

## PROGRAMME SPECIFICATION

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### Bachelor of Science with Honours in Nursing (International)

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	Sri Lanka Institute of Information Technology
<b>JACS Code</b>	B700
<b>Programme Duration</b>	Full-Time: 18 months
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Nursing (2001)
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours in Nursing (International)
<b>Link Tutor</b>	Jackie Davenport

### Educational aims of the programme

The programme aims to enable students to:

1. Recognise their own learning need to formulate an action plan for professional development.
2. Gain knowledge, skills and understanding to meet the specialised needs of service users.
3. Develop skills in problem solving, information retrieval and research for evidence based practice.
4. Develop an awareness of ethical and legal issues in the nursing profession.
5. Examine a variety of research methods used in health and social care.
6. Develop specialist skills in a relevant area of nursing practice.
7. Develop and refine specific interpersonal skills related to leadership and working in teams.
8. Further enhance their international perspective associated within the nursing profession.

### Target award Learning Outcomes - Bachelor of Science with Honours

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

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

1. Critically examine legal, ethical, cultural and political issues underpinning health needs.
2. Analyse the impact of relevant contemporary nursing protocols.
3. Use critical reflective processes and continuing professional development.
4. Critically examine the biological, psychological, social and pharmacological element of care across the lifespan.
5. Analyse and interpret relevant health promotion / education to promote wellbeing across the lifespan.
6. Analyse the value base inherent within the multi professional team and its impact on the relationships with service users and professionals.
7. Critically appraise research findings and evidence to inform strategies that promote health and the delivery of care.
8. Analyse care needs and collaborative solutions, which enable safe, effective, person and family-centred care.

9. Evaluate risk management strategies that promote a safe and therapeutic environment.
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11. Develop care to achieve optimal health and rehabilitation across the lifespan for people with complex needs.
12. Utilise information technology to assist in the organisation and management of care.
13. Contribute with confidence comprehensive and systematic approaches to assess, plan, implement and evaluate care in partnership with service-users and their carers.
14. Adapt to changing health needs and make decisions, which are ethically sound and based on best available evidence.
15. Demonstrate appropriate professional discipline, organisation, presentation and standards of conduct.
16. Select and apply knowledge and skills to complex and unexpected situations.
17. Develop self-management skills and take initiative for planning to meet own needs and facilitating those of others.
18. Demonstrate effective leadership and communication skills.

## Teaching, Learning and Assessment

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

A range of learning methods will be used throughout the programme. Core elements include formal lectures, tutorials and seminars, together with action learning sets, portfolio construction and use of a virtual learning environment, using a range of the learning tools.

Assessment methods are varied, forming a clear pathway for the student throughout and following the assessment strategy.

They include formal essays and literature reviews, assessment of developed portfolios, seminar presentations, and objective structured clinical examinations, and development of change management projects

## Programme structure - programme rules and modules

This programme is for the post registered international nurses wishing to study at level five and six. The options chosen will also be influenced by the students own area of interest.

For a list of modules, please see the table below.

As this programme is a top up degree to their current level, students will receive 120 credits for their level 4 and 40 credits for their level 5 studies. Producing evidence for the articulation is part of the entry requirement. The student will therefore be receiving 120 credits at level 4 and 40 credits at level 5.

The level 4 learning outcomes of this programme are:

1. Demonstrate an understanding of the factors that affect health and well-being in a variety of communities and care settings
2. Identify and apply professional values and legal principles to the role.
3. Demonstrate a fundamental understanding of pharmacology, pharmacokinetics, and pharmacodynamics as applied to a range of conditions.
4. Demonstrate knowledge of anatomy and physiology as applied to health.
5. Demonstrate an ability to develop and present arguments supported by evidence.
6. Identify opportunities for the provision of health promotion in a range of client groups.
7. Demonstrate competency in the delivery of person centred care across a diverse range of client groups.
8. Demonstrate attitudes and behaviours that are appropriate at all times, acting as a role model to challenge and improve the behaviours of others.
9. Apply legal and ethical frameworks in an informed manner to a range of situations

The level 5 learning outcomes of this programme are:

1. Demonstrate knowledge and critical understanding of the well-established principles of nursing service provision.
2. Have developed a sound understanding of the values, principles qualities, specific and transferable skills in nursing, and have applied them in the context of either academic or professional practice.
3. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose

solutions to problems arising from that analysis.

4. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

5. Have learned to evaluate the appropriateness of different approaches to solving problems.

6. Demonstrate that they have undertaken further training, developed existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

7. Reflect with insight on own personal, academic and professional development or practice.

8. Exercise personal responsibility and decision-making in line with the relevant standards set out by the Statutory Nursing Regulatory Body.

#### Alternative Exit Award

Students completing level 5 only of this programme will not be eligible for an alternative exit award

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6000SLTN Dissertation Individual study (30 credits) 6002SLTN Leadership Development Through Action Learning (10 credits) 6003SLTN Research in Health and Social Care (20 credits) 6101SLTN Nursing within a Global Context (20 credits)	6504SLTN Systematic health assessment (20 credits) 6505SLTN Foundations for critical care nursing (20 credits) 6506SLTN Ethical and legal issues in nursing (20 credits)	80 core credits at level 6 40 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5001SLT Developing academic study skills (40 credits) 5002SLT Professional development for practice (40 credits)		80 core credits at level 5 0 option credits at level 5

## 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)

There is no practice component in this programme. Students will be registered nurses.

## Criteria for admission

### Overseas qualifications

Candidates must be able to satisfy the programme team that they meet the entry requirements of the programme:

Applicants must have an IELTS score of 6.0 (or equivalent)

The candidate must be employed as a nurse and must have at least 1 year's post registration experience and a Sri Lankan Diploma of nursing.

## 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](http://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.*