

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Specialist Practitioner: Community Learning Disability Nursing

Awarding institution	Liverpool John Moores University
Teaching institution	LIVERPOOL JOHN MOORES UNIVERSITY
JACS Code	B700, B700
Programme Duration	
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	The programme has been benchmarked against the following documents: The Quality Assurance Agency subject benchmarks for nursing (2002) Standards for specialist education and practice (NMC2001)
Programme accredited by	Nursing Midwifery Council
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Science with Honours in Specialist Practitioner: Community Learning Disability Nursing

Programme Leader

Educational aims of the programme

In partnership with practice and community stakeholders, the programme aims to provide:

- a contemporary approach to the development of the community specialist practitioner, who will be Fit for Practice, Fit for Purpose, Fit for Award and Fit for Professional Standing
- a programme of academic rigour that meets the requirements of:
 - the Higher Education Institution
 - the Nursing and Midwifery Council
 - the Quality Assurance Agency
- students with the resources, skills and knowledge to change their own practice, develop their own roles and to enable them to work as a specialist practitioner who is a member of a multidisciplinary team with a public health focus, and who can contribute to the development of the future work force
- an insight into the application of specialist practitioner and public health competencies to the assessment of health needs, and the planning and provision of services to address inequalities, improve health and related services in their broadest sense.
- practice experiences that are relevant, and underpinned by the themes of the programme
- opportunities to meet the competencies of the specialist pathways, as defined by the NMC
- an underpinning ethos of preparation for work beyond initial registration
- a dynamic, responsive and quality educational experience relevant to the Specialist Practitioner
- opportunities for graduates to work in a critical, analytical and reflective manner and to provide them with the opportunity to acquire life-long learning skills. This will enable them to gain knowledge, expertise and the individual qualities necessary to further develop as autonomous, competent practitioners
- students with the potential to be cognisant of the holistic nature of community and primary care
- graduates with skills and knowledge to lead, innovate and apply contributions to the evidence base of practice
- scope to develop the students ability to work towards public protection, using a continuum of public health practice throughout their role.
- opportunities to enable the student to develop their leadership qualities and abilities which can be applied to a

range of settings and contexts

-facilitation to enable the student to have the cognitive and practice abilities to continue to develop and communicate a level of critical thinking which will enable them to recognise and manage risk, and therefore work successfully with uncertainty

-challenges and opportunities to consider the impact of their professional role on the development of practice within the organisation and the services they provide.

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired subject knowledge and understanding as well as skills and other attributes.

Knowledge and understanding

A student who is eligible for this award will be able to:

A1. The role and responsibilities of the Specialist Community practitioner in their specified route

A2. The public health agenda in the context of community care

A3. Data and information sources

A4. Research methods

A5. The Health and Social Policy Agenda underpinning the role of the Community Specialist practitioner

A6. Leadership and Management theory and its application in practice

A7. The role of the Multi-professional team and Multi-agency working

A8. Recognising potential of other agencies to impact on their practice

A9. Principles and practice of nurse prescribing (for eligible students)

A10. The legal and ethical frameworks in which the specialist practitioner works

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Interactive lectures and presentation, including video, practice related activities, informal quizzes, tutorials, seminars, group exercises, enquiry based learning techniques, learning through practice, simulation, Blackboard and email, self directed study, use of reflective diary.

Assessment

Essay, community health needs assessment, poster presentation, learning agreement, multidisciplinary group presentation, individual case study, individual presentation, written report, viva, practice assessment

Skills and other attributes

Intellectual Skills

A student who is eligible for this award will be able to:

B1. Critical analysis and evaluation

B2. Interpretation of data and applying these to make strategic choices to influence policy and processes

B3. Use of diagnostic skills, problem solving and clinical judgement

B4. Demonstrate and exercise independence of mind and thought

B5. Decision making in uncertain and complex situations

B6. Ability to anticipate and predict potential critical incidents

B7. An understanding of political influences on practice

B8. Critical appraisal of research documents

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Interactive lectures and presentation, including video, practice related activities, informal quizzes, tutorials, seminars, group exercises, enquiry based learning techniques, learning through practice, OSCE, simulation, Blackboard and email, self directed study, use of reflective diary

Assessment

Essay, community health needs assessment, poster presentation, learning agreement, multidisciplinary group presentation, individual case study, individual presentation, written report, viva, practice assessment

Professional practical skills

A student who is eligible for this award will be able to:

- C1. Competence in the role of the Specialist Community Practitioner
- C2. Ability to retrieve, sift and select information from a variety of sources and apply findings to their area of practice
- C3. Apply concepts and principles of leadership
- C4. Ability to effectively manage in the individualised practice area
- C5. Sound clinical judgement and decision making skills
- C6. Skills in Change Management and Development of Practice
- C7. Predictive skills in practice and in service development
- C8. Leading a team working in collaboration with multi-professional and multi-agency colleagues
- C9. Working in partnership with carers and service users
- C10. Understanding of policy and procedures relating to child protection and the protection of vulnerable adults
- C11. Safety and competence in nurse prescribing (for eligible students)

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Interactive lectures and presentation, including video, practice related activities, informal quizzes, tutorials, seminars, group exercises, enquiry based learning techniques, learning through practice, OSCE, simulation, Blackboard and email, self directed study, use of reflective diary

Assessment

Essay, community health needs assessment, poster presentation, learning agreement, multidisciplinary group presentation, individual case study, individual presentation, written report, viva, practice assessment

Transferable / key skills

A student who is eligible for this award will be able to:

- D1. Communicate ideas effectively using a variety of media
- D2. Manage time and work to deadlines
- D3. Participate constructively in groups
- D4. Work independently and be self-reliant
- D5. Find information and use information technology
- D6. Apply principles of numeracy

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Interactive lectures and presentation, including video, practice related activities, informal quizzes, tutorials, seminars, group exercises, enquiry based learning techniques, learning through practice, OSCE, simulation, Blackboard and email, self directed study, use of reflective diary

Assessment

Essay, community health needs assessment, poster presentation, learning agreement, multidisciplinary group presentation, individual case study, individual presentation, written report, viva, practice assessment

Programme structure - programme rules and modules

Programme rules

The programme for this award is delivered at level six. The programme is offered as full time (40 weeks) or part time (80 weeks). The course is 50% theory and 50% practice.

A student completing a minimum of 60 credits at level 6 would be eligible for an alternative exit award BA Community Studies code (without professional qualification)

The Practice Evidence Tool (PET) provides the underpinning framework for students to demonstrate competence for the duration of the programmes. The PET structures learning in practice, and provides the opportunity to identify practice learning opportunities which will meet the agreed NMC competencies. The PET must be passed in order to complete the full programme and achieve the NMC qualification.

This programme is commissioned by Health Education North West, who require the programmes to be in line with the module structure of the Post Qualification Framework. The current programme structure is 15 credit modules. Variance to Academic Framework has been approved by APP

Since the programme is validated to meet NMC standards, there is no possibility of compensation for any modules in this programme

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6001PCCOMM PUBLIC HEALTH (15 credits) 6002PCCOMM DEVELOPING LEADERSHIP AND MANAGEMENT (15 credits) 6015PCCOMM Vulnerability and integrated practice (15 credits) 6047PQHEAL RESEARCH IN HEALTH AND SOCIAL CARE (15 credits) 6082PCCOMM Contemporary issues in community learning disability nursing 2 (15 credits) 6083PCCOMM Psychological needs assessment and intervention for people with learning disabilities (30 credits)	6081PCCOMM Contemporary issues in community learning disability nursing 1 with Nurse Prescribing (15 credits) 6085PCCOMM Contemporary issues in community learning disability nursing 1 without nurse prescribing (15 credits)	105 core credits at level 6 15 option credits at level 6

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Students will spend 50% of the programme in practice within the sponsoring / seconding Primary Care Trust.

They will have an identified Practice Teacher / sign off mentor who will assist the student in meeting their learning needs, and who will assess their competency.

Students will be supernumary during their placement

Further information about Graduate Skills can be found at:

http://www.ljmu.ac.uk/Academic_Enhancement/Academic_Enhancement_Docs/Graduate_skills_Table.pdf

Criteria for admission

Other

120 credits at level 4

120 credits at level 5 either through study or APEL, against this programmes stated level 5 learning outcomes

Additional requirements:

Professional Requirements

Must be a level one nurse on part one of the NMC register

Students must be seconded or sponsored by an NHS Organisation. Under guidance from the NHS educational commissioning body, some students may be placed as a bursaried student

Recruitment:

A co-ordinated approach to recruitment is established between the local NHS organisations and Liverpool John Moores University

Satisfactory references and DBS check are also required

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations

- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.