assessed through a clinical practice document.

The ePortfolio will focus on evidencing employability skills, values and attributes that are both nursing and generic. It will increase student responsibility for managing their learning journey including embedding their approach to continuous professional development. The ePortfolio will focus on developing the students learning skills, promoting and developing clinical knowledge, imagination and reasoning abilities.

Programme Structure and Requirements, Levels, Modules, Credits and Awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.

Year 1 - Level 4

<u>Core Module</u>	<u>Core Module</u>	<u>Core Module</u>	<u>Field Specific Module</u>
Professional Values & Academic Skills (30 Credit Double Module)	Introduction to Nursing Practice & Decision Making (30 Credit Double Module)	Health in Society (30 Credit Double Module)	Learning Disability Nursing Practice 1 (30 Credit Double Module)

Year 2 - Level 5

<u>Core Module</u>	<u>Field Specific Module</u>	<u>Core Module</u>	<u>Field Specific Module</u>
Professional Values & Evidence Based Practice (30 Credit Double Module)	Learning Disability Nursing Practice 2 (30 Credit Double Module)	Nursing in Society (30 Credit Double Module)	Learning Disability Nursing Practice 3 (30 Credit Double Module)

Year 3 - Level 6

<u>Core Module</u>	<u>Field Specific Module</u>	<u>Field Specific Module</u>	<u>Field Specific Module</u>
Policy, Politics and Nursing (30 Credit Double Module)	Learning Disability Nursing Practice 4 (30 Credit Double Module)	Learning Disability Academic & Practice Enquiry (30 Credit Double Module)	Learning Disability Transition to Qualified Practitioner (30 Credit Double Module)

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- Induction week
- Student Handbook
- Learning contracts for students
- Personal Tutor
- Module guides and Moodle sites for each module
- Individual and group tutorials
- IT Services
- Library Services (includes electronic resources – e.g. EYELIT; UCEEL & TALIS)
- Use of Personal Development Centre expertise. Used within modules and if students need extra support and guidance. Includes use of relevant MOODLE sites (e.g. numeracy)
- Academic Skills Centre
- ePortfolio including self assessment and personal development planning (PDP) exercises
- Central PDP via Moodle
- Student Services (counselling; chaplaincy; finance; careers)
- Student Union (and Group Representation)
- Disability Services
- Practice Placement Managers (PPMs) and clinical staff whilst out on placement
- Clinical Visits by academic staff
- Department of Practice Learning staff
- S.P.A.C.E. suite

PDP is inherent within this programme

Personal Tutors meet with students following clinical placement and are responsible for helping students review and develop this process.

Criteria for Admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for Evaluation and Enhancement of Quality and Standards including Listening and Responding to views of Students

The University, Faculty of Health and the programme team are committed to continuous evaluation, quality monitoring and enhancement of programme of study. There are a number of strategies, policies, procedures and guidance that are in place within the Faculty of Health to ensure evaluation, enhancement of quality and standards including

listening and responding to views of students. In addition where applicable professional regulatory and statutory body requirements are adhered to.

- Students' views can be expressed in Boards of Studies, module, placement and programme evaluations, with the Associate Dean (Academic and Quality Enhancement), online discussion forums and surveys. Students are also invited to meet with External Examiners, attend programme Quality days and meet with any external quality monitoring programme reviewers.
- There are a number of committees where the programme team, practice partners and service-users meet to ensure that the programme is current and responsive to local and national developments and policy. These include Healthcare (Strategic) Quality Group, Profession Specific-group, Curriculum working group, Practice partner and programme team meetings. Changes to the programme are reviewed and accepted by the Faculty Academic Standards and Quality Enhancement Committee and can only be approved following consultation with students, external examiners and practice partners.
- An exception reporting annual programme monitoring report is produced each academic year which includes feedback from students. The annual programme monitoring report is reviewed and approved by students, external examiners and practice partners. Action points are raised to be developed and reviewed for the following academic year. In addition the annual programme monitoring report is peer-reviewed. The annual report is a key document provided to professional bodies and external quality monitoring agencies.
- The Department of Practice Learning undertakes audit and evaluation of students practice learning opportunities. Practice documentation is moderated with practice partners. Mentors Sign off Mentors and Practice Teachers are provided with updates each academic year.
- Assessment procedures are updated by the Centre for Academic Quality to ensure they are rigorous and fair. Bench marking statements are used to monitor achievement rates. Marking and moderating policies are in place to ensure that the procedures for assessment are transparent and students' work is reviewed by External Examiners, who also attend Programme Exam Boards, Quality Days and meet with students.
- There are committees in the Faculty of Health that contribute to the evaluation and ongoing quality monitoring. The Executive committee and Faculty Board are the overarching committees in the Faculty of Health. Policies, procedures and guidance is scrutinised by the Faculty Academic Standards and Quality Enhancement Committee.