

AQH-B2-3a Undergraduate Programme Specification Template

August 2015

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Please note:

SECTION A: CORE INFORMATION

1. Learning Disability Nursing Practice

2. BSc (Hons)

3. Programme linkage

Is this part of group of linked programmes between which students can transfer at agreed points?

Yes

No

If yes:

4. Is the programme a top-up only?

Yes

No

5. Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply?

Yes

No

6. Level of award (eg Level 6 for BA/BSc)

Level 3	<input type="checkbox"/>	Level 4	<input type="checkbox"/>	Level 5	<input type="checkbox"/>	Level 6	<input checked="" type="checkbox"/>	Level 7	<input type="checkbox"/>
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7. Awarding body: University of Sunderland

8. Which department is it in?

Faculty of Health Sciences and Wellbeing, School of Nursing and Health Sciences.

9. Programme Studies Board?

Undergraduate Health

10. Programme Leader

Simone Bedford MA, PG Dip, BSc, Dip HE, RN, RNT, SFHEA

11. How and where can I study the programme?

Tick all boxes that apply

At Sunderland:	
Full-time on campus	<input checked="" type="checkbox"/>
Part-time on campus	<input type="checkbox"/>
As work-based learning full-time	<input type="checkbox"/>
As work-based learning part-time	<input type="checkbox"/>
As a full-time sandwich course	<input type="checkbox"/>
As a part-time sandwich course	<input type="checkbox"/>
By distance learning	<input type="checkbox"/>

At the University of Sunderland London campus:	
Full-time on campus	<input type="checkbox"/>
Part-time on campus	<input type="checkbox"/>
As work-based learning full-time	<input type="checkbox"/>
As work-based learning part-time	<input type="checkbox"/>
As a full-time sandwich course	<input type="checkbox"/>
As a part-time sandwich course	<input type="checkbox"/>
By distance learning	<input type="checkbox"/>

At a partner college:	
Full-time in the UK	<input type="checkbox"/>
Part-time in the UK	<input type="checkbox"/>
Full-time overseas	<input type="checkbox"/>
Part-time overseas	<input type="checkbox"/>
By distance learning	<input type="checkbox"/>

As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	3 years	9 years
Part-time		
Distance learning		
Work-based learning		

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University. For start-dates for programmes delivered in a partner college, please contact the college.

13. Learning and teaching strategy.

Education Transforming Care Curriculum

The programme has been designed to ensure that throughout your studies, you are given the opportunity to become active participants in learning. This may challenge some of the traditional approaches to learning you are familiar with in that the programme content you study will ensure that value is placed firmly on the need for you to develop a capacity for lifelong learning.

The educational framework that the University has developed centres around inquiry based learning. This permits the development of levels of competence within and between all levels of the programme with a clear emphasis on a move from dependence on teaching and facilitation in the initial stages of the programme to competence in knowledge, skills and professionalism upon your completion of the programme. We have aimed to achieve this by using methodological approaches that drive the assessment process, so that we encourage deep as opposed to surface learning opportunities.

The programme is designed to promote the development of high levels of knowledge, skills and professionalism. The role of the nurse is characterised by compassionate and caring approaches to inter-professional working in the healthcare workforce and this educational model promotes capacity building within and between professional disciplines in this context. It also places focus on compassion within the context of person-centred care across the programme.

To ensure a sincere philosophy of person-centred care, Patient Carer and Public Involvement (PCPI) has been embedded throughout the programme from its design; to recruitment; to curriculum delivery and assessment, as they are representative of the people you will ultimately serve and care for.

This model of inquiry based learning ensures you are equipped for integration into the graduate healthcare workplace. It also affords you the opportunity to integrate Information Technology resources across the programme to drive your processes of active learning.

Bridging the Conceptual Theory Practice Gap

The design of this programme ensures a bridge to the theory practice gap. By this we mean that all of the theoretical learning you undertake will align clearly with what you do in nursing practice as you learn. This has been achieved by splitting the curriculum into a 50:50 ratio of clinical practice to academic learning as required by the NMC. Clinical learning opportunities will afford you clinical learning experiences in a diverse array of healthcare contexts and settings. Exposure to person-centred care in these settings will be a key mechanism of ensuring that you are given the opportunity to develop compassionate and caring approaches to dealing with patients and their families and carers.

As a student you will gain experience across differing contexts of nursing clinical practice to enable you to develop knowledge, skills and professionalism at levels corresponding with your academic level of learning.

Since clinical learning forms 50% of the programme you will have the opportunity to engage directly with patients experiencing real care in the context of their educational programme. Alongside this, the Faculty's Patient, Carer and Public Involvement (PCPI) provision will enhance your ability to engage and understand the experiences of people living with specific conditions and the relevance of this to Learning Disability nursing care provision. This integration of patients will provide you with a means of framing your everyday practice and support you in your development to becoming a caring and compassionate practitioner.

Using Professional Development Portfolios to Reflect on Practice

Throughout your studies, you will engage with a Professional Development Portfolio that will incorporate sessions for critical reflection. It will also support and aid you in developing your capacity to change practice in the light of things you might reflect on. This will not be specific to clinical practice; it will incorporate both theoretical and clinical modules of the programme to ensure a holistic learning experience. It will engender and nurture an ethos of critical reflexivity, political awareness and higher order thinking in relation to the professional role of the nurse.

Clinical Practice Placement Experience

As previously outlined, your clinical placement experiences will be developed in collaboration with local NHS Trust providers so that you have designated mentorship and supervisory support as an adjunct to your academic learning pathways. The integration of theory and practice at the front line of patient care ensures that as your clinical competency is established, the development of your professional attitude and behaviours is validated. The underpinning theoretical knowledge across every module of the programme will be substantiated by engagement with accompanying module booklets and there will be formative assessment opportunities across the programme.

Experiential clinical placements will drive:

- An identification and strategic focus on real clinical issues. From the clinical workplace, you will have the opportunity to reflect and develop your existing level of learning and independently benchmark where your current level of knowledge is in relation to your everyday clinical practice and professional practice skills.
- An opportunity to critically reflect on your practice within a group context, which captures the dynamic of working in the context of nursing practice in an array of different healthcare settings.
- Establishment of the notions of personal autonomy and individual responsibility in practice which can be used to drive the process of teaching and learning through inquiry based learning.
- Integration of theoretical learning and the clinical application of new and developing knowledge to practice through the programme.

This approach to education provides a mechanism by which your learning can be flexibly provided, effectively managed and continually updated. A strong physical infrastructure of academic, clinical and mentoring staff with a shared vision of equipping a high quality healthcare workforce will underpin all of your learning and teaching experiences.

The acknowledgement of the need to recognise, develop and value individuality for students for whom Higher Education might never have been possible in previous generations has been a key driver in the University of Sunderland's academic provision. As a profession, nursing has evolved from an historic training in vocational skill to a key contributor to an all graduate profession that occupies a unique role in inter-professional working. The discipline continues to occupy the central hub of care and compassion in healthcare practice; a respected professional body which engenders high expectation from others.

The engagement you are afforded in the context of authentic patient centred interaction and care is a platform ensuring that the construction of meaning has:

- a. Strategic relevance
- b. Currency
- c. Tangible impact in terms of your capacity for communication, care and compassion

The significance of evidence based approaches to nursing and healthcare provision is embedded across the programme. All modules have been designed to ensure the need to acknowledge critical higher order thinking underpins every clinical decision you make. We aim to ensure that you are not only equipped to recognise the key tension between reflective practice and evidence based practice in terms of the potential for subjective approaches; we aim to equip you with the systematic approaches necessary to frame and contextualise clinical experience and clinical decision making in a rational and objective framework. We also aim to ensure that whilst nurses make fundamentally challenging decisions in practice you have had the opportunity to contemplate how your individual decision making can have an impact on the lives of others, for better or for worse.

Educational provision across the programme also recognises the need for a motivated and driven workforce to be equipped with proficiency in computer and IT skills and knowledge of current policy and legislation driving healthcare provision and deliberately incorporates this into the learning experiences offered. First and foremost the University is committed to developing people and their

societal contribution and we believe that this ethos will develop a body of nurses capable of contributing to a high quality workforce and maximising their individual capacity to develop in the nursing profession.

Teaching and learning will be allowed to drive the assessment processes adopted through the programme and learning outcomes. Teaching methodologies and processes of assessment have been constructively aligned to reflect this. In terms of physical infrastructure:

- The University has a state of the art Virtual Learning Environment and a Social Learning Platform which can be used to enhance and define student learning experience. It also has the extensive supporting infrastructure to equip you in the relevant skills you need to be a critical thinker.
- The Faculty of Health Science and Wellbeing boasts three exceptionally cohesive, inter-professional Schools; School of Psychology; School of Pharmacy and Pharmaceutical Sciences and the School of Nursing and Health Sciences in which the programme sits. At the central hub of this provision are the Pharmacy Practice and Clinical Therapeutics Team and the Pharmaceutics Programme – responsible for the delivery of an internationally acclaimed undergraduate MPharm programme which embraces the core concepts of innovative practice, inter-professional working and the need to not just respond to change in healthcare provision but to lead it. Our Biosciences and Environment Team also has an enviable reputation for its provision of biomedical science and healthcare students. The School of Nursing and Health Sciences play a pivotal role in integrating all of these Teams with staff contributing across the delivery of their programmes alongside its own comprehensive portfolio of health based educational provision.
- The provision of optimal patient and family care in the future will depend on the education, training and facilitation of practitioners who are acknowledged as having individual learning styles and learning needs within an infrastructure which is pragmatically designed, resourced with appropriate staff and that provides authentic learning experiences.

Integrating Service User Perspectives in Teaching, Learning and Assessment Methodologies:

Wherever possible we use the infrastructure of expert patients and carers available with us to provide and illuminate the experience of the patients with whom we engage on a day to day basis. We are fortunate enough to have an established infrastructure for this provision resourced by patients who can articulate their experience of clinical assessment, diagnosis and management of their specific medical and surgical conditions.

Competent and compassionate nursing practice necessitates an empathic engagement with patients and their families and carers in an individualised and tailored response to care need. Consolidating this level of professionalism and holistic care is the need to engage with often complex clinical decision making and a degree of manual dexterity and psychomotor skill characteristically indicative of an adept and confident healthcare practitioner. Central to your learning across all these domains will be the opportunity for you to reflect and engage with patients at the front line of care provision. Not only will you be afforded the privilege of working directly with these patients, all problem-based learning, simulation and integration of theory with practice will integrate real life clinical scenarios that challenge, provoke and stimulate higher order thinking skills. It is the development of these skills which will ensure your adaptive capacity to

operationalise and transfer generic learning into practice since you will be more able to re-construct knowledge and apply it across a diversity of care settings. You will also develop due regard for your role as an independent, reflective practitioner upon registration with the NMC on successful completion of your education programme and within the context of inter-professional engagement and multi-disciplinary teamwork.

Regulatory bodies from a range of healthcare disciplines now advocate the centralised use of patient/carer involvement across the academic curricula of the programmes they regulate, the NMC being a typical example (NMC, 2010). Not only is this a mechanism of driving educational practice in incorporating the patient voice into truly person-centred curricula; it is an explicit opportunity for the integration of clinical and theoretical learning across every module of the programme. This is reflected in a corresponding and strategic approach to assessment and continuous triangulated feedback. The patient is therefore an integral part of the educational experience, not merely a contributor to the process. Throughout the programme the teaching teams will select patients who can provide feedback on your performance, especially in relation to your capacity to be a compassionate practitioner with due regard for individual need and a professional approach.

The programme will effectively harness the approach advocated by Repper and Breeze (2007) which advocates a holistic yet strategic approach to service user involvement. The approach is a fundamental attribute and expectation of any Pre-Registration Nursing Programme with the enhancement of patient contribution to the strategic design of healthcare provision and education programmes.

As a direct result of stakeholder meetings and academic curriculum planning, the University has committed to the strategic design of the degree pathway that is aligned to the development of graduate skill sets which in turn align all student learning throughout their educational experience. Rather than thinking about segmented brackets of information, the deliberate integration of knowledge across the whole programme can be used to ensure the relevance of all academic and clinical modules to the professional discipline of nursing.

References

Nursing & Midwifery Council (2010). Standards for pre-registration nursing education. *Nursing and Midwifery Council, London*.

Repper, J., & Breeze, J. (2007). User and carer involvement in the training and education of health professionals: a review of the literature. *International journal of nursing studies*, 44(3), 511-519.

14. Retention strategy.

The University has a robust and historical infrastructure specifically designed and continuously developed to support student retention in academic and clinical settings. Key examples are our flagship Master of Pharmacy programme, Biomedical Sciences and Healthcare Sciences degree pathways, the Dip HE Paramedic Practice, BSc (Hons) Paramedic Science and Out of Hospital Care, and the BSc (Hons) Adult Nursing Practice, all of which are accredited by professional bodies in accordance with statutory requirements for healthcare education. Key University of Sunderland policies include Work-based Learning, Placements Guidance, the University Learning and Teaching Plan and the University Academic Strategy. By continually supporting you in your clinical placement areas as an integral part of the University Academic Strategy, we can ensure you are individually valued as a member of your student cohort. We operationalise this by

methodologically triangulating our focused identification of students who might be lost to attrition, lacking progression or exhibiting signs of personal difficulty. Typically:

- Ensuring your initial collaborative orientation upon commencement of the programme. This will serve as a means of defining your cohort in terms of your social identity and establish a sense of belonging to both the University and the Trusts in which you undertake your nursing practice placements.
- Using the University's Personal Tutor System as a first point of contact for you, should you experience difficulties in clinical practice. You will be designated an academic from the Programme Team throughout the three year programme. This system will drive intensive systems of holistic personal and professional support through the provision of one to one support for you.
- Complementing and enhancing the existing successful mentorship infrastructure by integrating academic support and service user perspectives into execution within educational provision.
- University Student & Learning Support supporting students with disabilities or specific learning needs, e.g. mature students returning to study.
- Providing support with learning and teaching approaches you may not have experienced before and using this as a mechanism for driving your support in practice.
- Formalising Placement Agreements and placement support via the University Clinical Link Tutor to ensure you gain the right experience at the right time.
- Ensuring that the ongoing programme delivery process ensures recognition and support, in instances where students may struggle, through formative feedback, pastoral support to enhance their retention and progression across the programme.
- Responding proactively to your individual feedback on all aspects of programme delivery in relation to clinical mentorship and individual placements.
- Action planning for resilience will be a key contribution to preparing you for the healthcare workforce and also your retention on the pre-registration programme. Identification of the key risk factors can be outlined in terms of the characteristics that students demonstrate such as:
 - Need for personal autonomy
 - Extreme and overt conscientiousness
 - Perfectionism
 - Self-giving
 - Impatience
 - Intolerance
 - Low self-esteem or confidence
 - No recognition of personal limits
 - Need for approval
 - Type D personality –which is defined as the tendency towards negative affective emotional responses (e.g. excessive worry, irritability, gloominess)
 - Social inhibition (lack of self – confidence and social withdrawal)

Enabling student resilience in these key areas will be facilitated by embedding workshops on resilience across the programme and also integrating social learning and social activity alongside formal curricula activities. Our approach to developing resilience also aligns with the need for social learning, interactive dialogue and a mechanism of driving all assessment and work placed contribution with learning and teaching strategies that will potentially develop resilient characteristics.

SECTION C - TEACHING AND LEARNING

15. What is the programme about?

The programme has been developed in collaboration with people who have lived experience of learning disability through the PCPI initiative, to ensure compassionate and competent person-centred care is in the hearts and minds of future registrants, delivered through a curriculum based upon the four domains of competencies as specified by the NMC (2010) which are:

- Professional Values
- Communication and interpersonal skills
- Nursing Practice and Decision Making
- Leadership, Management and Team Working

Successful completion of this course of study will enable to you to qualify with a BSc (Hons) Learning Disability Nursing Practice and apply for registration as a Learning Disability Nurse with the Nursing and Midwifery Council (NMC).

16. What will I know or be able to do at each Stage of the programme?

There is no Foundation level so students will access the programme directly at Stage 1.

To achieve the University Certificate of Higher Education in Health Studies, a student must have successfully studied 120 Level 4 credits and demonstrated the following learning outcomes:

Learning Outcomes Stage 1 (Level 4) – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- Engage with nurse education and study in a reflective, ethical and effective manner at the front line of patient care in a designated nursing team.
- Undertake a range of clinical measurements, accurately record these measurements and effectively and articulately communicate their findings to other members of a team.
- Appreciate the legal and ethical principles of confidentiality and data protection and implement an evident understanding of the need to preserve dignity and privacy for all people at all times.
- Communicate effectively and professionally with individuals, their families and carers and all levels of staff in the organisational hierarchy with due regard for the reciprocal need of common courtesy at all times.
- Execute safe and effective practice in relation to medicines management with due regard for the need to underpin safe nursing care with a published evidence base.

Learning Outcomes Stage 1 (Level 4) – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- Demonstrate a fundamental knowledge and understanding of basic anatomy and physiology that underpins applied healthcare practice.
- Articulate essential knowledge of the concepts of physical and mental health and wellbeing and how this knowledge contributes to approaches in applied Public Health.
- Understand professional identity, fitness to practice, the scope of practice and the societal perception of learning disability nurses in relation to their contribution to healthcare practice.

To achieve the University Diploma of Higher Education in Health Studies, a student must have successfully studied a total of 240 credits (from a combination of 120 credits at Level 4 and a further 120 credits at Level 5)

Learning Outcomes Stage 2 (Level 5) – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- Engage with the development and maintenance of a critically reflective personal and professional development portfolio in relation to their clinical and professional academic study in learning disability nursing practice.
- Be proficient in basic instrumentation use and the use of effective clinical consultation and therapeutic engagement skills with individuals to develop collaborative and holistic care pathways in learning disability nursing practice.
- Apply their knowledge of learning disabilities and general nursing theory, and clinical therapeutics to the nursing environment in an academically credible and clinically professional manner using terminology appropriate to any audience.

Learning Outcomes Stage 2 (Level 5) – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- Comprehend the contextual significance of a diverse array of bio-psycho-social health care interventions in learning disability nursing practice and how this can impact on the trajectory of care for individuals and their families and carers.
- Apply theoretical underpinnings of their nursing practice with sociological perspectives and understand the significance of this evidence base to everyday nursing practice.
- Demonstrate a critical knowledge of the policy and legislation, pertaining to those with a learning disability which underpins current practice in the UK in relation to NMC accredited clinical professional practice and the emergent role of the learning disability nursing graduate.

- Demonstrate applied knowledge of the physiological and psychological functions of the human body and the need to understand this in the context of everyday learning disability nursing practice.

To achieve the BSc Health Studies degree, you must have successfully studied a minimum total of 300 credits (from a combination of 120 credits at Level 4, 120 credits at Level 5 and a minimum of 60 credits at Level 6). It is anticipated that students exiting at this level may not have been able to demonstrate the higher order intellectual skills or clinical competency characteristic of a successful BSc (Hons) Learning Disability Nursing Practice student.

To achieve the final award of BSc (Hons) Learning Disability Nursing Practice degree, you must have successfully studied a total of 360 credits (from a combination of 120 credits at Level 4, 120 credits at Level 5 and a further 120 credits at Level 6) and demonstrated the following learning outcomes:

Learning Outcomes Stage 3 (Level 6) – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- Demonstrate recognition of models of engagement and consultation with proficiency and evaluate and reflect on their effectiveness in holistic learning disability nursing practice.
- Be competent, confident and compassionate in their therapeutic interactions and clinical decision-making skills in learning disability nursing practice, clinical simulation settings and the context of the nursing workplace.
- Source, retrieve and select appropriate and high quality published evidence base whilst undertaking an in-depth investigation of an area of health care for people with learning disabilities and then apply their findings to the context of learning disability nursing practice.
- Demonstrate effective working within the context of multi-disciplinary teams and demonstrate the capacity to effectively engage in inter-professional working as a means of enhancing standards in person centred care.
- To use information and technological skills as an embedded element of professional and psychomotor competence in the context of nursing practice and demonstrate an appreciation of the need to maintain currency in relation to emergent technologies.
- Engage with individuals and their families and carers in a manner which demonstrates respect for their individuality, empathy for their state of physical, mental and spiritual health and wellbeing and understanding of their need for a compassionate, personalised and dignified patient journey in healthcare.
- Have capacity to respond to processes of change in a dynamic, self-aware and resilient manner with due regard for quality assurance processes and role requirements in everyday learning disability nursing practice.
- Apply knowledge, skills and professionalism in learning disability nursing practice at a level commensurate with the requirements of the Nursing and Midwifery Council for professional registration purposes and demonstrate their fitness to practice.

Learning Outcomes Stage 3 (Level 6) – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- Comprehend the contextual significance of a diverse array of care provision in learning disability nursing practice and how this impacts on the trajectory and overall efficiency of care for individuals and their families and carers.
- Critically understand the fundamental unique needs of people with learning disabilities and wellbeing issues and the relationship this has to them being able to access physical healthcare resources in the future.
- Apply knowledge of palliative care pathways and to differentiate and individualise care pathways for people requiring palliative care.
- Demonstrate applied knowledge and understanding of the processes of clinical consultation, mental health and physical assessment and clinical skill acquisition commensurate with graduate level of learning disability nursing practice.
- Critically evaluative clinical gerontology in relation to normal physiological processes of senescence, the sociology of ageing, the increased likelihood of co-morbidities and the impact of poly pharmacy in practice.
- Demonstrate a comprehensive knowledge and understanding of the political and legislative frameworks and guidelines driving change in organisational healthcare provision at a macro, mesa and micro level of learning disability nursing practice.
- Demonstrate knowledge and understanding of complex sociological and political theory of relevance to the development of new Public Health initiatives.
- Possess knowledge and understanding of the professional registration eligibility requirements for the NMC in relation to fitness to practice, lifelong learning and the professional contribution of the discipline of all fields of nursing to multi-disciplinary, person centred healthcare practice.

17. What will the programme consist of?

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (ie compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the [programme regulations](#).

Stage 1

Foundations of Learning Disability Nursing Care and Practice

NUR 110 – Introduction to Evidence Based Practice

NUR 109 - Understanding the Bio-psychosocial Principles of Health and Wellbeing

LDN 100 – Foundations of Learning Disability Nursing

NUR 111 – Developing Professionalism in Nursing

LDN 101 – Foundations of Learning Disability Nursing: Professional Practice

Stage 2

Developing Competence and Building Professionalism

NUR 240 - Practice Based Evidence and Evidence Based Practice

LDN 200 – Holistic Learning Disability Nursing Practice

LDN 201 - Holistic Learning Disability Nursing Practice: Practice Placement

Stage 3

Inter-professional Integration

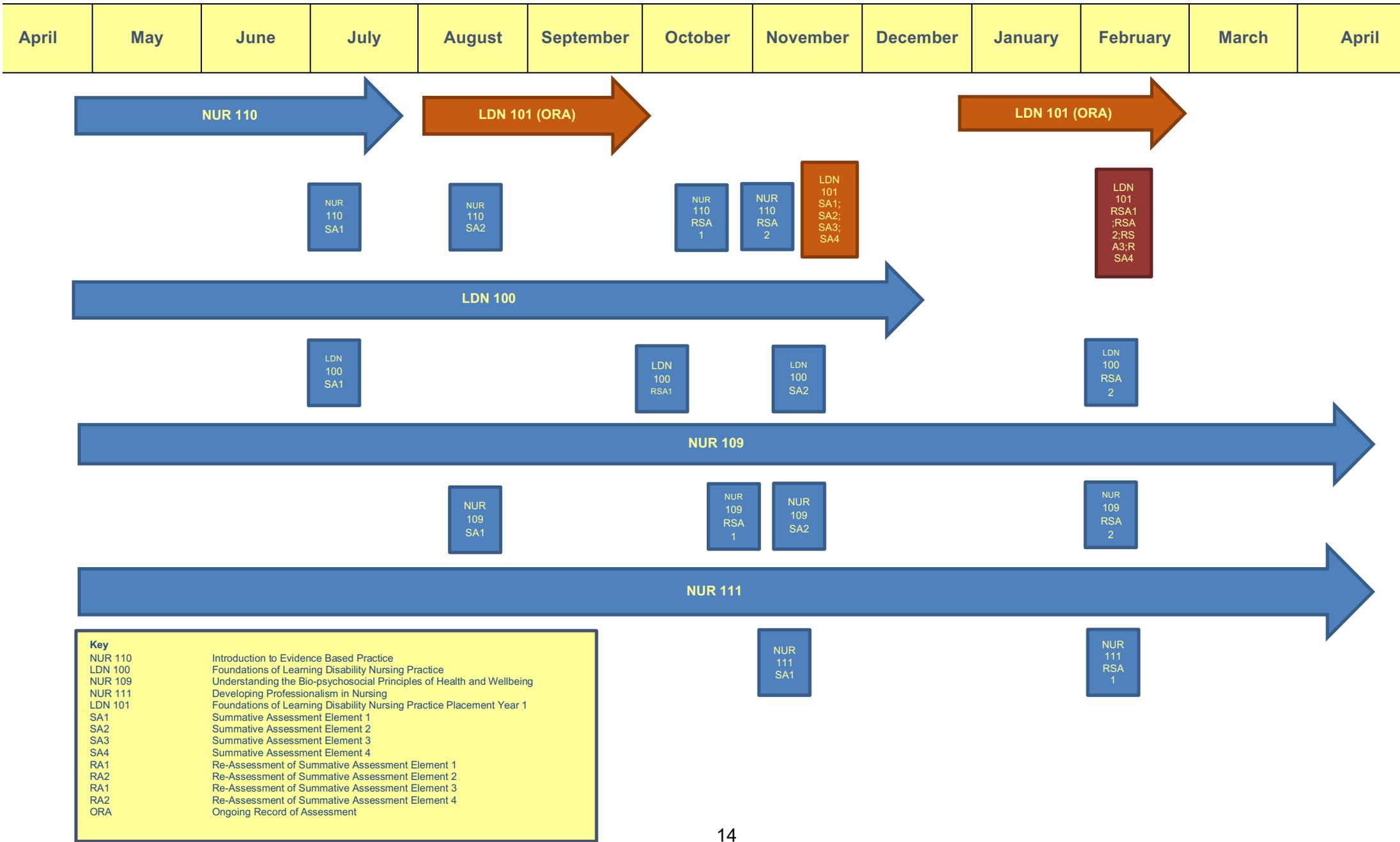
NUR 361 – Inter-professional Working and Leadership

NUR 362 - Dissertation

LDN 300 – Learning Disability Nursing Management and Leadership: Practice Placement

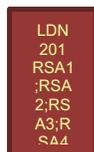
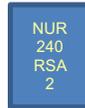
The modules have been mapped to the competencies which are required for the four domains of learning disability nursing as specified by the NMC (2010). See appendix 1

Exemplar of the of academic year schedule of teaching and learning for the BSc (Hons) Learning Disability Nursing Practice (assuming a programme start in May)



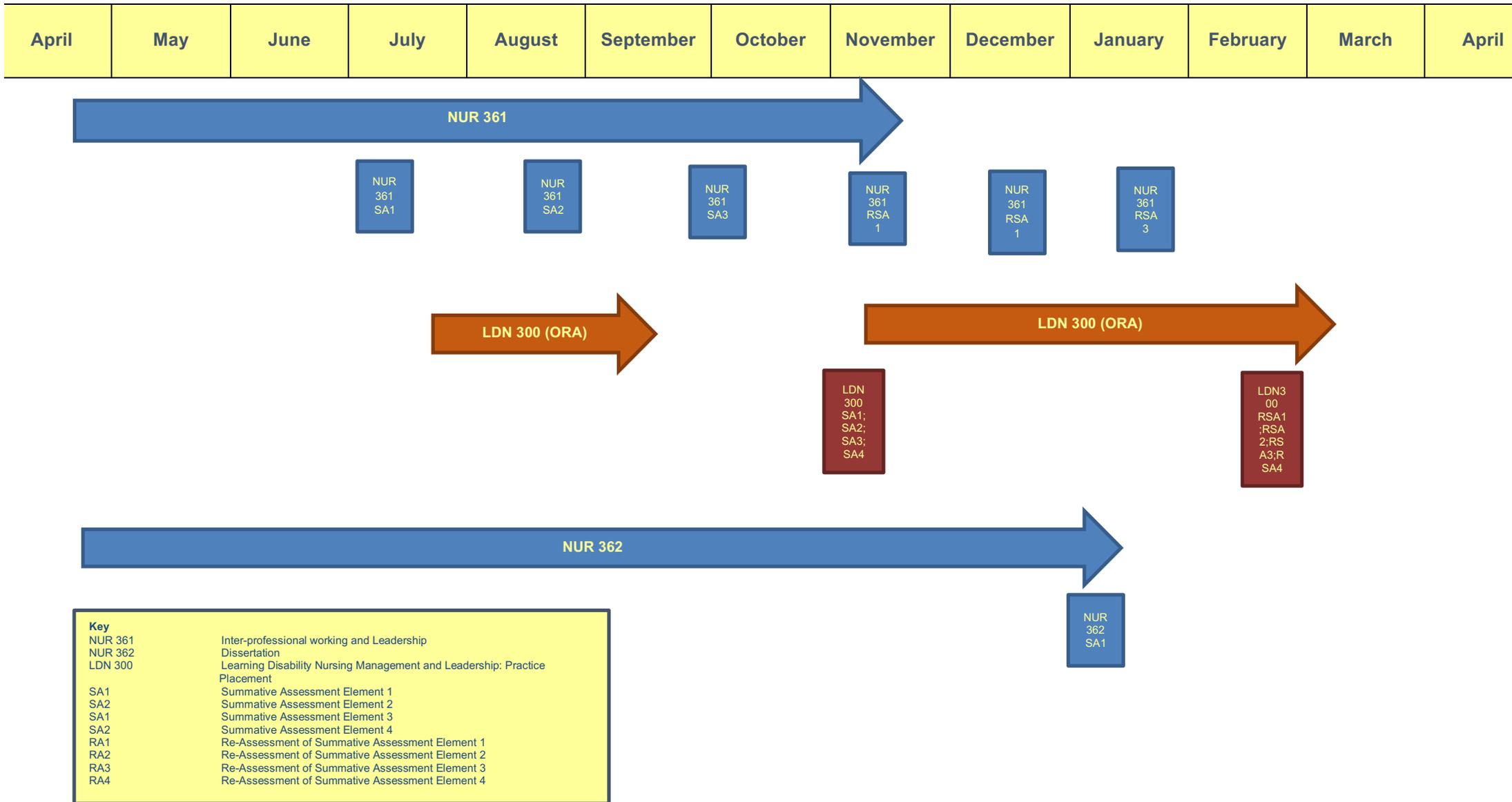
Exemplar of Level 5 (Progression Point 2)

April	May	June	July	August	September	October	November	December	January	February	March	April
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Key	
NUR 240	Practice Based Evidence and Evidence Based Practice
LDN 200	Holistic Learning Disability Nursing Practice
LDN 201	Holistic Learning Disability Nursing Practice Placement Year 2
SA1	Summative Assessment Element 1
SA2	Summative Assessment Element 2
SA3	Summative Assessment Element 1
SA4	Summative Assessment Element 2
RA1	Re-Assessment of Summative Assessment Element 1
RA2	Re-Assessment of Summative Assessment Element 2
RA1	Re-Assessment of Summative Assessment Element 3
RA2	Re-Assessment of Summative Assessment Element 4
ORA	Ongoing Record of Achievement

Exemplar of Level 6 (Completion Point)



18. How will I be taught?

At the very first Level (4) of the programme, you will be gradually supported and facilitated through your learning (Vygotsky, 1978) via focused seminal lectures, seminars and clinical teaching and consideration of basic scenarios. What this means is that at the initial stages of the programme you will be largely dependent on the support of academic staff and clinical mentors in practice and that this degree of support will decrease as you progress through the programme and through different levels and progression points of the programme. At Level 5, these learning opportunities will develop into case based scenarios which you will undertake as problem based learning approaches. Clinical placements will further drive and consolidate the relevance of your academic learning to clinical practice in person-centred care.

Specific Teaching Methods

The following teaching and learning methods will be used across the programme:

Seminal Lecture Sessions

Modular attendance at seminal lectures of the programme will be accompanied by opportunities for you to engage in learning via the use of case based scenarios which will encourage you to develop your knowledge and skills base. This inquiry based learning approach can be used to incorporate innovative approaches such as the 'flipped classroom' where you will be provided with resources to facilitate learning in a group of peers whilst being facilitated by a member of academic staff. All taught lectures will be supported by use of the Virtual Learning Environment (VLE) and wherever possible you will be exposed to expert keynote speakers in the seminal lectures in order to evidence base your approach to healthcare provision. As you progress through the programme there will be increasingly less emphasis placed on seminal lecture sessions as you engage with applying theoretical knowledge to practice in small group seminars and also looking at the policy and legislation within which learning disability nursing practice is delivered.

Problem-Based Learning

Problem-based learning (PBL) is an educational approach that is particularly designed for the student as an active self-directed learner, which all health care workers must be throughout their working lives.

Short case scenarios (cases) will be used to start and guide the processes of learning at undergraduate level. The emphasis is on the gaps you might discover in your knowledge and skills, and how to bridge these gaps with new knowledge, understanding and behaviour patterns. The PBL approach aims to enable you to discover and learn for yourself, facilitated by experienced staff with the support and collaboration of PCPIs. This system replaces traditional didactic teaching methods and enables your learning, through the creation of cohesive learning groups.

You will work collaboratively in developing a firm understanding of clinical skills fundamental to your own field of clinical professional practice. Workshop sessions are an opportunity for you to share with the student cohort your potential contribution to the field of clinical skills of which all students are an integral part, regardless of their intellectual capacity.

Across this integrated curriculum, you will begin with relevant clinical problems and with the help of a member of staff work out how much you know and understand of the underpinning knowledge you already have (and what you do not know). You will then define what you need to learn in order to fully understand the problems you encounter in everyday practice. What you study is therefore more clearly defined by the needs of your own individual professional practice as well as being determined by a robust series of learning opportunities.

Seminar Groups and Interactive Workshop Sessions

The opportunity for you to develop your communication skills and your ability to articulate and share your perspectives on practice will be an integral part of the teaching strategy. There will be an increasing level of expectation placed upon you to contribute to these sessions as they progress through the programme and this is regarded as a fundamental mechanism of improving your skills of professionalism in practice.

Inter-professional Experiential Learning

Inter-professional Learning has been championed for several years at the University of Sunderland and is integrated across several of our academic curricula. In moving beyond a purely logistical approach to inter-professional experiential learning the University has the capacity to deliver shared learning with Pharmacy, Psychology, Paramedic Practice, BioSciences and the three fields of nursing which comprise of Adult, Learning Disability and Mental Health which promotes the building and development of capacity within and between professional disciplines with the patient in patient centric curricula. This particular teaching and learning method is supported by PCPs, and is an opportunity for students to experience real-world multidisciplinary practise and thinking.

Consolidation Sessions

These will provide a means of reviewing and consolidating learning across each academic level. You will be afforded the opportunity, too, of addressing any issues of concern you might have regarding the programme. It is anticipated that feedback from the mentorship/supervisory infrastructure will also inform the content of consolidation sessions so that as far as possible these can be individually tailored to your needs for remedial support.

The Role of Simulation in the Development of Competence

We have the capacity to provide opportunities to work with specialist simulation equipment in developing clinical skills and also in being able to see the consequences of suboptimal practice with support and collaboration of PCPIs and supplemented by the use of SIM Man 3G, Sim Mom, Sim Baby within the Living Lab environment. This is of direct relevance to the development of your critical reflexivity and your confidence in dealing with challenging situations in practice. You will develop proficiency in hands on physical examination skills, core communication and consultation skills such as clinical history taking and will be trained in the logical and coherent development of the process. Simulated practice will not form part of summative assessment of clinical practice across the programme. However it has been strategically embedded in a ratio of 150 hours, 100 hours and 50 hours across Levels 4, 5 and 6 of the programme respectively, so that in line with the educational philosophy of the programme as a learning disability nursing student you can become more autonomous in your approach to clinical practice. These sessions are embedded within the inquiry based learning of all of our modules, so that teaching clinical skills is not merely an exercise in the development of functional psychomotor skill but one which stretches your intellectual 'reach' of in holistic nursing education.

Webcasts

Webcasts will be in addition to material given in lectures, labs and seminar sessions and will form part of the directed learning time of each module. This type of resource will be used throughout the programme and will be in audio and video format.

Clinical Skills Sessions

You will attend a variety of clinical skills sessions in our newly modernised Sciences Complex. We are equipped with 4 full wards, a diagnostic testing facility; a pharmacy dispensary, isolation room and extensive simulation facilities, including a newly developed patient transfer suite which when combined provide a massive resource for teaching and learning. In a risk-free environment, you will develop physical examination skills, communication and consultation skills as well as the confidence to gain critical information from PCPIs in a systematic manner. Inter-professional learning within and between pharmacy, paramedic and nursing students will be a regular integral part of these sessions.

Patient and Professional Contact

Through your Clinical Practice Placements in Levels 4, 5 and 6, you will visit a diverse array of clinical settings in both primary and secondary care settings. The development of reflective practice is pivotal in relation to the professional role that you will go on to occupy in the healthcare workforce and this experiential and situated learning is essential to your development, connecting the emotional and cognitive facets of health care practise.

Inter-professional Learning

The learning disability nursing programme will include sessions with other professional groups at all levels including paramedic, pharmacy students and biomedical scientists. This will incorporate a series of practical workshops and seminal lectures to drive processes of inquiry based learning.

Self-Directed Study

You will make use of many modes of study in the various specified learning activities summarised in the module descriptors, including self-directed study of presented material, working through set examples, preparation of laboratory reports, assignments, preparation for workshop presentations or inquiry based learning sessions, prescribed reading or other media work directly related to taught or project work. Where open-learning or similar student-centred schemes are used; these are presented to you in association with keynote lectures. This time is essential to ensure that you can explore the depth of information required to understand nursing as a professional discipline.

The University of Sunderland Virtual Learning Environment

'Canvas' is a virtual learning environment that provides round-the-clock access and support for students as they progress through a range of teaching and learning materials especially developed for the programme. The material for any particular module is accessible to all students registered on that module, and can include, for example, information, including pictures and videos, interactive tutorials, on-line assessments, and a discussion board. The number and frequency of students accessing Canvas can be monitored, as can individual achievements on the tutorials and assessments. Tutors can merely monitor or actively contribute to the discussion boards.

The Nurse Navigator System

This is a user friendly adaptation of the University VLE platform which will provide a 'Nurse Navigator System' (NNS). This will be used as an adjunct to learning and teaching across the programme and will be used across everything, from initial orientation on the programme to

integration of the research active curriculum, where you can be kept abreast of the work happening across the University. The system will provide a key mechanism for integrating clinical and academic learning in terms of available human resources across the programme as well as curriculum content. All use of the Nurse Navigator will be preceded by a taught training session with central staff from the University of Sunderland Web and Learning Technologies Support Team, who are a valuable asset across the institution in terms of their specific support and guidance for both staff and students using technology to support their learning. As this is a new programme we are hopeful that you will guide future development of the system so that it can be as user friendly and purposeful as possible in terms of accessibility and availability of materials. Students play a pivotal role in the development of the Nurse Navigator as the programme progresses for future cohort use. It has been established to provide relevant information on:

- Orientation Service
- Staff Contact Details
- Programme and Module Information and Guidelines
- ‘What you’re Learning and How you’re Learning It’– Making Explicit our Teaching and Learning Strategies
- Web Blogs
- Chat Rooms
- Focus on Practice Placement Opportunities across the programme
- Integrated Learning Tools and Inventories
- Class Live
- Research Active Curriculum Information – Ensuring students are aware of Research here at the University of Sunderland
- Media RSS Feeds of specific relevance to Learning Disability Nursing.
- Using Mahara (Support section for the use of the University’s online e-portfolio system)
- Social Learning Platforms
- ‘I Need Help and I Need it Now’ – How to access help and support with any aspect of the programme
- Referencing and Citation
- Mentorship Central Social Hub (where mentors from different clinical areas can organise informal events or potential social meetings)
- University Link Up Lunch Site (where staff from across the programme can arrange events such as Christmas Lunch and make sure everyone is welcome)
- Student Buddy Hub (where students from across the programme can have an access point for communication with students from other levels and stages of learning to act as learning buddies / social organisers)
- Sunderland Futures (the University has key opportunities for students to get involved with volunteering and events to aid employability skills, the NNS will ensure that there is a direct link to these opportunities so they can be shared.
- Student Union
- Staff Student Liaison Information
- Nursing and Midwifery Council Web links
- University Seminar Update Information (as part of our commitment to encouraging interaction within and between Faculties across the University of Sunderland, we will regularly post opportunities to attend the seminar sessions held at the University, as a resource for both staff and students)

- Sharing Resources Pool (a formal repository for learning and teaching resources that staff can access across the programme)
- Pastoral Support Guidance Hub (where students need non urgent pastoral support or guidance they can look up information regarding support available to them from across the University).

Using the Nurse Navigator System allows a flexible and diverse means of providing core support to you as you are working offsite in your practice placement area. Our capacity to Webcast will also be of great benefit the programme. This will be used as a resource throughout the programme to motivate you to engage fully with learning opportunities. It offers a central means of ensuring parity in day to day communication with you and any material from specific modules is accessible by every student of each cohort.

A list of the modules in each Stage of the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

19. How will I be assessed and given feedback?

Module Name	Code	Teaching Methodology	Formative and Summative Assessment	Feedback on Assessment
Introduction to Evidence Based Practice	NUR 110	<p>Library Support Sessions</p> <p>Inquiry Based Learning Teaching Sessions</p> <p>Group Seminars / Individual Tutorial Sessions</p> <p>Self-Directed Study</p>	<p>Written Report</p> <p>Oral Presentation</p> <p>This module provides elements of assessment that demonstrate how your core skills of written and verbal communication underpin how they articulate their work. The module is driven by approaches to learning and teaching that support and facilitate learning which develops initial skills of critical inquiry, which pave the way for the higher order thinking skills expected of students at subsequent stages of the programme.</p> <p>Formative assessment of this module will include the submission of draft written reports and the opportunity for mock oral presentations, which are peer assessed.</p>	<p>Feedback will be provided in accordance with the University's standard policy on feedback.</p> <p>Formative feedback will be provided in this module from peer assessment sessions and interim tutorial support from the academic module leader, which will be facilitated on a one-to-one basis.</p> <p>Where a need for remedial support sessions are identified, you will be referred to the necessary central support services – for example Skills for Learning in Murray Library might be used where students might struggle with referencing and citation techniques.</p>
Foundations of Learning Disability Nursing	LDN 100	<p>Clinical Simulation</p> <p>Inquiry Based Learning</p> <p>Group Seminars</p> <p>Individual Tutorials</p> <p>Seminal Lecture Sessions</p> <p>Patient Facilitator Sessions</p> <p>Self-Directed Study</p>	<p>Clinical Communication Examination</p> <p>Written Report</p> <p>Enabling you to work at the front line of person-centred care necessitates being able to effectively communicate as well as reassure patients and their families and carers about what processes in their care entail and what they can expect to happen in relation to their health and wellbeing. Module assessment drives learning and teaching whereby students can effectively communicate core terminology from nursing practice with PCPI workers from across the Faculty of Health Sciences and Wellbeing. The written report is a mechanism of assessing the development of your academic writing styles alongside the cognitive underpinning they have gained across the module. A written report prepares you well for the documentation they are expected to complete when</p>	<p>Feedback will be provided in accordance with the University's standard policy on feedback.</p> <p>Formative feedback will be provided in this module from practical clinical simulation sessions, where you will be facilitated in the repeated undertaking of clinical assessments and procedures.</p> <p>PCPI groups will provide valuable feedback in relation to the development of affective skills you develop as you start the programme and move through this initial introduction to patient care.</p>

			<p>working as a registered Learning Disability nurse and provides a clearly structured alternative to a written essay.</p> <p>Formative assessment will take the form of clinical scenario based learning where you are required to consider the multiplicity and complexity of working with individual patients in your care.</p>	<p>Interim tutorial support from the academic module leader, which will be facilitated on a one-to-one basis, will occur on a regular basis so that you and your academic and clinical facilitators can quickly identify deficits in your existing knowledge.</p> <p>Again, where a need for remedial support sessions is identified, you will be referred to the necessary central support services.</p>
<p>Understanding the Bio-psychosocial Principles of Health and Wellbeing</p>	<p>NUR 109</p>	<p>Inquiry Based Learning</p> <p>Seminal Lecture Sessions</p> <p>Seminars</p> <p>Group Tutorial Sessions</p> <p>Interactive Patient Workshops</p> <p>Consolidation Sessions</p> <p>Individual Tutorial Sessions</p>	<p>Written Examination</p> <p>Clinical Articulation of Terminology OSCE</p> <p>This module assesses whether you have an underpinning cognitive knowledge of physical and human sciences alongside a practical OSCE which assesses their capacity to translate knowledge into practice when working with people and their families and carers. Assessment been specifically designed to fulfil the requirements of a nursing workforce with effective and compassionate communicators with a sound theoretical knowledge of physical and human science.</p> <p>Formative assessment in this module will entail a series of mock OSCE stations where you can receive specific feedback on areas you need to improve in preparation for your summative assessment requirements.</p>	<p>Feedback will be provided in accordance with the University's standard policy on feedback.</p> <p>Feedback on this module will be designed to give you specific guidance on particular elements of their clinical interaction with patients which may need address, for example in instances where you may be new to social interaction with patients and their families and carers.</p> <p>Again, where a need for remedial support sessions is identified, you will be referred to the necessary central support services.</p>
<p>Developing Professionalism in Nursing</p>	<p>NUR 111</p>	<p>Inquiry Based Learning Sessions Self-Directed Study</p> <p>Reflective Practice Workshops</p> <p>Resilience Workshops</p> <p>Law and Ethics Interactive Workshop</p> <p>Patient Record Keeping/ Documentation Workshop</p>	<p>Portfolio of Professional Practice</p> <p>The Introduction to Professional Practice module has several facets of learning, all of which have application to the individual nursing student. As such this module assessment is a portfolio of professional practice which encourages you to negotiate and individually tailor content to generic learning outcomes, which motivates your learning and provides an insight into what your individual contribution to the professional nursing workforce might be. The module is also an opportunity for you to make and articulate affective aspects of learning of relevance to clinical learning, particularly in relation to the development of resilience and reflective practice.</p>	<p>Feedback will be provided in accordance with the University's standard policy on feedback.</p> <p>You will be facilitated in feedback sessions in your one-to-one tutorial sessions. This will involve consideration of your individual characteristics and how you are engaging with issues of professional practice, for example your perception of resilience.</p> <p>Again, where a need for remedial support sessions is identified, you will be referred to the necessary central support services.</p>

		<p>Seminal Lectures</p> <p>Group Seminar Presentation</p> <p>One to one Tutorials</p> <p>Group Tutorials</p>	<p>Formative assessment will involve the opportunity for the submission of draft components of the professional practice portfolio.</p>	
<p>Foundations of Learning Disability Nursing: Practice Placement</p>	<p>LDN 101</p>	<p>Introductory Workshop Sessions</p> <p>One to One Mentorship Tutorials</p> <p>Self-Directed Study</p>	<p>Clinical Skills Portfolio</p> <p>Clinical Reflection Diary</p> <p>Clinical Skills Competency Log</p> <p>Essential Clinical Skills OSCE</p> <p>Assessment in this Clinical Practice Placement encompasses initial introduction to work in learning disability nursing practice and your capacity to achieve competency to the end of Progression Point 1. The module is strategically designed to triangulate assessment mechanisms so that you cannot pass the module on the basis of good luck, safeguarding against instances where you achieve a competency which is not typical of your practice. Standardising assessment via OSCEs offers an opportunity to assess this and will be used alongside other assessments of clinical reflection to differentiate between those students who have gained competence and those who will necessitate further developmental support.</p> <p>Formative assessment will entail repeated opportunities in the context of an ongoing record of achievement (ORA) across every clinical practice competence that students need to achieve. They will be asked to consider the essential skills clusters that they are fulfilling in practice. Alongside this, mock OSCE stations will ensure that they are familiarised with the process of their clinical examinations as well as having the opportunity to undertake specific mock assessments of direct relevance to their clinical practice.</p>	<p>Feedback will be provided in accordance with the University's standard policy on feedback.</p> <p>Formative assessment will ensure that the formalities of initial, mid-point and end point feedback are aligned with the requirements for fulfilment of practice assessment competencies across Progression Point 1. This will be delivered within individualised sessions with Clinical Mentors and where remedial support is deemed necessary, with the Clinical Link Tutor.</p> <p>Again, where a need for remedial support sessions is identified, you will be referred to the necessary central support services.</p>
<p>Practice Based Evidence and Evidence Based Practice</p>	<p>NUR 240</p>	<p>Inquiry Based Learning</p> <p>Seminal Lecture Sessions</p> <p>Seminars</p>	<p>Essay</p> <p>Evidence based practice is the hallmark of all credible healthcare professions. This module uses one of the few essays across the programme to assess your capacity to articulate evidence based</p>	<p>Feedback will be provided in accordance with the University's standard policy on feedback.</p> <p>You will be given written feedback on formative assessment submissions and will</p>

		<p>Group Tutorial Sessions</p> <p>Interactive Patient Workshops</p> <p>Consolidation Sessions</p> <p>Individual Tutorial Session</p> <p>Self-Directed Study</p>	<p>practice, which reflects their future level of responsibility as a nurse registered on the Learning Disability nursing register.</p> <p>Formative assessment opportunities will provide you with specific published literature and policy for deliberation and critical appraisal. You will be provided with methodological frameworks for the evaluation of the evidence base and expected to produce drafts of academic work detailing how they will fulfil summative assessment requirements.</p>	<p>have the opportunity for regular one to one tutorials with academic staff.</p> <p>Again, where a need for remedial support sessions is identified, You will be referred to the necessary central support services.</p>
Holistic Learning Disability Nursing Practice	LDN 200	<p>Seminal Lecture Sessions</p> <p>Inquiry Based Learning</p> <p>Case Based Discussion</p> <p>Patient Facilitator Sessions</p> <p>Tutorials</p> <p>Self-Directed Learning</p> <p>Group Case Review Sessions</p>	<p>Written Examination</p> <p>This is assessed by a written examination. It has been specifically designed to echo the need of qualified Learning Disability nurses to recall and articulate seminal knowledge and demonstrate initial critical thinking in relation to specific conditions. This module assessment assesses seminal knowledge alongside your capacity to apply your knowledge to practice through the use of longer answer questions which necessitate the consideration of case based scenarios.</p> <p>Formative assessment will involve mock examinations that facilitate your understanding of your summative assessment mechanism. It will also build your confidence in undertaking written exams under time constrained conditions.</p>	<p>Feedback will be provided in accordance with the University's standard policy on feedback.</p> <p>Feedback on formatively assessed written examinations will ensure that exam technique issues can be identified prior to final summative assessment.</p> <p>One to one tutorial support with academic staff will ensure you are supported in developing their knowledge and skills. Where necessary they can be referred to central learning support services for specific help with, for example exam technique.</p> <p>Again, where a need for remedial support sessions is identified, you will be referred to the necessary central support services.</p>
Holistic Learning Disability Nursing Practice:	LDN 201	<p>Introductory Workshop Sessions</p> <p>One to One Mentorship Tutorials</p> <p>Self-Directed Study</p>	<p>Clinical Skills Portfolio</p> <p>Patient Care Plan</p> <p>Clinical Skills Competency Log</p> <p>Essential Clinical Skills OSCE</p> <p>This module ensures that you move across threshold levels of learning to increase and complete competency levels at the end of</p>	<p>Feedback will be provided in accordance with the University's standard policy on feedback.</p> <p>Formative assessment will ensure that the formalities of initial, mid-point and end point feedback are aligned with the requirements for fulfilment of practice assessment competencies across Progression Point 2. This will be delivered within individualised</p>

			<p>Progression Point 2 to the stage where you have achieved all competencies related to the NMC's essential Skills Clusters (2009). Continuing to enable them to work at the front line of person-centred care in the context of diverse caseloads will characterise learning across this stream of clinical placement provision and will provide a means of extending the skills gained in Progression Point 1. Assessment processes will reflect this. Assessment in this Clinical Practice Placement Year 2 will again be strategically designed to triangulate assessment mechanisms so that you cannot pass the module on the basis of good luck, where at a given moment in time they achieve a competency which is not typical of their practice. Standardising assessment via OSCEs will again offer an opportunity to assess this. At this level you will be expected to demonstrate your capacity for care planning and must ensure your success across all competencies which provide you with eligibility to enter the Completion Point (Level 6) learning pathway.</p> <p>Formative assessment will entail repeated opportunities in the context of an ongoing record of achievement (ORA) across every clinical practice competence that students need to achieve. You will be asked to consider the essential skills clusters that you are fulfilling in practice. Alongside this, mock OSCE stations will ensure you are familiarised with the process of your clinical examinations as well as having the opportunity to undertake specific mock assessments of direct relevance to your clinical practice.</p>	<p>sessions with Clinical Mentors and where remedial support is deemed necessary, with the Clinical Link Tutor.</p> <p>Again, where a need for remedial support sessions is identified, you will be referred to the necessary central support services.</p>
<p>Inter-professional Working and Leadership</p>	<p>NUR 361</p>	<p>Keynote lecture series</p> <p>Seminars</p> <p>Simulated learning</p> <p>Tutorials</p> <p>Self-directed learning</p> <p>Seminar preparation and reflective activities</p> <p>Project initiative self-study and preparation</p>	<p>Professional Discussion</p> <p>OSCE</p> <p>Case study analysis</p> <p>By integrating assessment which encourages higher order thinking skills and clinical decision making, this module is driven by your engagement with the concepts of self-analysis and the capacity to adapt to dynamic changes in clinical practice that characterise health and nursing care provision.</p> <p>The professional discussion will support you in developing professional communication skills whilst offering an analysis of your own skills whilst working within inter-professional settings. They will explore internal and external resources available to you to support your own personal and professional development.</p>	<p>Feedback will be provided in accordance with the University's standard policy on feedback.</p> <p>One to one tutorial support on a regular basis will be an ideal forum for one to one feedback alongside the development of an interactive reflexive dialogue with you.</p> <p>Again, where a need for remedial support sessions is identified, you will be referred to the necessary central support services.</p>

			<p>The OSCE is a direct assessment of competency to engage and deliver clinical supervision, to ensure programme graduates are in a state of readiness to undertake leadership and mentoring roles.</p> <p>Synthesis of the whole of the module learning outcomes will be delivered through a case study analysis, enabling you to apply seminal concepts and evidence to problem-solving in a clinical based scenario.</p>	
Dissertation	NUR 362	<p>Lectures</p> <p>Supervision</p> <p>Self-Directed Study</p>	<p>Dissertation</p> <p>This module assessment is the opportunity for you to consolidate your learning across previous levels and progression points and to make a contribution to practice via a piece of question led research of direct relevance to Learning Disability nursing practice. The systematic level of inquiry you undertake will characterise your capacity for higher order thinking and heightened intellectual skills that characterise a professional nursing workforce.</p> <p>Formative assessment will take the form of ongoing submission of iterations of the dissertation across the process of one to one supervision.</p>	<p>Feedback will be provided in accordance with the University's standard policy on feedback.</p> <p>You will enter a dialogic feedback cycle with your supervisor to ensure that they have the opportunity to have regular one-to one support with their final dissertation submission.</p> <p>Again, where a need for remedial support sessions is identified, you will be referred to the necessary central support services.</p>
Learning Disability Nursing Management: Practice Placement	LDN 300	<p>Introductory Workshop Sessions</p> <p>One to One Mentorship Tutorials</p> <p>Self-Directed Study</p>	<p>Clinical Skills Portfolio</p> <p>Patient Case Study</p> <p>Clinical Skills Competency Log</p> <p>Essential Clinical Skills OSCE</p> <p>This practice assessment is the culmination of all learning across the BSc (Hons) Learning Disability Nursing Practice programme. It will encompass several elements of assessment, all of which drive learning in indirectly supervised practice by a Clinical Mentor and which are characterised by the capacity of you to work and think in a progressively autonomous manner as you approach the end of your studies at the University of Sunderland. OSCE at this stage will provide a final insight into</p>	<p>Feedback will be provided in accordance with the University's standard policy on feedback.</p> <p>Formative assessment will ensure that the formalities of initial, mid-point and end point feedback are aligned with the requirements for fulfilment of practice assessment competencies across Completion Point. This will be delivered within individualised sessions with Clinical Mentors and where remedial support is deemed necessary, with the Clinical Link Tutor.</p> <p>Again, where a need for remedial support sessions is identified, you will be referred to the necessary central support services.</p>

			<p>your clinical capability as you prepare to become eligible for entry to the NMC Learning Disability Nursing register.</p> <p>Formative assessment will entail repeated opportunities in the context of an ongoing record of achievement (ORA) across every clinical practice competence that you need to achieve. You will be asked to consider the essential skills clusters that you are fulfilling in practice. Alongside this, mock OSCE stations will ensure that you are familiarised with the process of your clinical examinations as well as having the opportunity to undertake specific mock assessments of direct relevance to your clinical practice.</p>	
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The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

	YES	NO
This programme uses the Subject Specific Assessment Criteria	YES	NO

The University regulations can be found [here](#).

20. Matrix of modes of teaching, learning and assessment

Stage 1

Learning Outcomes Stage 1 (Level 4) – Skills

1. Engage with nurse education and study in a reflective, ethical and effective manner at the front line of patient care in a designated nursing team.
2. Undertake a range of clinical measurements, accurately record these measurements and effectively and articulately communicate their findings to other members of a team.
3. Appreciate the legal and ethical principles of confidentiality and data protection and implement an evident understanding of the need to preserve dignity and privacy for all people at all times.
4. Communicate effectively and professionally with individuals, their families and carers and all levels of staff in the organisational hierarchy with due regard for the reciprocal need of common courtesy at all times.
5. Execute safe and effective practice in relation to medicines management with due regard for the need to underpin safe nursing care with a published evidence base.

Learning Outcomes Stage 1 (Level 4) – Knowledge

6. Demonstrate a fundamental knowledge and understanding of basic anatomy and physiology that underpins applied healthcare practice.
7. Articulate essential knowledge of the concepts of physical and mental health and wellbeing and how this knowledge contributes to approaches in applied Public Health.
8. Understand professional identity, fitness to practice, the scope of practice and the societal perception of learning disability nurses in relation to their contribution to healthcare practice.

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	K1	K2	S4	S5	S6	S7					
Introduction to Evidence Based Practice	NUR 110	Core	Library Skills for Learning Support Sessions Inquiry Based Learning Teaching Sessions Group Seminars / Individual Tutorial Sessions Self-Directed Study	Written Report Presentation	A	A	A	TA	TA	A					
Foundations of Learning Disability Nursing	LDN 100	Core	Clinical Simulation Inquiry Based Learning Group Seminars Individual Tutorials Seminal Lecture Sessions Patient Educator Sessions Self-Directed Study	Clinical Communication Examination Written Report	K1	K2	K3	K4	K5	K6	S7	S8	S9	S10	S11
					DA	TD A	TD A	A	TD A	TD A	TD A	TD A	DA	A	A
Understanding the Bio- psychosocial Principles of	NUR 109	Core	Inquiry Based Learning Seminal Lecture Sessions	Written Examination	K1	K2	K3	K4	K5	K6	S7	S8	S9	S10	

Health and Wellbeing			Seminars Group Tutorial Sessions Interactive Patient Workshops Consolidation Sessions Individual Tutorial Sessions	Clinical Articulation of Terminology OSCE	TD A	TA	A	TD A	A	TD A	A	TD A	TD A	A	
Developing Professionalism in Nursing	NUR 111	Core	Inquiry Based Learning Sessions	Portfolio of Professional Practice	K1	K2	K3	K4	S5	S6	S7				
			Self-Directed Study Reflective Practice Workshops Resilience Workshops Law and Ethics Interactive Workshop Patient Record Keeping/ Documentation Workshop Seminal Lectures Group Seminar Presentation One to one Tutorials Group Tutorials		DA	DA	TD A	TD A	A	DA	A				

1. Engage with the development and maintenance of a critically reflective personal and professional development portfolio in relation to their clinical and professional academic study in learning disability nursing practice.
2. Be proficient in basic instrumentation use and the use of effective clinical consultation and therapeutic engagement skills with individuals to develop collaborative and holistic care pathways in learning disability nursing practice.
3. Apply their knowledge of learning disabilities and general nursing theory, and clinical therapeutics to the nursing environment in an academically credible and clinically professional manner using terminology appropriate to any audience.

Learning Outcomes Stage 2 (Level 5) – Knowledge

4. Comprehend the contextual significance of a diverse array of bio-psychosocial health care interventions in learning disability nursing practice and how this can impact on the trajectory of care for individuals and their families and carers.
5. Apply theoretical underpinnings of their nursing practice with sociological perspectives and understand the significance of this evidence base to everyday nursing practice.
6. Demonstrate a critical knowledge of the policy and legislation, pertaining to those with a learning disability which underpins current practice in the UK in relation to NMC accredited clinical professional practice and the emergent role of the learning disability nursing graduate.
7. Demonstrate applied knowledge of the physiological and psychological functions of the human body and the need to understand this in the context of everyday learning disability nursing practice.

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	K1	K2	K3	K4	S5	S6	S7	S8		
Practice Based Evidence and Evidence Based Practice	NUR 240	Core	Inquiry Based Learning Seminal Lecture Sessions Seminars Group Tutorial Sessions	Essay	TDA	A	A	A	A	TD A	A	T D A		

			Interactive Patient Workshops											
			Consolidation Sessions											
			Individual Tutorial Session											
			Self-Directed Study											
Holistic Learning Disability Nursing Practice	LDN 200	Core	Seminal Lecture Sessions	Group Case Review Sessions	K1	K2	K3	K4	K5	K6	S7	S8	S9	S10
			Inquiry Based Learning	Written Examination	TDA	A	TD A	TD A	A	TD A	T D	T D A	T D A	T D A
			Case Based Discussion											
			Patient Educator Sessions											
			Tutorials											
			Self-Directed Learning											

					K1	K2	K3	K4	K5	K6	K7	K8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19		
Holistic Learning Disability Nursing: Practice Placement	LDN 201	Core	Introductory Workshop Sessions	Patient Care Plan	TD A	A	A	A	A	A	A	A	TD A	TA	T A	A	A	T D A							
			One to One Mentorship Tutorials	Clinical Skills Competency Log																					
			Self-Directed Study	Essential Clinical Skills OSCE																					
			Clinical Skills Portfolio																						

Stage 3

Learning Outcomes Stage 3 (Level 6) – Skills

1. Demonstrate recognition of models of engagement and consultation with proficiency and evaluate and reflect on their effectiveness in holistic learning disability nursing practice.
2. Be competent, confident and compassionate in their therapeutic interactions and clinical decision-making skills in learning disability nursing practice, clinical simulation settings and the context of the nursing workplace.
3. Source, retrieve and select appropriate and high quality published evidence base whilst undertaking an in-depth investigation of an area of health care for people with learning disabilities and then apply their findings to the context of learning disability nursing practice.
4. Demonstrate effective working within the context of multi-disciplinary teams and demonstrate the capacity to effectively engage in inter-professional working as a means of enhancing standards in person centred care.
5. To use information and technological skills as an embedded element of professional and psychomotor competence in the context of nursing practice and demonstrate an appreciation of the need to maintain currency in relation to emergent technologies.
6. Engage with individuals and their families and carers in a manner which demonstrates respect for their individuality, empathy for their state of physical, mental and spiritual health and wellbeing and understanding of their need for a compassionate, personalised and dignified patient journey in healthcare.
7. Have capacity to respond to processes of change in a dynamic, self-aware and resilient manner with due regard for quality assurance processes and role requirements in everyday learning disability nursing practice.

8. Apply knowledge, skills and professionalism in learning disability nursing practice at a level commensurate with the requirements of the Nursing and Midwifery Council for professional registration purposes and demonstrate their fitness to practice.

Learning Outcomes Stage 3 (Level 6) – Knowledge

9. Comprehend the contextual significance of a diverse array of care provision in learning disability nursing practice and how this impacts on the trajectory and overall efficiency of care for individuals and their families and carers.
10. Critically understand the fundamental unique needs of people with learning disabilities and wellbeing issues and the relationship this has to them being able to access physical healthcare resources in the future.
11. Apply knowledge of palliative care pathways and to differentiate and individualise care pathways for people requiring palliative care.
12. Demonstrate applied knowledge and understanding of the processes of clinical consultation, mental health and physical assessment and clinical skill acquisition commensurate with graduate level nursing practice.
13. Critically evaluate clinical gerontology in relation to normal physiological processes of senescence, the sociology of ageing, the increased likelihood of co-morbidities and the impact of poly pharmacy in practice.
14. Demonstrate a comprehensive knowledge and understanding of the political and legislative frameworks and guidelines driving change in organisational healthcare provision at a macro, mesa and micro level of learning disability nursing practice.
15. Demonstrate knowledge and understanding of complex sociological and political theory of relevance to the development of new Public Health initiatives.
16. Possess knowledge and understanding of the professional registration eligibility requirements for the NMC in relation to fitness to practice, lifelong learning and the professional contribution of the discipline of all fields of nursing to multi-disciplinary, person centred healthcare practice.

.Module	Code	Core / optional	Modes of T&L	Modes of Assessment	K1	K2	K3	K4	K5	S6	S7	S8	S9
Inter-professional Working and Leadership	NUR 361	Core	Seminars Workshops Problem-Based Learning	Professional Discussion OSCE Case Study analysis	TDA	DA	A	A	A	TD A	TD A	A	

Dissertation	NUR 362	Core	Lectures	Dissertation	K1	K2	S3	S4	S5																		
			Supervision		A	DA	A	A	A																		
			Self-Directed Study																								
Learning Disability Nursing Management and Leadership: Practice Placement	MHN 300	Core	Introductory Workshop Sessions	Clinical Skills Portfolio	K1	K2	K3	K4	K5	K6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19				
			One to One Mentorship Tutorials	Patient Case Study	A	A	A	A	A	A	A	TDA	TDA	TDA	DA	A	A	A	A	DA	DA	DA	DA	TDA	A		
			Self-Directed Study	Clinical Skills Competency Log																							
				Essential Clinical Skills																							
				OSCE																							

21. How does research influence the programme?

Health Sciences Research at the University of Sunderland is carried out by multi-disciplinary teams that span the fundamental and applied sciences and commonly include clinicians and other healthcare practitioners.

The Faculty of Health Sciences and Wellbeing research objectives are: To build capacity for research and knowledge translation across our staff and students; to provide a supportive environment that maximises opportunities for the production of high quality research outputs; to develop high quality externally funded projects; to support and mentor less experienced staff as the leaders of future research. Staff members across the Faculty are also active members of the Centre for Pedagogy which consolidates our research profile by demonstrating our capacity for wider impact in healthcare education. Thus, staff embrace a very wide range of disciplines, including: nursing, pharmacy, medicine and allied health professions, healthcare education, pharmaceutical sciences, chemistry, social sciences, immunology, microbiology, psychology, sports sciences, public health and health services research. We regularly collaborate with local, national and international partners in industry, academia, health services and third sector organisations.

We have professorial representation for Continuing Workforce Development level and have a Professor of Public Health with a diverse portfolio of research activity of direct relevance to this discipline. Our Professor of Primary Care is lead of the Primary Care Specialty Group for the Clinical Research Network, North East and North Cumbria (circa £18M), which recruited over 38,000 patients into clinical trials in the last year. He is also North East Chair of the National Institute for Health Research.

The Research for Patient Benefit committee provides support and mentorship for research funding applications to national peer review funding bodies. We also have Board level representation on the Academic Health Science Network, an organisation which facilitates the uptake of proven interventions into clinical practice in the NHS. Clinical and nursing research forms a significant element of the overall research profile of the Health Team. Staff members have supervised significant numbers of Professional Doctorate and Doctorate of Philosophy to completion. They also have extensive numbers of peer reviewed publications having contributed widely to journal articles, books, book chapters, conference proceedings. The Health Team also regularly act as Peer Reviewers and Editors of International Journals and Conferences.

Teaching across the BSc (Hons) Learning Disability Nursing Practice programme will reflect our commitment to ensuring they are nurtured in an ethos of critical inquiry and the provision of opportunities to become a critically reflexive researcher. work as. Publications from our research-active curriculum can be found in the SURE repository.

SECTION D EMPLOYABILITY

22. How will the programme prepare me for employment?

In common with all other degree programmes, this one will offer no definitive guarantee of future employment upon completion. However, it gives you the opportunity to develop transferrable skill

sets which you can use in the future in a range of contexts. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. Whilst you are guaranteed an interview for employment in one of the Trusts that provide your experiential practice placements across the programme this does not constitute the guarantee of a formal offer of employment and their formal job applications will be subject to all of the same stringent application processes as other applicants for advertised posts. The skills which this programme is designed to develop are outlined below.

To enter the profession of nursing, when qualifying from the University of Sunderland you must demonstrate core skills of employability. All module descriptors across the proposed curriculum have been aligned in terms of their strategic content to make explicit what these are. Specific emphasis will be made not only on the identification of these skills but your ability to articulate them upon qualification. This not only prepares you for employability, it encourages the development of their higher order thinking skills that are associated with deep rather than surface learning.

Just as the programme development has responded to the changing needs and priorities of the learning disability nursing workforce, you will be made aware of the need to constantly re-evaluate your level of knowledge, skills and professionalism as you practice. The generic focus on the acquisition of employability skills across the programme uses the typically expected knowledge, skills and behaviour expected of professional staff in the healthcare workforce. Driving up standards and quality in person-centred care will be the key aim of all initiatives across the programme in relation to employability. Typical examples of these skills from our modules across levels of the programme, which are progressively developed across the threshold levels of learning at each year of study include:

Level 4 (Progression Point 1)

- Information technology skills
- Social skills
- Effective communication skills in body language, written and oral form
- Appropriate social skills
- Initiative
- Confidence
- Risk awareness and regard for patient safety
- Motivation
- Critically inquiring approach
- Skills of critical inquiry
- Teamwork
- Confidence
- Capacity for independent learning
- Capacity to build resilience
- Ethical awareness and sensitivity
- Capacity for care, compassion and empathy for others
- Respect for inter-professional working environments

Level 5 (Progression Point 2)

Development of those skills from PP1 plus:

- Sourcing key literature
- Critical appraisal

Level 6 (Completion Point)

Development of those skills from PP2 plus:

- Clinical decision making
- Critical reasoning skills
- Autonomy
- Capacity to work as an integral part of a multi-disciplinary team.
- Preparing for interview

These employability skills afford the recognition that standards of the Nursing and Midwifery Council (NMC) promote the very highest levels of functional capacity where care is delivered in rapidly changing environments and where the priorities of legislation and policy need to be reflected. They are reflective of how future health and nursing care services are likely to be delivered and they embed future public health priorities in an ageing population. Nurses must be equipped to lead, delegate, supervise and challenge other nurses and healthcare professionals. The NMC requires that its registrants must be able to develop practice, and promote and sustain change throughout their working lives, which necessitates thinking systematically.

<http://www.nmc.org.uk/standards/code/>

The Inquiry based approaches embedded as part of the overall educational philosophy of the programme will assure this is translated into practice. Every element of this programme, from the design phase to delivery ensures that professional values underpin educational approaches as well as what is expected of you in practice. The NMC Code (2015) is reflected throughout all modules of the programme so that a seamless transition to preceptorship can be made.

It is anticipated that as you graduate from the programme you will enter employment predominantly within local NHS trusts. We also acknowledge that it serves as a generic healthcare qualification, which will equip you, upon qualification to work in the national and global context of healthcare provision.

There are opportunities for you to examine your development and progression both personally and professionally across the programme and an array of opportunities are available centrally via Sunderland Futures. For further details of their activities please click [here](#).

Employability as a Core Performance Indicator for Learning Disability Nursing Practice

The national reputation of the Faculty of Health Sciences and Wellbeing contributing to the employment statistics of its Pharmacy and Healthcare Science students is enviable. Whilst DHLE data can be a relatively limited indicator of employability across whole institutions, in relation to its specific use of first year graduate respondents, the term employability at the University of Sunderland now has meaning in terms of societal contribution and not just our students' capacity to 'secure a job'. The vision and mission of the University is reflective of our capacity to produce students whose impact on the world moves beyond the notion of employment and vocation. We educate society and regard every graduate as a person first and a student second.

Employability as a Global, National and Regional Social and Economic Commodity

Government policies have ensured that graduates from all universities represent a significant and valuable resource to the UK knowledge based economy. Learning Disability Nursing practice is a discipline characterised by the need to produce a healthcare workforce that can respond and change to the specific healthcare needs of those with a learning disability across a continuum and life span. On graduating you will contribute to the vital need for social and economic growth on global, national and local platforms.

Employability in Relation to Functional Skill, Underpinning Knowledge and Attributes of Professionalism

The signature pedagogy of learning disability nursing represents a core means of being able to fulfil the demand for skills which sit outside the context of core regulatory requirements. Increasingly, employers are demanding skills from graduates which are outside the subject area of their course of study in Higher Education. Indeed, some employers have placed less importance on graduates' actual degree discipline in favour of the more generic skills which they have acquired. Significantly the additional, extra-curricular opportunities such as volunteering, and specific involvement in social and charitable societies are now regarded as having equal importance in the context of acquiring functional skill, underpinning knowledge and attributes of professionalism. The university strives to provide opportunities individually tailored to student need and their desire to contribute to wider society.

Personal Development Planning

You will be expected to engage in completion of a Personal Development Portfolio across the course of your studies at the University of Sunderland, with the intention of ensuring that the ethos of continuous improvement in personal and professional standards is embedded into your knowledge, skills and attitudes as you qualify. Becoming an autonomous learner is pivotal to your capacity to continually engage with change in practice and professional identity across the course of your career in nursing. The significant amount of practice placements across the programme give a contextual authenticity, not just to what you learn but how, and the strategic relevance of this learning to future practice. Collaborative working between core clinical and academic staff and the positive relationships and communication mechanisms you share across the programme will ensure that you are fully supported and facilitated in this developmental pathway. Since the programme has been strategically designed with stakeholders and patients and their families and carers from the organisations where you will undertake placements, it is anticipated that the programme will truly represent '*Education Transforming Care*'.

The NMC stipulate minimum learning hours across the programme of 4600 hours of theory and practice. This will enable University of Sunderland nursing graduates to:

- Uphold standards as stipulated by the NMC and employing organisations in engaging with continuing professional development (CPD) and the maintenance of a personal development plan (PDP) beyond the context of the programme.
- Advocate and promote collaborative working across multi-disciplinary and inter-professional working contexts with recognition for the value of teamwork in person centred care.
- Recognise, develop and acknowledge the interrelationship between domains of learning (affective, psychomotor and cognitive) and their application to person centred care.

- Work legally, ethically and with a sense of moral obligation to the people they serve in practice.
- Apply their due regard for safeguarding to practice at all times, and ensure that care, compassion and empathy are the hallmarks of their practice as a nurse.
- Represent the profession of nursing through meaningful, sincere dialogue with colleagues, fellow healthcare professions and most importantly with individuals and their families and carers.
- Use research informed practice to drive forward quality assurance for individuals and their families and carers.
- Remain true to the ethos and historical status and recognise their individual contribution to the profession of nursing as a globally respected and valued healthcare discipline.

For information about other opportunities available to our students who study on campus, click [here](#).

Additional opportunities to develop your experiences more widely will vary if you study at one of our partner colleges. For information about the extra-curricular activities available in any of our colleges please contact the college direct.

23. Particular features of the qualification

Across the programme you are required to undertake a minimum of 4600 learning hours in theory and practice. Standard learning hours across taught undergraduate programmes at the University of Sunderland are 3600 learning hours. You will therefore be undertaking an additional 1000 hours of learning to accommodate your clinical practice placement learning across the programme. This correlates with the educational philosophy of the programme whereby you are supported in order to increase levels of professional autonomy in line with your passage through the programme. You will undertake clinical practice placement learning opportunities across every level of the BSc (Hons) Learning Disability Nursing Practice programme. The curriculum provides a clear division in a 50% practice: 50% theory ratio.

The programme has been proposed for accreditation by the Nursing and Midwifery Council (NMC). Upon successful completion of the programme you will be eligible to apply for admission to the Learning Disability Nursing Branch of the Register. As previously stated, whilst students are guaranteed an interview for employment in one of the Trusts that provide their experiential practice placements across the programme this does not constitute the guarantee of a formal offer of employment and their formal job applications will be subject to all of the same stringent application processes as other applicants for advertised posts.

24. Professional statutory or regulatory body (PSRB) accreditation.

PSRB accreditation is not relevant to this programme	
PSRB accreditation is currently being sought for this programme	✓
This programme currently has PSRB accreditation	

The programme is currently accredited until:

The programme is proposed for accreditation with the Nursing and Midwifery Council (NMC)

The relevant PSRB(s) is the Nursing and Midwifery Council

The terms of the accreditation are as follows:

To be Confirmed by the Nursing and Midwifery Council upon Approval

The programme is recognised as:

To be Confirmed by the Nursing and Midwifery Council upon Approval

Accreditation gives graduates: Eligibility to apply for admission to the Learning Disability Nursing field of the Nursing and Midwifery Council Register.

This depends upon successful completion of the programme.

There are programme-specific regulations relating to the following. Details are given in the programme regulations:

The modules to be studied	✓
Pass-marks for some or all modules and/or parts (elements) of modules	✓
Requirements for progression between one Stage and another	✓
Placement requirements	✓
Attendance requirements	✓
Professional practice requirements	✓
Degree classification	✓
Other	

Interim or exit awards are not accredited.

SECTION E PROGRAMME STRUCTURE AND REGULATIONS

PART B - PROGRAMME REGULATION/S

Name of programme: *Learning Disability Nursing Practice*

Title of final award: *BSc with Honours Learning Disability Nursing*

Interim awards¹: University Certificate of Higher Education in Health Studies, University Diploma of Higher Education in Health Studies, BSc Health Studies (Unclassified Degree). The BSc Health Studies degree is awarded to students who gain a degree under the University's progression regulations but do not meet the additional progression requirements specified below to meet PSRB requirements.

Accreditation: BSc (Hons) Learning Disability Nursing Practice by the Nursing and Midwifery Council. Other interim awards are not accredited.

¹ Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

University Regulation: 1.1, 2.3.1, 4.1.1, 4.2.1, 5.2.1 and 6.1.3

1. International English Language Testing System (IELTS)

Applicants whose first language is not English must achieve a minimum IELTS score of 7.0, with no individual element below 7.0

2. Attendance

The programme leads to a professional qualification; therefore 100% is expected. Any student whose attendance falls below 80% without extenuating circumstances during one semester will be required to withdraw from their programme.

3. Title of Exit Qualification

A variation from the university regulations has been given to allow the interim award titles to be different from the main award.

4. Progression

To meet the recommendations of the Nursing and Midwifery Council:

- You must achieve a pass of 40% in each of the elements of assessment in all modules in order to pass the module;
- Compensation is not to be permitted;

5. Practice Hours

The NMC standards require that student achieve 4600 hours of learning to enter the register. 2300 hours will be theory and 2300 hours practice. The University of Sunderland stipulated hour for an undergraduate programme is 3600 hours incorporating both theory and practice. Therefore the BSc (Hons) Learning Disability Nursing Practice programme requires an additional 1000 hours of learning.

6. Entry Requirements

In accordance with the NMC requirements, students must have 10.5 years beyond KS1 before they can enter an approved programme.

Regulations apply to students commencing their studies from:

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 1	Not Applicable	Not Applicable
Stage 2 (Level 4/PP1)	April and September 2018	Cohort 1
Stage 3 (Level 5/PP2)	April and September 2019	Cohort 1
Stage 4 (Level 6/Completion)	April and September 2020	Cohort 1

Stage 1

Core modules:

Code	Title	Credits
NUR 110	<i>Introduction to Evidence Based Practice</i>	10

LDN 100	<i>Foundations of Learning Disability Nursing</i>	30
NUR 109	<i>Understanding the Bio-psycho-social Principles of Health</i>	20
NUR 111	<i>Developing Professionalism in Nursing</i>	20
LDN 101	<i>Foundations of Learning Disability Nursing: Practice Placement</i>	40

Stage 2

Core modules

Code	Title	Credits
NUR 240	<i>Practice Based Evidence and Evidence Based Practice</i>	30
LDN 200	<i>Holistic Learning Disability Nursing Practice</i>	30
LDN 201	<i>Holistic Learning Disability Nursing Practice: Practice Placement</i>	60

Stage 3

Core modules

Code	Title	Credits
NUR 361	<i>Inter-professional Working and Leadership</i>	30
NUR 362	<i>Dissertation</i>	40
LDN 300	<i>Learning Disability Nursing Management and Leadership: Practice Placement</i>	50

There are no optional or elective modules across the programme

Progression Regulations

Students must pass all elements of assessment across every level of the programme at every stage in order to assess breadth of learning across different contexts.. There will be no compensation within and between modules to ensure standards of the Nursing and Midwifery Council outlined in the NMC's 'Quality Assurance Framework for Nursing and Midwifery Education and Local Supervising Authorities'.

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

27. What are the admissions requirements?

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

UK/EU Entry Requirements (Please note we are not presently accepting international applicants to this programme):

Our typical offer is 112 UCAS points from A Level passes or equivalent, which must include a Health or Science related subject, excluding General Studies.

We also require at least five passes at GCSE grade C or above which must include Mathematics and English Language.

Other acceptable qualifications:

BTEC National: Our typical offer is 112 points from a BTEC Certificate or Diploma, which must include a Health or Science related subject.

Scottish Highers: Our typical offer is 112 UCAS points which must include a Health or Science related subject. Please note these must be Advanced Highers.

Irish Leaving Certificate: Our typical offer is 112 points which must include a Health or Science related subject at higher level together with English and Maths at Ordinary level (excluding Irish).

Access: Our typical offer would be the successful completion of an Access to Higher Education course that is accredited by the Quality Assurance Agency. We would stipulate a majority of merit and distinctions in students' Level 3 units which would include some units in a Health or a Science related subject. We also require a minimum of grade C in maths and English language or equivalent.

Applicants under 18 years of age at commencement of programme:

Please see Appendix 3: Under 18 Policy

IELTS:

If English is not your first language you will need an IELTS score of 7.0, whereby each individual component is 7.0 or above. Your level of English language is currently below IELTS 7.0 we recommend you consider an appropriate course which will enable you to achieve the required level of English.

Interview:

All applicants must attend an interview as part of the selection process, which includes numeracy and literacy testing as well as assessing them on their values, problem solving and communication skills. The literacy and numeracy test must be passed. The interview panel will include representation of academic staff, clinical staff and patients and their families and carers.

Values Based Recruitment (VBR)

The University will work in conjunction with PCPI representatives throughout the VBR process from the establishment of selection criteria through to recruitment panel interviews. This will ensure that students are recruited for the programme based on requirement not only academically but also experientially. The University was named as The 2014 Guardian University Awards' 'Widening Participation' winner. Our approach to VBR will reflect this and will ensure that the VBR process enables candidates for the programme to be assessed from existing pools of staff as well as external applications in line with the University's commitment to widening participation e.g. Within the Social Work service users and careers are already an integral part of VBR panels.

Within VBR emphasis will be placed on:

- The equipment of students with the adaptive capacity and mindfulness to work across an NHS organisation and will be prioritised as a means of ensuring the recruitment and retention of a dynamic and changing workforce.
- Outcomes of the Cavendish Review (2013) and the Frances Report (2013) so that caring and compassionate trainees will be recruited through a robust process of selection.
- Fitness to Practice, including good health and good character and enhanced DBS Clearance, in alignment with National based Recruitment Programme (2013) and VBR recommendations will be implemented.

- Initial assessment of capability in group interview settings via specifically-designed case-based scenarios in relation to ethical issues, reasoning and affective approach and a critical self-reflective submission. Construction of these cases will involve PCPI, NHS Staff and Academics through collaborative curriculum development.
- Initial online assessment of literacy and numeracy in accordance with NMC requirements. The literacy and numeracy test must be passed (Minimum of 70% in each element).
- A trained recruitment panel interview to select all trainees, incorporating service representation, academic staff and service user representation.
- Developing a strategic curriculum mapping against the NHS constitution. This will provide a framework of assessment for attributes of personality, ability, intrinsic motivation and potential for the development of workplace resilience.
- Ensuring support for successful candidates through strategic curriculum design in relation to the development of professionalism across all learning domains on an annual basis ensuring testing capacity at multiple assessment points.

Health declarations:

Provision for medical assessments and disclosure of criminal convictions applies to all nursing programmes and are based upon current NMC requirements, so you will need to demonstrate that you are of good health and good character and satisfactorily pass occupational health screening. The University will, taking into account current Nursing and Midwifery Council regulations, do all it can to accommodate the needs of undergraduate nursing candidates who declare a specific learning difficulty.

Fitness to Practice:

Nursing is a registered health care profession for which the ability to practice safely and effectively and professionally is essential, so all nursing applicants will be subjected to Fitness to Practice procedures.

This means you are required to complete two self-declaration forms, one about your health and the other about your conduct. All students are required to obtain a Disclosure and Barring Service (DBS) check. If you are successful in your application, you will also need to complete these self-declaration forms on an annual basis for the duration of the programme.

Fitness to Practice information packs containing the relevant documents will be sent to you by the University of Sunderland once you hold a conditional firm offer with us. These forms are then reviewed alongside your application, and you must meet both the academic and fitness to practice requirements before you are given an unconditional offer. These checks enable us to make safer recruitment decisions by identifying candidates who may be unsuitable for certain activities including the nursing practice placements.

Can students enter with advanced standing?	YES	NO
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The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

Accreditation of Prior Learning (APL) Policy For Undergraduate Nursing

In accordance with the Nursing and Midwifery Council's (NMC) Standards for Pre-Registration Nursing Education (2010) all programme providers must ensure that programmes include

opportunities for accreditation of prior learning. Accredited Educational Institutions (AEI) should apply Accreditation of Prior Learning (APL) when accrediting previous learning in theory or practice for students who are:

- Starting a programme
- Transferring from one AEI to another
- Moving from one nursing field to another
- Returning to a programme after a lengthy break.

AEI's should develop their own APL procedures which are based on best practice and in accordance with the Quality Assurance Agency (2004) Guidelines on the Accreditation of Prior Learning. AEI's should show for each student how previous learning is mapped to programme outcomes and requirements. AEI's should determine the amount of learning accredited in both theory and practice up to a maximum of 50% of the programme. AEI's, when applying APL, should make sure that all progression criteria have been met in both theory and practice for the relevant parts of the programme.

The University of Sunderland has a robust process for APL ([AQH-J APL Process](#)) which will be applied in line with NMC regulation. In order to be awarded credits for the five modules requiring APL the applicant's claim is mapped against the learning outcomes of the five first year modules. The APL Coordinator will assess the evidence presented and evaluate whether it demonstrates the requirements of the learning outcome(s) to be achieved. Written feedback will be provided supporting the claim or explain how it can be improved to the required standard. The successful claims will then be presented at the accreditation board for formal recognition of the APL credits. The applicant will be informed of the outcome prior to commencing on the programme.

The following programme specific APL requirements will be applied to all applicants to pre-registration nursing who request accreditation of prior learning.

The claim for academic credit needs to be supported by evidence which demonstrates achievement of the appropriate learning outcomes of:

NUR 110 – Introduction to Evidence Based Practice

NUR 109 – Understanding the Bio-psychosocial Principles of Health and Wellbeing

LDN 100 – Foundations of Learning Disability Nursing

NUR 111 – Developing Professionalism in Nursing

LDN 101 – Foundations of Learning Disability Nursing: Practice Placement

Starting A Programme

Portfolio of Evidence - Each applicant applying to start the BSc (Hons) Learning Disability Nursing Practice will be required to provide a portfolio of evidence which will consist of reflective accounts, evidence of clinical skills, feedback from others and evidence of continuing professional development (CPD)

Reflective Practice - Reflection and reflective practice is embedded in the philosophy of adult learning. It is also a key feature within the BSc (Hons) Learning Disability Nursing Practice. The development of reflective skills is a core, essential component of any nursing programme. Critical

reflection is a powerful way of learning as it enables nurses to make sense of their experiences. It is also valued because it is a way of integrating practice experience with academic study. Reflecting on experience encourages and facilitates 'deep' rather than 'surface' learning. The reflections contained within the portfolio should be presented in a way that clearly links the applicants experience to the learning outcomes for the five modules.

Evidence of Clinical Skills - Clinical logs from previous training / education which have been witnessed and signed by a registered professional. Evidence should not contain images of people or organisations or their names to maintain confidentiality. You will also be required to sit and pass an Objective Structured Clinical Examination (OSCE) from LDN 100.

Feedback from others - A minimum of 4 pieces of evidence should include; they will be from registered practitioners (2) and service users (2)

Certificates – Applicants will be required to provide evidence of CPD. Learning should be mapped to the Nursing and Midwifery Council's Code (2014) to demonstrate where learning has taken place.

References – A minimum of two references will be required, one reference should be from the applicant's line manager and the other reference would ideally be an academic reference.

Transferring from AEI to another

Transferring from another AEI is feasible providing the following criteria are met:

- The applicant must have studied nursing at an AEI located within the United Kingdom.
- A full transcript of training **MUST** be provided
- The applicant must have passed and completed the year of study they wish to APL.
- The applicant must have achieved a minimum of 766 hours of theory and 766 hours of clinical practice in order to APL the first 12 months of the BSc (Hons) Learning Disability Nursing Practice.
- The applicant will provide 2 references, one from the applicant's previous personal tutor and one from a clinical mentor.

Moving From One Nursing Field to Another

Applicants who are currently registered practitioners in a different field of nursing (Child / Adult/Learning Disability) will be able to APL the first 12 months of the BSc (Hons) Learning Disability Nursing Practice if they meet the following criteria:

- Applicants have current registration with the Nursing and Midwifery Council and are not under any restrictions
- There is evidence of CPD since initial qualification, the applicant will demonstrate how this relates to the Code (NMC, 2014)
- The applicant achieved a minimum of a Diploma in Higher Education in the relevant field of nursing.
- The applicant will provide 2 references, one from the applicant's current employer and one from an academic source.

Returning To A Programme After A Lengthy Break

A lengthy break is considered to be more than three years since discontinuing the programme. If an applicant wishes to return to pre-registration nurse education after this time they will be required to start from the beginning and complete the full three years.

Applicants who were discontinued due to academic failure will be required to undertake the full three year BSc (Hons) Learning Disability Nursing Practice.

Applicants who voluntarily left the BSc (Hons) Learning Disability Nursing Practice programme and wishing to return to the same programme will be required to meet the following criteria:

- Provide a personal statement indicating why they wish to return to the programme.
- Provide evidence of continued study
- Provide 2 references, one from the applicant's current or previous employer and one from an academic source i.e. previous personal tutor.
- If the application for APL is successful, the return point will be negotiated with the APL coordinator but this will not normally exceed the first year of study.

Maximum APL

The maximum amount of learning which can be accredited is 12 months (Year 1 of the programme)

Applicants will be placed on the programme as a point agreed by the APL coordinator and this will not normally exceed 12 months.

27. What kind of support and help will there be?

BSc (Hons) Learning Disability Nursing Practice

The University has several initiatives for providing help and support for students across degree pathways. The majority of our support processes are individually tailored to specific Faculties, Schools and Programmes so that personalised help can be offered to them, wherever possible.

Personal Tutor System

Students will be assigned to a personal tutor who will remain with them for the duration of the programme. All Personal Tutors are equipped to provide specific and personal guidance about pastoral issues and will readily support students who might be finding a particular element of the programme challenging or unmanageable. Depending on the nature of the issues with which students present, the Personal Tutor can become a conduit for communication between academic and clinical placement provision and can liaise directly with the Programme Leader, where concerns need to be escalated. Our Personal Tutor system is supported by our central University of Sunderland Student Support Services and it may be that following discussion, more specialist help needs to be provided for students, for example Student Counselling, to which students can be referred to confidentially. It is likely that Personal Tutors will have up to five students in their Personal Tutor Group and general group meetings will be the context for meeting to chat informally through general issues about the programme. Students will be advised that they can contact their Personal Tutor for one to one support where they wish to discuss issues in confidence, this service

will be provided as and when students require it across the programme but at least once every three months across the academic year, where there are no urgent needs to meet.

Module Leaders

Module Leaders will all be NMC recorded teachers. Each module across the BSc (Hons) Learning Disability Nursing Practice programme has a designated Module Leader who will also be an academic member of staff based at the University of Sunderland. Within the context of each module there will be designated time for group and individual tutorial support so that students can be supported in discussing specific aspects of the module, for example assessment and feedback.

Programme Leader

The Programme Leader of the BSc (Hons) Learning Disability Nursing Practice programme will be the main person responsible for overseeing Programme structure and delivery on a day to day basis. The person undertaking this role will be an NMC recorded teacher meeting the requirements of Due Regard. They have strategic oversight of both academic learning and clinical practice placements across all Levels and corresponding Progression Points of the programme. They also manage student needs and expectations for each specific academic year. They work closely with all staff infrastructure across the programme to provide seamless educational provision. Another of their key responsibilities is to liaise with our independent External Examiners who scrutinise quality assurance processes across the programme. Where students have specific questions regarding these issues they are likely to be guided to make an appointment with their Programme Leader.

Clinical Link Tutor

The clinical link tutor will ensure integration of theoretical learning with clinical application to practice and clinical teaching in general. Clinical link tutors will also teach in the University and students will see them regularly in practice.

Clinical Mentor

Across the Clinical Practice Placement modules of the programme in each academic Level (Levels 4, 5 and 6), students will be designated a named Clinical Mentor. As well as providing direct supervision of clinical practice placement experience, students should be aware that their Clinical Mentor is also there as a means of support and guidance as they work in clinical environments. Students are strongly encouraged to build strong professional relationships with their Clinical Mentors as soon as possible so that they feel comfortable discussing any issues that arise, which might be a cause for concern. The Clinical Mentor can then act as a communication conduit between the Clinical Link Tutor and the Programme Leader so that problems can be quickly and effectively resolved.

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

28. What resources will I have access to?

On campus	✓	In a partner college		By distance learning	
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On campus

Tick all that apply

General Teaching and Learning Space	✓
IT	✓
Library	✓
VLE	✓
Laboratory	✓
Studio	Not Applicable
Performance space	Not Applicable
Other specialist	✓
Technical resources	✓

Learning Environment and Resources across the Programme

Due to the refurbishment of the Sciences Complex and more recently Shakelton House, the teaching environment has changed significantly, enjoying more open space, light and break out provision for students to work in as well as investment in high quality AV equipment.

The laboratories have been refurbished to the highest standard, and include all modern facilities and equipment necessary to deliver health care related provision. They specifically include:

- Custom designed PBL suite;
- Human performance and physiology suite;
- Seminar suites with attached simulation units and video, fully equipped with simulation mannequins and examination equipment;
- Computer laboratory with capacity for up to 90 students;
- Open access computer facilities;
- Break out space with AV support for group work;
- A learning lounge with audio/video database;
- Staff hubs with breakout learning spaces and teaching walls

The 'Living Lab' facility and the Patient Transfer suite in Shackleton House is the latest mechanism of integrating instrumental and functional approaches into caring and compassionate care to patients at the front line. It is a means of engaging the Faculty in real-life testing in a laboratory setting where creativity becomes the bridge to innovation in the healthcare sciences. These simulation facilities and resources will be further enhanced by the development of a mental health and learning disability simulation suite in Shackleton House, which is due for completion in September 2018.

Our integrated inquiry based approaches to learning and teaching are reflected in this creative and problem solving environment, characterised by strategically designed learning spaces. It incorporates several laboratories reflecting the different situational contexts of care provision, for example hospitals, point of care diagnostics centre, pharmacy dispensary, examination suites, and in integrated high fidelity simulation suite and debrief/PBL room.

Experiential learning with this simulation equipment affords students the opportunity to extend their knowledge by observing the implications of high risk healthcare interventions. Couple this with the capacity to remove the reality of the consequences of inappropriate decision making and truly reflexive practice becomes a reality.

A supporting infrastructure of ICT and expert facilitation ensures that our educational provision is organised in an environment that enables ICT usage. One of the defining features of our Living Lab and simulation suites concept is the fundamental role IT plays in making health informatics and diagnostic equipment seamlessly integrated.

The facilities in the complex sit proudly within the City Campus together with the building of Gateway, our student interface, and the award winning City Space which is our sporting and social space. The facilities give the University a 21st century estate which will enhance students' overall learning experience.

Library Resources

University Library Services support both staff and students through the provision of a high quality learning environment and information skills sessions.

Students will have the full use of the University's three libraries and two learning resource centres. The libraries are open extended hours and are staffed for 59 hours a week, including weekends and evenings. Both The Murray and St Peter's libraries are open 24x7 during term time.

The principal stock and services for Clinical Practice are housed at The Murray Library. The Murray Library offers comprehensive print collections, extensive E-resources, 1000 study places, 200+ PCs and information skills training facilities and study skills support.

Excellent Library Link Communication with Students

This is achieved in various ways:

- A professionally qualified librarian is available in all libraries during open hours.
- Students' fora are held once a term where students will have the opportunity to raise problems and discuss the service development with site staff.
- Students can complete "Comments, compliments and complaints" forms. If they wish for a reply, one will be received from the appropriate staff member.
- There is a Customer Notice board in each site library, and in faculty buildings.
- Questions about library services are included in the University's student questionnaire
- Library staff attend staff student consultative committees as appropriate

University of Sunderland Lecture Rooms and Social Learning Spaces

The modern building now housing the Sciences Complex will provide an ideal social space for students of the BSc (Hons) Learning Disability Nursing Practice programme and teaching will take place in rooms which have been deemed by The University of Sunderland as fitting for the processes of teaching, learning and assessment.

Academic Staff from the University have a wealth of expert and discipline specific knowledge, evidenced by their CV's. The sound working relationship that the Health Team share with local

Trusts in the Region will ensure that the student centred support student's encounter (both academic and clinical) is available to fully support the programme.

The University of Sunderland's research /consultancy / outreach and scholarly activity consolidates learning across the programme and students are strongly encouraged to engage with the work currently being undertaken in the School of Health Sciences and Wellbeing, where they will see a strategic link between research and scholarly activity and the development of their own portfolios. This culture and ethos is now an integral part of the working relationship many local Trusts now share with the Health Team and one, which as a Health Team we seek to further develop and extend.

Students are warmly welcomed to attend any seminar presentations organised at the University which may be of direct relevance to their work based experiential learning and the Programme Leader will communicate news of forthcoming events to the staff at all Trusts so that this invitation is extended to our Clinical Mentors and Placement Facilitators so that all might attend.

Our Clinical Mentorship Infrastructure

In line with the Nursing and Midwifery Council Toolkit Guidelines, Mentorship will be conducted as recommended generically for Higher education providers

The University of Sunderland

The University of Sunderland will have a responsibility to ensure support is put in place for the BSc (Hons) Learning Disability Nursing Practice student, learning environment and mentor through allocated roles such as link lecturers and personal tutors. We are able to offer the flexibility of working with individual Trusts to establish means of integrating mentorship provision with existing systems or devising entirely new approaches which accommodate the need for student centred provision, not only those students studying at our institution.

These personnel will:

- work collaboratively to support clinical staff.
- operationalise the Nurse Navigator System
- support mentors and students with regular contact.
- ensure a communication system is in place to deal with issues.
- communicate any changes to the programme in a timely manner.
- implement an effective evaluation system of the mentorship process.
- Sign off clinical competencies at three identified Progression Points commensurate with the level of the award

Local Trust Resources

Local Trusts will have a responsibility to:

- ensure that mentors are prepared appropriately for the role by maintaining an accurate database of mentors and their last date of mentorship training. This will inform the Master Mentor Database held centrally at the University of Sunderland.
- allow time for mentors to meet with students individually to undertake and record their assessment activities and outcomes; the NMC stipulates that sign-off mentors "must have time allocated to reflect, give feedback and keep records of their achievement...This will be the equivalent of an hour per student per week."
- ensure that mentors have appropriate and ongoing support in practice

- work collaboratively with the University of Sunderland
- provide learning opportunities for students that reflect the nature of the 24-hour service
- acknowledge the complexity of the role of the mentor
- recognise and support the additional needs of a mentor, where a student is not progressing
- ensure that the mentor has supervision
- provide and maintain an effective learning environment
- maintain an overview of students' progress in the Practice Assessment Documentation.
- Assess competence and relay any issues pertaining to questionability of fitness to practice to the Programme Leader and the Clinical Link Tutor immediately.

In line with recommendations from the NMC, clinical mentors will not normally support more than three students, from any discipline, at any point in time and the BSc (Hons) Learning Disability Nursing Practice programme will adhere to this recommendation.

Our Link Roles with Regional Trust Providers

The University Programme Leader will provide overall management of the programme:

- working collaboratively and effectively with staff in the practice setting.
- ensuring that situated learning experience staff have all updated contact details.
- communicating between the University of Sunderland and Trust staff.
- overseeing the network of support for mentors and staff in practice and the infrastructure they operate within.
- integrating the staff provision of the programme with the strategic content of the Nurse Navigator System.
- offering advice, guidance and support to our colleagues in Trusts as required.

Information about the University's facilities can be found [here](#).

Please see the relevant college prospectus or website for details of college learning resources if you are planning to study in one of our partner colleges.

29. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	✓
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

Students will be asked to contribute to the full or part cost as required if there is an opportunity to participate in an activity or event which will enhance their knowledge, skills and learning in relation to their course of study. All such events will be offered as 'optional'.

30. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Student Success Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Student Success Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

All programme staff will endeavour to be available to you regarding any queries or concerns. Staff are generally available during standard operational hours of 9am to 5pm Monday to Friday, especially during term-time. On occasions staff will be working off-site and therefore can be contacted using the University's email system.

Generally staff are happy to offer an 'open door' policy but it might be that you cannot be seen right away due to other prioritised activities; therefore it is advisable to contact the relevant tutor in advance via phone or email to check availability and arrange a time to meet. This would ensure that any queries or concerns you have are brought to the full attention of the tutor.

The VLE is also utilised for class and programme announcements, and whilst it can prove to be a useful repository for programme material, it can also provide a virtual learning platform using discussion boards, quizzes and podcasts.

SECTION G QUALITY MANAGEMENT

31. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found [here](#).

Are there any benchmark statements for this programme?	YES	NO
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The subject benchmark(s) for this programme can be found using the following hyperlink :

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Nursing.pdf>

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

32. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Development Committee (ADC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).



Appendix 1

QUICK REFERENCE

Panel: External Internal
Programme: New Review Title Change

SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS

(Form to be completed electronically by the Faculty and forwarded to the Quality Assurance and Enhancement (QAE) Quality Officer supporting the Approval event, or sent to Management Information and Systems Development (MISD) for faculty devolved processes before sending to QAE)

PROGRAMME/SUBJECT/SHORT COURSE DETAILS	
Exit Award: Title of programme/award	BSc (Hons) Learning Disability Nursing Practice
<i>If replacement for existing, specify title of old</i>	
Faculty(ies):	Health Sciences and Wellbeing
Department:	School of Nursing and Health Sciences
SITS Programme/Short Course code²	
Programme Studies Board ³	Undergraduate Health
UCAS code⁴ (if applicable). If other please state method.	
JACS code ⁵	B761
Qualification Level / Qualification Aim	Bachelor of Science with Honours
Modes of delivery and duration:	(delete yes/no as necessary) Full time yes/ no ...3..... years Sandwich yes/no years Part time yes/no years Work Based Learning yes/ no On-campus yes/ no Off-campus yes/no
CSP Only. Other subject combinations not allowed with this subject:	
Programme/Subject/Short Course Leader:	TBC
Date of Approval /Modification/Review	October 2017
Date of next review (QAE to complete)	TBC
Start date of programme/Short Course	April 2018
Number of intakes per annum and likely month(s) intake(s) starts.	2 April and September

FUNDING DETAILS	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other ⁶	Non-commissioned programme
If it is TDA, is it primary/secondary/F.E./Other (please state)	Not applicable
Is the programme Open or Closed ⁷ :	Open

² To be allocated in consultation with MISD team in Planning and Finance

³ Programme Studies/Assessment Board that will have management responsibilities for the programme.

⁴ Please contact Admissions Manager for code

⁵ JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant Faculty Associate Dean (See QAA Website http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf)

⁶ Please confer with Amanda Watson for funding status for programme

⁷ An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

ACCREDITING BODY	Yes/No If yes please attach completed form AQH-Ciii2
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PROGRAMME SPECIFIC REGULATIONS	Are there to be programme specific regulations? Yes/No
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COLLABORATIVE: Please complete details	UK yes/no	
	Overseas yes/no	
Institution	Collaborative model ⁸	Funding arrangements ⁹
.....
.....
.....

INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure Please show mandatory requirements if applicable e.g. core module codes
University Certificate of Higher Education in Health Studies	120	NUR 110 Introduction to Evidence Based Practice NUR 109 Understanding the Bio- psychosocial Principles of Health and Wellbeing LDN100 Foundations of Learning Disability Nursing NUR111 Developing Professionalism in Nursing LDN 101 Foundations of Learning Disability Nursing: Practice Placement
University Diploma of Higher Education in Health Studies	240	NUR 240 Practice Based Evidence and Evidence Based Practice LDN 200 Holistic Learning Disability Nursing Practice LDN 201 Holistic Learning Disability Nursing: Practice Placement
BSc Health Studies (Unclassified Degree).	300	NUR361 Inter-professional Working and Leadership

⁸ As per QAE guidelines

⁹ Please contact Amanda Watson for confirmation of funding details

		NUR 362 Dissertation LDN 300 Learning Disability Nursing Management and Leadership: Practice Placement
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DETAILS SUPPLIED BY: ...Clare Brizzolara..... **DATE:** ...18.7.17

Appendix 2

Module List

Award, Route (if applicable) and Level	New/Existing/ Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (ie designated option):	Assessment weighting – give % weight for <i>each assessment item</i>	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code
Level 4	New	Introduction to evidence based practice	NUR110	10	Core		75% Report 25% Presentation	None	Yvonne Hindmarsh			B790
Level 4	New	Understanding the Bio-psychosocial principles of Health and Wellbeing	NUR109	30	Core		Exam 100% OSCE 0%	None	Chris Bailey			B790
Level 4	New	Foundations of Learning Disability Nursing	LDN100	30	Core		OSCE 0% Written report 100% On-Line assessment 0%	None	Simone Bedford			B761
Level 4	New	Developing Professionalism in Nursing	NUR111	20	Core		Portfolio of Professional Practice 100%	None	Jennifer Dent			B790
Level 4	New	Foundations of Learning Disability Nursing;practice placement	LDN 101	30	Core		Clinical Skills Portfolio 0% Reflective diary 0% Clinical Skills OSCE 0% Mentor Sign off Progression pointl 0%	None	Sarah Melling			B761
Level 5	New	Practice Based Evidence and	NUR240	30	Core		Essay 100%		Yvonne Hindmarsh			B790

		Evidence based practice										
Level 5	New	Holistic Learning Disability Nursing Practice	LDN200	30	Core		Exam 0% On-line assessment 0%		Simone Bedford			B761
Level 5	New	Holistic Learning Disability Nursing: Practice placement	LDN201	60	Core		Care Plan 0% Clinical Skills competency log 0% Essential Clinical Skills OSCE 0% Portfolio 0%		Chris Bailey			B761
Level 6	New	Inter-professional working and Leadership	NUR361	30	Core		Micro-teach 20% Case study analysis 40%		Sarah Melling			B790
Level 6	New	Nursing Dissertation	NUR362	40	Core		Dissertation 100%		Yvonne Hindmarsh			B790
Level 6	New	Learning Disability Nursing Management and Leadership: Practice placement	LDN300	50	Core		Clinical Skills Portfolio 0% Patient case study 0% Essential Clinical Skills OSCE 0% Clinical Skills competency Log 0%		Sarah Melling			B761

NMC Domain Standards mapped to module learning outcomes in each year

	Domain/Standard	Year 1		Year 2		Year 3			
	1. Professional Values	Module Code	Learning Outcome	Module Code	Learning Outcome	Module Code	Learning Outcome		
1	The Code, legal and ethical frameworks	NUR 111	K: 2 and S: 5	LDN 200	K: 3 & 6 and S: 9	LDN 300	S: 12, 16 17, & 18		
				LDN 201	K: 3, 4 & 5 and S: 14, 15, 18 & 19			NUR 361	K: 2
				NUR 240	K: 3				
1.1	Protection of vulnerable people	NUR 111	K: 2 & 3	LDN 200	K: 3 & 6 and S: 9	LDN 300	S: 17 & 18		
				LDN 201	S: 14 & 19			NUR 361	K: 2 and S: 6
								NUR 362	K: 2
2	Holistic, non-judgmental, caring and sensitive values	NUR 109	S: 10	LDN 200	K: 3 & S: 8	NUR 361	K: 5 and S: 9		
		LDN 100	K: 2, 3, 4 and S: 11	LDN 201	K: 1, 5 & 7 and S: 9, 10, 12, 16, 18 & 19				
		LDN 101	K: 2, 3, 6, 8, 9 & 10 and S: 11, 12, 13 & 14						
2.1	Must always promote the autonomy, rights and choices of people with learning disabilities.	LDN 100	K: 3	LDN 200	K: 3 & 6 S: 8	LDN 300	S: 7		

				NUR 240	K: 3 and S: 8	NUR 361	K: 5 and S; 8 & 9
3	Support and promote the health, wellbeing, rights and dignity of people, groups, communities and populations.	NUR 109	K: 1 & 3	LDN 200	K: 1, 2, 4 & 5 and S: 7, 8, 9 & 10	LDN 300	K : 1 & 6
		LDN 100	K: 1			NUR 361	K: 3 & 5 and S: 9
		LDN 101	K: 5, 8, 9 & 10 and S: 13 & 19			NUR 362	K: 1 & 2 and S: 3, 4 & 5
3.1	Must use knowledge and skills to exercise professional advocacy and recognise when it is appropriate to refer to independent advocacy services to safeguard dignity and human rights.	NUR 109	K: 1 & 3	LDN 200	K: 1, 2, 4 & 5 and S: 7, 8, 9 & 10		
		NUR 111	K: 1, 2 & 3 and S: 5				
4	Work in partnership with service users, carers, families, groups, communities and organisations.	LDN 100	K: 2 & S: 9	LDN 200	S: 7, 8, 9 & 10	LDN 300	K: 1, 3 & 6 and S: 7, 8, 13 & 14
		NUR 111	K: 1, 3 & 3	LDN 201	K: 1, 2, 6 & 7 and S: 9, 10, 12 & 16		
				NUR 240	S: 8		
4.1	Learning disability nurses must recognise that people with learning disabilities are full and equal citizens, and must promote their health and wellbeing.	NUR 109	S: 10	LDN 200	S: 7 & 8	LDN 300	S: 7, 8 & 14
		LDN 100	K: 4	LDN 201	K: 1, 2, 4, 6 & 7 and S: 9, 10, 12, 16, 18 & 19	NUR 362	K: 1
		NUR 111	K:3 and S: 5				

5	Understand the nurse's various roles, responsibilities and functions. Adapt their practice to meet the changing needs	LDN 100	K: 1, 3, 4 & 6 and S: 8, 9, 10 & 11	LDN 201	K: 2,3, 4, 5, 6 & 7 and S: 9, 10, 11, 12, 13 & 15	NUR 361	K:1 , 2 & 3 and S: 6 & 8
				NUR 240	K: 4 and S: 6		
6	Understand the roles and responsibilities of other health and social care professionals; seek to work with them collaboratively.	NUR 109	S: 10	LDN 200	S: 8	LDN 300	K: 1 & 6 and S: 7
		LDN 100	K: 2, 3, 4 & S: 9 & 11	LDN 201	K: 5 & 7 and S: 12 & 19		
		LDN 101	K: 2,3, 9 & 10 and S: 13	NUR 240	S: 8	NUR 362	K: 2 and S: 3
7	Aim to improve their performance and enhance the safety and quality of care through evaluation, supervision and appraisal. Lifelong learning	LDN 100	K: 3 & 6 and S: 8, 10 & 11	LDN 201	K: 1, 4 & 6 and S: 10, 13 & 15	LDN 300	K: 6
		NUR 111	K: 2 & 3 and S: 5, 6 & 7	NUR 240	K: 1 and S: 6	NUR 361	K: 4 and S: 7
		LDN 101	K: 6 & S: 12			NUR 362	S: 3 & 4
8	Practise independently, recognising the limits of their competence and knowledge	LDN 100	K: 2, 3 & 6 & S: 8, 9, 10 & 11	LDN 201	K: 1, 4 & 6 and S: 10, 13 & 15	NUR 361	K: 4 & 3 and S: 6 & 7

		NUR 111	K: 2 and S: 5, 6 & 7				
		LDN 101	K: 2 & 6 and S: 12				
9	Appreciate the value of evidence in practice, be able to understand and appraise research, apply relevant theory and research findings to their work, identify areas for further investigation	NUR 110	K: 1, 2 & 3	LDN 200	S: 8	LDN 300	K: 6
				LDN 201	K: 5 & S: 10	NUR 361	K: 4
				NUR 240	K: 1,2,3 &4 and S: 5,6,7 & 8	NUR 362	K: 1 & 2 and S: 3, 4 & 5
2. Communication and interpersonal skills							
1	Safe, effective and non-discriminatory communication.	NUR 109	S: 10	LDN 201	K: 1 & 6 and S: 9	LDN 300	S: 7, 8, 11, 12, 13
		LDN 100	K: 3				
		LDN 101	S: 14 & 15	NUR 240	S: 8		
1.1	Use the full range of person-centred alternative and augmentative communication strategies and skills to build partnerships and therapeutic relationships	NUR 109	S: 10	LDN 201	K: 1 & 6 and S: 9	LDN 300	K: 4 and S: 7, 13 & 17
		LDN 101	S: 11 & 14				
2	Use a range of communication skills and technologies to support person-centred care and enhance quality and safety	NUR 109	S: 9	LDN 201	K: 1 & S: 9	LDN 300	S: 7
		NUR 111	K: 3				

2.1	Learning disability nurses must be able to make all relevant information accessible to and understandable by people with learning disabilities, including adaptation of format, presentation and delivery.	LDN 100	S: 8	LDN 201	K: 1 & S: 9	LDN 300	S: 7, 8, 11, 12, 14, 15, 16 & 19
		NUR 109	S: 9				
3	Use the full range of communication methods, including verbal, non-verbal and written, to acquire, interpret and record their knowledge and understanding of people's needs; be aware of their own values and beliefs	NUR 109	S: 8	LDN 201	K: 1, 6 and S: 9 & 11		
		LDN 101	S: 11 & 14				
3.1	Must use a structured approach to assess, communicate with, interpret and respond therapeutically to people with learning disabilities who have complex physical and psychological health needs or those in behavioural distress	LDN 101	K:1, 3 & 4 and S: 8 & 9	LDN 200	K:4 and S: 7 & 9	LDN 300	S:7, 8, 12, 13, 14 & 19
		NUR 109	S: 8, 9 & 10				
		LDN 100	S: 8				
4	Recognise when people are anxious or in distress and respond effectively	NUR 109	K: 1	LDN 200	K: 3, 4, 5 & 6 and S: 8, 9 & 10	LDN 300	S: 7, 8, 12, 13 & 14
				LDN 201	K: 5 and S: 10, 14		
4.1	Must recognise and respond therapeutically to the complex behaviour that people with learning disabilities may use as a means of communication.	NUR 109	K: 1	LDN 200	K: 2 & 4 and S: 8	LDN 300	S: 7
		LDN 101	K: 3 & 6 and S: 12 & 15				
		LDN 201	K: 5, 6 & 7 and S: 14				

5	Use therapeutic principles to engage, maintain and, where appropriate, disengage from professional caring relationships			LDN 201	K: 1 and S: 9	LDN 300	S: 7
6	Encourage health-promoting behaviour	NUR 109	K1,3 & 5	LDN 200	K: 1, 3, 4 & 5 and S: 8 & 10		
		NUR 111	K: 1	LDN 201	K: 6 and S: 16		
		LDN 101	K: 5, 7 & 8 and S: 13 & 19				
7	Maintain accurate, clear and complete records	LDN 101	S: 16	LDN 201	S: 11	LDN 300	S: 8, 13, 15 & 16
8	Respect individual rights to confidentiality and keep information secure and confidential	NUR 111	K: 2, 3 & 4 and S: 5	LDN 201	S: 11	LDN 300	S: 12, 13, 16, 17 & 18
		LDN 100	K: 2	NUR 240	K: 3		
3. Nursing practice and decision-making							
1	Use up-to-date knowledge and evidence to assess, plan, deliver and evaluate care	NUR 110	K: K2 & 3	LDN 200	K: 1, 2, 3, 4, 5 & 6 and S: 7, 8, 9 & 10	LDN 300	K: 1, 2, 3 & 4 and S: 16
		NUR 109	K: 1, 2, 3, 4, 5 & 6 S: 7, 8, 9 & 10			NUR 361	K: 3
		LDN 101	K: 1, 3, 4, 5, 7, 8, 9 & 10	LDN 201	S: 10, 12 & 19	NUR 362	K: 1 and S: 3 & 4

			and S: 11, 13, 16, 18 & 19	NUR 240	K: 1, 2 & 4 and S: 6, 7 & 8		
1.1	Learning Disability nurses must be able to recognise and respond to the needs of all people who come into their care including babies, children and young people, pregnant and postnatal women, people with Learning Disability problems, people with physical disabilities, people with learning disabilities, older people, and people with long term problems such as cognitive impairment.	NUR 109	K:1, 2, 3, 4, 5 & 6 S: 7,8 ,9 & 10	LDN 200	K: 1, 2, 3, 4, 5 & 6 and S: 7, 8, 9 & 10		
		LDN 101	K: 1, 3, 4, 5, 7, 8, 9 & 10 and S: 11, 13, 14, 15, 16, 18 & 19	LDN 201	K: 5 and S: 9, 10, 14 & 19		
2	Possess a broad knowledge of the structure and functions of the human body, and other relevant knowledge from the life, behavioural and social sciences as applied to health, ill health, disability, ageing and death	NUR 109	K: 1, 2, 3 ,4, 5 & 6 S: 7 & 9	LDN 200	K: 1, 2, 3, 4 & 5	LDN 300	K: 1, 2, 3 & 5
		LDN 101	K: 1, 3, 5, 7, 8, 9 & 10 and S: 11, 16, 18 & 19	LDN 201	K: 1, 3 5 & 6		
3	Carry out comprehensive, systematic nursing assessments	NUR 109	S: 10	LDN 200	K: 6, and S: 7, 8, 9 & 10	LDN 300	S: 12
		LDN 101	K: 1, 3, 7, 8, 9 & 10 and S: 13 & 16	LDN 201	K: 7 and S: 12 & 19		

3.1	Learning disability nurses must use a structured, person-centred approach to assess, interpret and respond therapeutically to people with learning disabilities, and their often complex, pre-existing physical and psychological health needs. They must work in partnership with service users, carers and other professionals, services and agencies.	NUR 109	K:1 & 3 and S: 10	LDN 200	K: 2, 3, 4 & 5 and S: 7 & 9	LDN 300	K:1 and S: 8, 12 & 13
		LDN 101	K: 3, 5, 8, 9 & 10 and S: 13				
				LDN 201	K: 5, 6 & 7 and S: 19		
				NUR 240	K 4 &7		
4	Ascertain and respond to the physical, social and psychological needs of people, groups and communities. Deliver and evaluate safe, competent, person-centred care	NUR 109	K: 1 & 3 and S: 10	LDN 200	K: 1, 2, 3, 4 & 5 and S: 7 & 8	LDN 300	K: 1 & 3 and S: 13
		LDN 101	K: 3, 5, 6, 8, 9 & 10 and S: 11 & 13				
5	Understand public health principles, priorities and practice in order to recognise and respond to the major causes and social determinants of health, illness and health inequalities	NUR 110	S: 4	LDN 200	K:5 & 6	LDN 300	K: 1 & 3
		NUR 111	K: 1 & 3	LDN 201	K: 6 & S: 16 & 19	NUR 362	K: 2 and S: 4
5.1	Learning disability nurses must lead the development, implementation and review of individual plans for all people with learning	NUR 109	K: 1 & 3	LDN 200	K: 5 & 6		
		NUR 111	K: 3	LDN 201	K: 5 & 6		
		LDN 101	K: 5 and S: 19				

	disabilities, to promote optimum health and wellbeing.						
6	Be aware of the correct use, limitations and hazards of common interventions, including nursing activities, treatments, and the use of medical devices and equipment.	LDN 100	K: 5 and S: 7	LDN 201	K: 3 & 4 and S: 13 & 18	LDN 300	S: 10 & 18
		LDN 101	K: 1, 4 & 7 and S: 11, 16 & 18				
7	Recognise and interpret signs of normal and deteriorating mental and physical health and respond promptly to maintain or improve the health and comfort of the service user	NUR 109	K1, 2, 3, 4, 5 & 6 and S: 7, 8, 9 & 10	LDN 200	K: 3 and S: 9	LDN 300	S: 10, 12 & 15
		LDN 100	K: 5 & S: 7	LDN 201	K: 2, 3 & 8 and S: 10 & S: 17		
		LDN 101	K: 1, 4, 7, 8 & 9 and S: 13, 15 & 16				
7.1	Learning Disability nurses must provide support and therapeutic interventions for people experiencing critical and acute Learning Disability problems. Recognise health and social factors that can contribute to a crisis and relapse.	NUR 109	K: 1 & S: 10	LDN 200	K: 2, 3, 4 & 5 and S: 7, 8 & 9	LDN 300	S: 10, 11, 12, 13, 14 & 15
		LDN 101	K: 3, 5, 8, 9 & 10 and S: 13, 14 & 16	LDN 201	K: 6 and S: 12 & 19		

7.2	Must work positively and proactively with people who are at risk of suicide or self-harm.	NUR 109	S: 8 & 10	LDN 200	K: 3 and S: 8 & 9	LDN 300	S: 7, 8, 12 & 14
				LDN 201	S: 14		
8	Provide educational support, facilitation skills and therapeutic nursing interventions to optimise health and wellbeing			LDN 201	S: 16	LDN 300	S: 14 & 17
						NUR 361	K: 1, 3 & 4 and S: 6 & 7
8.1	Work in partnership with people with learning disabilities and their families and carers to facilitate choice and maximise self-care and self-management and co-ordinate the transition between different services and agencies	NUR 111	K: 1, 2 & 3	LDN 201	K: 7 and S: 12	LDN 300	S: 14 & 17
9	Able to recognise when a person is at risk and in need of extra support and protection and take reasonable steps to protect them from abuse	LDN 101	K: 1 and S: 16	LDN 200	K: 2 and S: 7	LDN 300	S: 7, 12 & 14
				LDN 201	S: 14 & 19		
10	Evaluate their care to improve clinical decision-making, quality and outcomes	NUR 111	K:2 & 3 and S: 5, 6 & 7	LDN 200	K: 2 & 4 and S: 8	LDN 300	K: 6 & S: 15
						NUR 361	K: 4
		LDN 101	K: 6 & S: 12			NUR 362	K: 1 and S: 4 & 5
4. Leadership, management and team working							

1	Act as change agents and provide leadership through quality improvement and service development	NUR 111	K:1 & 2	NUR 240	K: 1, 4 & 6 and S: 8	NUR 361	K: 1, 3 & 5 and S: 6, 8 & 9
						NUR 362	K: 1 & 2 and S: 3, 4 & 5
1.1	Take the lead in ensuring that people with learning disabilities receive support that creatively addresses their physical, social, economic psychological, spiritual and other needs, when assessing, planning and delivering care.	NUR 109	K: 6 and S: 10	LDN 200	K:2, 3, 4, 5 & 6 and S: 7	LDN 300	K: 1, 3 & 4 and S: S: 19
		LDN 101	K: 3 & S: 10	LDN 201	K: 5, 6 & 7 and S: 9, 12, 16 & 19		
1.2	Must provide direction through leadership and education.					NUR 361	K: 1-5 and S: 6-9
2	Systematically evaluate care and ensure that they and others use the findings to help improve people's experience			LDN 201	S: 10	LDN 300	S: 14
				NUR 240	K: 1,2,3 & 4 and S: 5, 6, 7 & 8	NUR 362	K: 1 & 2 and S: 4
2.1	Must use data and research findings on the health of people with learning disabilities to help improve people's experience and care outcomes					NUR 362	K: 1-2 and S: 3-5
3	Identify priorities and manage time and resources effectively			LDN 201	K: 4 and S: 15		
4		LDN 100		LDN 201		NUR 361	K: 4

	Be self-aware and recognise how their own values, principles and assumptions may affect their practice.		K: 3 & 6 and S: 10 & 11		K: 4 and S: 15	NUR 362	K: 1 and S: 3
		LDN 101	K: 2 & 6 and S: 12				
5	Facilitate nursing students and others to develop their competence	LDN 100	S: 8			NUR 361	K: 1, 2 3 & 4 and S: 7
						NUR 362	S: 3
5.1	Learning Disability nurses must help raise awareness of Learning Disability, and provide advice and support in best practice in Learning Disability care and treatment to members of the multi-professional team.					NUR 361	K: 1, 3 & 5 and S: 9
						NUR 362	K: 2 and S: 5
6	Work independently as well as in teams Take the lead in coordinating, delegating and supervising care					NUR 361	K: 1 & 2 and S: 6, 7 & 8
6.1	Must use leadership, influencing and decision-making skills to engage effectively with a range of agencies and professionals. When needed to represent the health needs and protect the rights of people with learning disabilities and change stereotypes.			LDN 201	S: 7	NUR 361	K: 1 & 2 and S: 6, 7 & 8

6.2	Must work closely with stakeholders to enable people with learning disabilities to exercise choice and challenge discrimination.					NUR 361	K: 5 and S: 6, 8 & 9
7	Work effectively across professional and agency boundaries, actively involving and respecting others' contributions to integrated person-centred care. Know when and how to communicate with and refer to other professionals and agencies	NUR 109	S: 10	LDN 200	S: 9	NUR 361	K: 1, 2, 3 and S: 6, 8 & 9
		LDN 100	K: 2, 3 & 4 & S: 9 & 11	LDN 201	K: 5 and S: 9, & 12		
		NUR 111	K: 2 & 4				
		LDN 101	S: 14				

Under 18 Policy



The University of Sunderland Guidance for Students and the Parents or Guardians of Students aged under 18 on Entry to Nursing Programmes within the School of Nursing and Health Sciences.

It is a condition of admission to the University that the parent or guardian of any student who is under the age of 18 years confirms, by signing and returning the attached consent form, that they accept the terms and conditions set out below, when the student reaches the age of 18, these accepted terms will automatically be regarded as agreed by the student.

1. Introduction

The University of Sunderland is committed to equal opportunities in its admissions and all applications are considered on their individual merits. Occasionally the University will admit students who are under the age of 18 years. These students and their families should understand that the University of Sunderland is an adult environment; students are expected to act as adults and to assume adult level of responsibility. Students are expected to have the necessary skills to study and live independently alongside people from a wide variety of ages and backgrounds. Places are offered on the understanding that the students will be able to adapt to living away from home and deal with the practicalities that this involves. The University treats all its students as independent, mature individuals and students who are under the age of 18 years will be treated in the same way.

However, the University acknowledges that anyone under the age of 18 is legally a child and recognises that students under the age of 18 may therefore have different needs in relation to their support and wellbeing. Staff in support services, accommodation and academic departments work together to ensure the wellbeing of students under the age of 18 is maintained accordingly.

2. Parental Responsibility

The University is not able to take on the usual rights, responsibilities and authority that parents/guardians have in relation to a child, and it will not act in loco parentis in relation to students who are under the age of 18 years.

3. Health

Students who are 16 or over have the legal capacity to consent to medical treatment. Parents/guardians must be aware that the University therefore cannot provide any consent for emergency medical treatment for a student. Students who are under 18 may have refusal to consent to life saving treatment overridden by a parent, but the views of the child must be taken into account. Emergency contact details must

therefore be provided to the University prior to the student's arrival. In such circumstances, decisions about treatment and treatment itself will be a matter for the medical practitioners.

Parents or guardians are responsible for ensuring that the University has been informed of any special needs or requirements.

4. Parental Involvement

It is the University's usual policy to deal with students and not with parents; this approach will also apply to students who are under the age of 18 years. Although those under 18 are regarded as children under UK law, they still have the legal right under the Data Protection Act (1998) for information about them not to be disclosed without their explicit consent. This means that the University is not able to give information to parents regarding the student's progress, results or any other personal circumstance unless the student has given specific consent. The University will therefore correspond with students, not parents.

5. Child Protection/Safeguarding

As a matter of law, a person under the age of 18 years is a child. The University has a responsibility to protect those under the age of 18 years from abuse and is obliged to report any suspicions or allegations of abuse of children to the relevant member of the Safeguarding team and staff will complete the University under 18 or Vulnerable Adult Safety Concern Checklist ensuring a copy is given to the Safeguarding team. Safeguarding information can be found at <http://services.sunderland.ac.uk/hr/policies/safeguarding/>

6. Notification of Age of Student

The relevant Associate Dean / Head of Department and Residential Manager will be notified, prior to registration, of any student within their Faculty or residence who will be under the age of 18 years on entry to the University. The Personal Tutor will also be notified. Teaching and other staff will not routinely be made aware of a student's age.

7. Contracts

As a general rule, those under the age of 18 are unable to enter into legal contracts. Where contracts are required, e.g. for tuition fees or accommodation, the University requires parent or guardian to act as guarantors and to honour all obligations under any contracts with the University that the student enters into prior to his or her 18th birthday. By signing the attached consent form, the parent/guardian agrees to this.

8. Student Accommodation

Parents/guardians should recognise that residential accommodation offered by the University is generally intended for the use of adults and that, save in exceptional circumstances, special arrangements cannot be made for students who are under the age of 18 years. Where a student takes private accommodation (accommodation not owned, managed or organised by the University), parents/guardians are responsible for organising and approving such private arrangements.



Applicant Parental/Guardian Consent Form for students who are under 18 entering Nursing Programmes within the School of Nursing and Health Sciences.

1. I have read and acknowledge the contents of the University's Guidance for Students and the Parents or Guardians of Students aged under 18 on Entry.
2. I acknowledge that the University of Sunderland does not accept parental responsibility for my child and will not act in loco parentis.
3. I acknowledge the University of Sunderland is an adult environment and that my son/daughter/ward will generally be treated as an adult.
4. I acknowledge that my son/daughter/ward has the capacity to enter into contracts for education and necessary accommodation but until their 18th birthday will not be legally competent to enter into all legal contracts. In circumstances where a person must be aged 18 or over to be legally competent to enter into a contract, I will guarantee all such obligations under any contracts with the University that my son/daughter enters into prior to his or her 18th birthday.
5. I acknowledge that while studying at the University of Sunderland my son or daughter will be subject to UK law and the rules of the University.
6. I acknowledge that the University of Sunderland cannot release information relating to my son or daughter, either academic or personal, without my son or daughter giving the University express consent for this or as otherwise permitted by the Data Protection Act 1998.

Name of Applicant: _____

Applicant Reference Number: _____

Name of Parent/Guardian: _____

Contact details of Parent/Guardian: _____

I declare that I have read and accept the above conditions

Under 18 or Vulnerable Adult Safety Concern Checklist

Checklist for a member of staff if a disclosure is made to them by a student or another member of staff

What should I consider?

- Assure them that you are taking them seriously
- Listen carefully to what they are telling you, stay calm, get as clear a picture as you can, but avoid asking too many questions at this stage
- Do not give promises of complete confidentiality
- Explain that you have a duty to tell your manager or other designated person, and that their concerns may be shared with others who could have a part to play in protecting them
- Reassure them that they will be involved in decisions about what will happen
- Explain that you will try to take steps to protect them from further abuse or neglect
- If they have specific communication needs, provide support and information in a way that is most appropriate to them
- Do not be judgemental or jump to conclusions
- Remember that whilst you have a duty to record the information and take any immediate action, the responsibility of safeguarding does not lie solely with you – the Safeguarding Group are there to advise/support you
- Act promptly – deal with the matter in a timely manner

What should I record?

- Name of person
- Date of birth (if under 18)
- Address and contact number for person
- Nature of allegation/ concern
- The person's account
- Time, locations, dates or other relevant information
- Description of any visible injuries
- Any observation you have made
- Is the person at risk or in immediate danger?
- Is there anyone else at risk or in immediate danger either in the current vicinity or outside of the University? – collect details
- Actions taken (contact the police if a crime is taking place/is believed to have just taken place, call an ambulance if someone needs urgent attention)
- Report to relevant Safeguarding member immediately and send the recorded information to them [Safeguarding Team - University of Sunderland](#)
- Own contact details

Guidelines re: maximum student practice and study hours per week:

The guidelines are based on the principles contained within

- European Working Time Directive
- [Gov.UK \(2014\) Maximum weekly working hours](#) and
- Current national employment terms and conditions

Programme/profession specific information on practice education hours will be found in the relevant programme/module/practice education handbooks/practice assessment documents. Student placement hours reflect the requirements of each professional programme.

This normally requires students to gain their practice experience through mirroring the normal working hours for each practice placement.

If these guidelines are not adhered to, there is a risk of:

- Poor student performance and of not achieving professional competencies
- Withdrawal of Fitness to Practise.

The following principles apply:

- The EU Working Time Directive stipulates that the working week should not exceed 48 hours/week (standard average over 17 weeks)
- The maximum hours include both practice hours and all other study hours
- a maximum of 12 practice hours in any 24 hour period shall normally apply

Record Keeping

- Students/ placement areas need to keep a record of practice hours worked,
- Practice Education Unit keep the completed student practice hours records including following sickness absence reporting processes (e.g. in PEMS)

Additional considerations:

Rest breaks

- Not less than one day off per week
- For shift workers: a minimum of 11 hours consecutive rest period per 24 hours (sleep time) (e.g. a night shift should not immediately be followed by working on placement or a study day or vice versa)
- 20 mins rest break if working longer than 6 hours

Night duty

- A maximum of 12 practice/study hours in each 24 hour period (maximum of 48 hours/week average over 17 weeks)

On call

Specific on call arrangements as per placement area policy, which allow for appropriate rest breaks

N.B. YOU ARE ADVISED THAT ANY ADDITIONAL EMPLOYMENT COMMITMENTS WHILST UNDERTAKING YOUR PROGRAMME SHOULD NOT CONTRAVENE THE ABOVE PRINCIPLES.

Useful references/links:

European Working Time: available at <http://www.working-directive.co.uk> (accessed 15/01/07)

<http://www.legislation.gov.uk/uksi/2003/1684/regulation/4/made>

http://www.direct.gov.uk/en/Employment/Employees/WorkingHoursAndTimeOff/DG_10029426