

## Course Specification

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<b>Produced By:</b>	Haideen Novis
<b>Status:</b>	Validated

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## Core Information

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<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	The Institute of Health		
<b>Course Code(s):</b>	NH059H01UW	Full-time	3 Years
<b>UCAS Code:</b>	B761		
<b>Course Title:</b>	BNurs (Hons) Learning Disability Nursing at Walsall Campus		
<b>Hierarchy of Awards:</b>	Bachelor of Nursing with Honours Learning Disability Nursing Bachelor of Arts Health and Wellbeing Diploma of Higher Education Health and Wellbeing Certificate of Higher Education Health and Wellbeing University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	03/May/2017		
<b>Last Review:</b>	2010/1		
<b>Course Specification valid from:</b>	2010/1		
<b>Course Specification valid to:</b>	2017/8		

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## Academic Staff

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<b>Course Leader:</b>	Mrs Lynne Westwood
<b>Head of Department:</b>	Mrs Sheila Dixon

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## Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

### Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

#### 2017 Entry

GCSEs at grade C+ / 4 in an English-based subject and Maths or equivalent qualifications (e.g. Key Skills Level 2/ Learn Direct Level 2/ Functional Skills Level 2).

#### PLUS EITHER

- Gain BBC with a minimum of BCC from A Levels or equivalent
- BTEC National Diploma at a DMM grade/ BTEC National Certificate at a D\*D\* grade
- BTEC QCF Extended Diploma at grade DMM/BTEC QCF Diploma at grade D\*D\*
- OCR National Diploma at a D grade / OCR National Extended Diploma at a M3 grade
- CACHE Level 3 Diploma at a C grade
- Access to HE Diploma Full award (60 credits) of which a minimum of 45 must be at Level 3 with at least 24 of these Level 3 credits at Merit or Distinction. You are also required to achieve 12 credits at Level 2 or 3 in English and 12 credits at Level 2 or 3 in Mathematics if you have not already achieved GCSE English and Maths at grade C.
- Undergraduate or Postgraduate degrees
- Foundation degrees /HND/ HNC

If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.

#### Year 2 entry

- If you wish to apply for [2nd year entry onto our BNurs courses](#), please contact [Health Professions Enquiries](#) for further advice before applying.

#### Other Requirements

Applicants will also be required to provide satisfactory [personal statement](#) and [reference](#) (academic or employer).

Those meeting the entry requirements may be shortlisted for interview and will be subsequently required to meet a Disclosure and Barring Service (DBS) Check and Occupational Health requirements.

Read further information regarding [interview preparation](#)

During the Nursing course you will be required to attend placements, when you are asked for your choice of placement area we will endeavour to meet your request however we must emphasise that this cannot be guaranteed and therefore you must ensure you are able to travel to the final placement area you are allocated.

This course is not available at present to international applicants.

### Distinctive Features of the Course:

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The Learning Disabilities course is developed around the professional body national and European requirements. The course at the University of Wolverhampton has some excellent features including:

- Opportunities for inter-disciplinary learning across all nursing pathways and with midwifery, social work and social care.
- Excellent placement opportunities across a range of health, education, day services and social care settings.
- Opportunities to contribute to national and regional learning disability conferences.
- Opportunities to publish in national learning disability journals.
- Opportunities to participate in national and regional research projects.

Our excellent facilities on campus (catering, libraries and social learning spaces with computers) will ensure your learning is enjoyable. We are noted for our friendly and approachable staff who are keen to help you as you take up your chosen career in learning disability nursing.

The Learning Disability course has access to and runs a Sensory Room within the skills labs at Walsall Campus.

We also have excellent Service User input to all aspects of the course from interviews through to teaching and

assessing our students.  
Our students also fully engage with University Employability Award.

#### Educational Aims of the Course:

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This course will enable you to develop the specific knowledge and skills to meet the NMC requirements for initial registration as an autonomous nurse in the field of learning disability nursing.

On completion you will be able to provide safe and effective nursing care to learning disability patients and to support their families and other carers. You will be able to practice as a nurse in a variety of health and social care settings.

The course is a combined professional and academic award that will provide you with the necessary professional values, communication, interpersonal and clinical skills for professional nursing. The course aims to develop your nursing practice and decision making ability, enabling you to lead, manage and work as part of an effective team, to give high quality personalised care to learning disability patients and their families and carers.

We prepare you to practice in the 21st century by developing your skills in therapeutic communication and your understanding of the uniqueness of individuals.

#### Intakes:

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#### Major Source of Funding:

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HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2017/8	H	Full Time / Sandwich	£9250.00
2017/8	EU	Full Time / Sandwich	£9250.00

#### PSRB:

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NH059H01UW (Full-time)

Professional Accreditation Body:  
Nursing and Midwifery Council (NMC)

Accrediting Body:  
Nursing and Midwifery Council (NMC)

Accreditation Statement:  
Recognised by the Nursing and Midwifery Council (NMC) for the purpose of registration as a qualified nurse (learning disabilities).

Approved	Start	Expected End	Renewal
06/May/2011	06/May/2011	23/Apr/2018	23/Apr/2018

#### Course Structure:

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#### September (Full-Time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 40 credits year long, 40 credits semester 1 and 40 credits semester 2.

Module	Title	Credits	Period	Type
4HW031	Research Awareness for Healthcare Professionals	20	SEM1	Core
4NH011	Preparation for Practice	20	SEM1	Core
4NH008	Introduction to Learning Disability Nursing	20	YEAR	Core
4NH012	Developing Essential Nursing Skills	20	SEM2	Core
4NH007	Exploring Person-Centred Care from a Nursing Perspective	20	YEAR	Core
4NH010	Understanding Public Health and Wellbeing	20	SEM2	Core
5NH004	Caring for a Person with a Long Term Condition	20	YEAR	Core
5NH008	Assessment and Delivery of Person-Centred Care	20	YEAR	Core
5HW025	Framework for Professional Practice	20	SEM1	Core
5NH003	Learning Disability Complex Needs in Practice	20	SEM1	Core
5NH005	Exploring Evidence-Based Practice in Nursing	20	SEM2	Core
5NH002	Nursing Interventions in Learning Disabilities for People with Complex Needs	20	SEM2	Core
6NH007	Ensuring Rights and Responsibilities for People with Learning Disabilities	20	YEAR	Core
6NH031	Leading and Managing Care	20	YEAR	Core
6NH009	Competency and Professionalism in Learning Disability Practice	20	SEM1	Core
6NH008	Quality and Contemporary Issues in Learning Disability Nursing	20	SEM2	Core
6NH043	Practice Improvement Project	40	YEAR	Core

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

D.3.5 Student who fail an assessment for a second time have a right to repeat the module.

APPROVED There will be no right to repeat a practice module following failure of the assessment at second attempt within these awards.

D.3.9 Compensation for marginal failure in a module

D.3.10 Right of recipients of a pass by compensation

Note Compensation will not be allowed on this award but exemption is not required as covered by Section D.3.11 in the Regulations

AFRSC 15/19.9

BNurs (Hons) Learning Disability Nursing

Section B.4.1 In accordance with Professional Body regulations, applicants must have achieved English language proficiency of IELTS 7.0.

APPROVE

Section D.3.9. and D.3.10. No compensation will be awarded on practical or theoretical modules but students will be granted the opportunity of a third attempt at levels 4, 5 and 6 (except practice modules and the independent study module) providing they have passed 100 credits at the same level, with a maximum of 40 credits across the course.

For practice modules, provided students have passed the practice component, they will be granted the opportunity of a third attempt in the theory component only.

APPROVE

## Reference Points:

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- Council of Deans (2016) Educating the Future Nurse- a paper for discussion (CoDH Shape of Caring Advisory Group)
- Equality Act (2010)
- Health Education England (2015) Raising the Bar: Shape of Caring – A review of the Future Education and Training of Registered Nurses and Care Assistants
- NMC Standards for Pre-Registration Nurses: 2010 <http://standards.nmc-uk.org/PublishedDocuments/Standards%20for%20pre-registration%20nursing%20education%2016082010.pdf>
- The Code : Professional standards for nurses and Midwives (2015)

<http://www.nmc-uk.org/The-revised-Code/The-revised-Code-in-full/>

- The NHS Constitution (2013)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/448466/NHS\\_Constitution\\_WEB.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/448466/NHS_Constitution_WEB.pdf)

- The NHS's role in the public's health-A report from the NHS Future Forum (MECC)(2012)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216423/dh\\_132114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216423/dh_132114.pdf)

- Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report (Keogh Report 2013)

<http://www.nhs.uk/nhsengland/bruce-keogh-review/documents/outcomes/keogh-review-final-report.pdf>

- Quality with Compassion: the future of nursing education (Willis Report) (2012)

[http://www.williscommission.org.uk/\\_data/assets/pdf\\_file/0008/485009/Willis\\_Commission\\_executive\\_summary.pdf](http://www.williscommission.org.uk/_data/assets/pdf_file/0008/485009/Willis_Commission_executive_summary.pdf)

- UK Sector Skills Assessment 2011 (Skills for Health 2011)  
[http://www.skillsforhealth.org.uk/component/docman/doc\\_view/328-sfh-summary-sector-skills-assessment-2011.html](http://www.skillsforhealth.org.uk/component/docman/doc_view/328-sfh-summary-sector-skills-assessment-2011.html)
- UK Quality Code for Higher Education. QAA. (2008)

<http://www.qaa.ac.uk/en/Publications/Documents/Quality-Code-Part-A.pdf>

- What's important to me: A review of end of Life care (2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/407248/CHOICE\\_REVIEW\\_EXECUTIVE\\_SUM](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/407248/CHOICE_REVIEW_EXECUTIVE_SUM)

## Learning Outcomes:

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### CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

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### CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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### CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

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### CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

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### CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

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### DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

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DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

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DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

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DipHE Course Learning Outcome 5 (DHECLO5)

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

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge

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Ordinary Course Learning Outcome 2 (ORDCLO2)

Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

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Ordinary Course Learning Outcome 3 (ORDCLO3)

Demonstrate conceptual understanding that enables the student: A. to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. B. to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.

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Ordinary Course Learning Outcome 4 (ORDCLO4)

Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

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Ordinary Course Learning Outcome 5 (ORDCLO5)

Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

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Ordinary Course Learning Outcome 6 (ORDCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: A. the exercise of initiative and personal responsibility. B. decision-making in complex and unpredictable contexts. C. the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

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Honours Course Learning Outcome 1 (DEGCLO1)

Meet the NMC Standards of competence for pre-registration nursing education

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Honours Course Learning Outcome 2 (DEGCLO2)

provide nursing care that is safe, effective and ethical so you are able to assume full responsibility and accountability for your own practice. You will be able to register with the NMC as a Learning Disability Nurse

level 1 (RNLD1) within the legal framework of the country in which you are employed

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**Honours Course Learning Outcome 3 (DEGCLO3)**

reflect upon and critically evaluate evidence to reach sound nursing judgements and exercise effective decision making in complex situations within the learning disability sphere of practice

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**Honours Course Learning Outcome 4 (DEGCLO4)**

critically examine the impact of political, professional and social contexts on your provision of individualised learning disability nursing care within the context of a multidisciplinary team

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**Honours Course Learning Outcome 5 (DEGCLO5)**

effectively apply your learning to identify, manage and lead enterprising innovations and service improvements in learning disability practice

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**Honours Course Learning Outcome 6 (DEGCLO6)**

demonstrate competence in the use of advanced technologies to quality assure and enhance your learning disability nursing practice and maintain your life-long learning

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**Overview of Assessment:**

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<b>Module</b>	<b>Title</b>	<b>Course Learning Outcomes</b>
4HW031	Research Awareness for Healthcare Professionals	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4NH007	Exploring Person-Centred Care from a Nursing Perspective	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4NH008	Introduction to Learning Disability Nursing	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4NH010	Understanding Public Health and Wellbeing	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4NH011	Preparation for Practice	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4NH012	Developing Essential Nursing Skills	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
5HW025	Framework for Professional Practice	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5NH002	Nursing Interventions in Learning Disabilities for People with Complex Needs	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5NH003	Learning Disability Complex Needs in Practice	DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5NH004	Caring for a Person with a Long Term Condition	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5NH005	Exploring Evidence-Based Practice in Nursing	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5NH008	Assessment and Delivery of Person-Centred Care	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6HW065	Service Improvement Incorporating Interprofessional Collaborative Working	DEGCLO1, DEGCLO2, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH007	Ensuring Rights and Responsibilities for People with Learning Disabilities	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6NH008	Quality and Contemporary Issues in Learning Disability Nursing	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4
6NH009	Competency and Professionalism in Learning Disability Practice	DEGCLO1, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO4, ORDCLO6
6NH031	Leading and Managing Care	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH043	Practice Improvement Project	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5

**Teaching, Learning and Assessment:**

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Your learning will include the study of six modules per year; you will need to study the prescribed modules in order to fulfil professional requirements. Further to this, the modules should enable you to achieve our graduate attributes of digital literacy, global citizenship and to be knowledgeable and enterprising. Paramount to your progression and development in preparing you for your future role in health and social care is the

valued input of service user/carers into the design and implementation of the BNurs (Hons) Learning Disability Nursing (Registered Nurse) course. The types of learning which will help achieve the above include:

Formal learning - we promote a blended approach to learning; some core content will be delivered in the 'face-to-face' traditional teaching style but will include interactive activities to challenge your knowledge and understanding of competence in practice.

Applying theory to practice – we use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to shape your professional practice e.g. critiquing of journal articles, informal presentation and case studies, and developing and testing skills in summarising key research in order to develop and disseminate to the healthcare team. You will make use of a range of electronic resources to investigate the influence and impact of global healthcare communities on national and local policy.

Problem solving and decision making – problem based learning is an engaging and dynamic tool that can be an effective way to enhance your understanding of real practice problems. It provides an opportunity to develop your skills in clinical decision making within a safe environment, and to apply knowledge to deliver and lead quality initiatives to improve the experience of the patient (and family) in the multicultural care setting.

Research skills – you will be supported in the preparation of a detailed evidence based intervention and an independent study of relevance to learning disability nursing which will develop and expand your theoretical and practical knowledge of the research process.

Computer based learning - the integration of computer based technology, directed studies and traditional teaching will enhance the quality and efficiency of your learning experience. You will be encouraged to access electronic learning resources within both University and the healthcare environment, including the use of e-mail and discussion forums to communicate with fellow professionals in the learning community and develop your personal and professional values.

The ability to use digital resources and equipment is a key attribute of a graduate nurse and reflects the need for the healthcare worker to use advanced technologies in areas such as record keeping, delivery and management of care.

We will guide and support your learning using a mixed approach including:

- Lectures – we will use a variety of interactive learning methods that are supported by digital technology to enhance your learning.
- Workshops – interactive workshops will allow you to develop your therapeutic skills by having time to practice.
- Simulated practical sessions – you will have the opportunity to engage in supervised practice to become knowledgeable and skilled in learning disability nursing, which will enhance your employability prospects. You will have the opportunity to learn in our well-equipped skills labs which include practice areas that are hospital and home focussed. Some assessments will also take place in the skills labs to enable you to develop your skills in a safe environment.
- Debate and dialogue - the University virtual learning environment, CANVAS will provide a forum for you to engage in dialogue with your lecturers as well as other students in your group.
- Online – some of your modules will have significant amounts of online learning activity. This has been designed to help you to develop your digital literacy skills.

Also

- Seminars – where students take the lead in discussing relevant articles, debating and examining the evidence base that underpins nursing.
- Formative online assessments – where we provide you with the chance to 'have a go' at some of the summative assessment tasks before the actual assessment is submitted as a way of developing your academic and practical skills with our tutorial guidance and feedback.
- Work placements – 50% of your course will be undertaken in practice placements where you will have the opportunity to practice your skills in the work environment with supervision and support. We hope that as you develop graduate nursing skills during your course, you will be able to apply your learning to develop your nursing competence in the practice setting. You will be able to reflect on personal and professional learning, the development of knowledge and skills and identify strategies to develop nursing care in the future.
- Peer presentations – you will study some aspects of specific modules and feed these back to the wider group so that you develop your ability to search, retrieve and use information to develop your knowledge of nursing.
- Independent and self-directed learning – this is an important part of degree level study and through the course you will be encouraged to become an independent learner, able to decide what to learn and how best to achieve this. Independent learning will be required of you as a qualified nurse as part of the Prep requirement (NMC 2008) to ensure continuing professional development enables you to remain on the professional nursing register.
- Tutorials – face to face meetings with the module team and your personal tutor.

As part of your studies you will come into contact with a range of activities designed to promote and enhance your learning experience. Our use of blended learning activities encourages you to identify and address



particular learning needs related to your practice.

### Learning and Teaching Methods:

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This data indicates the proportion of time in each year of study that students can expect to engage in the following activities (expressed as a percentage for each level).

Level	Teaching	Independent	Placement
4	21	36	44
5	22	32	47
6	19	21	60

### Assessment Methods:

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This data indicates the proportion of summative assessment in each year of study that will derive from the following: (expressed as a percentage for each level).

Level	Written Exams	Practical Exams	Coursework
4	33	17	50
5	17	0	83
6	0	33	67

### Student Support:

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The University provides a range of resources to support you directly with your learning as well as other areas of your life. These resources are all signposted through the University web pages and include:

#### Study Support

We offer a variety of learning resources to help you progress. Academic skills support is available to all students throughout all levels of study, via the Institute of Health Professions and learning centres. Academic skills sessions are introduced within the induction programme, different modules and through a blended learning approach with access to material in CANVAS. This is to help you with using the learning resources effectively and also to help you when it comes to the assessments. Academic skill development is further embedded within the curriculum at different levels, through the ways in which lecturers present information and guide you to use it. Further support for learning is offered via personal tutors, tutorials with lecturers and feedback provided by lecturers for individual modules.

- Some useful resources are signposted through the *Skills for learning* web pages: [https://exch.wlv.ac.uk/exchweb/bin/redirect.asp?URL=http://www.wlv.ac.uk/lib/skills\\_for\\_learning/academic\\_writing\\_skills.aspx](https://exch.wlv.ac.uk/exchweb/bin/redirect.asp?URL=http://www.wlv.ac.uk/lib/skills_for_learning/academic_writing_skills.aspx). This is a great resource for you to enhance your academic skills, it offers a range of advice from basic IT skills, to essay writing and preparing for examinations, to personal development planning.
- Learning Information Services advisors who offer individual support across our campus learning centres.
- [ASSIST](#) – which provides real-time online librarian support.

#### Personal support

- Student Advisors

The Institute of Health Professions has two student advisors to offer help and advice on a range of issues that may be affecting your studies. Accessible by telephone and e-mail or the website <http://www.wlv.ac.uk/default.aspx?page=9182>.

- Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you achieve the course learning outcomes. Your personal tutor will meet with you on a regular basis and support and guide you as you progress through to the completion of your course.

- Counselling offers a confidential space in which you can talk to a counsellor about your concerns. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and on online counselling is available via CANVAS.
- The student financial support unit can help students with advice on funds available to students.
- The student enabling service centre provides a comprehensive range of support for D/deaf, Dyslexic and Disabled students including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies.
- The inter-faith Centre is also available to those requiring spiritual guidance, support or a listening ear.

## Employability in the Curriculum:

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Our course will build and develop upon your knowledge and skills as a practitioner caring for people in a variety of acute and community settings. You will have opportunities to work both in the NHS and private sector organisations, and the learning disability field offers a multitude of opportunities for career development.

The management and organisation of service provision is rapidly changing and developing in line with health and social care policy. Hence you need to develop the knowledge and skills to enhance your employability and to accept the greater responsibilities that these changes will bring. Employers are looking for nurses who can identify where services to service users and their families can be improved and show entrepreneurial skills and flair to enhance practice.

Your career pathway, once qualified, can include working in clinical practice, education, management or research within a range of settings such as:

- Adult education.
- Residential and community centres.
- Working with community learning disability nursing teams.
- Working with individuals in crisis.
- Acute liaison services.
- Service users homes.
- Workplaces.
- Schools.
- Prisons.
- Education providers for example as a lecturer or lecturer/practitioner in further and higher education.

### Further training and education opportunities

In addition to a wide range of exciting jobs and careers, you will also be required to undertake continuing professional development in order to maintain your nursing registration.

([http://www.opsi.gov.uk/si/si2002/uksi\\_20020253\\_en.pdf](http://www.opsi.gov.uk/si/si2002/uksi_20020253_en.pdf))

This life-long learning approach is critical to the maintenance of safe and effective care for people and their families. More information is available from the Prep Handbook (NMC 2008) a post-registration ongoing education and practice resource for nurses, midwives and specialist community public health nurses. This includes details of the NMC requirements for nurses and midwives to demonstrate how each nurse or midwife has kept his or her knowledge and skills up to date.

(<http://www.nmc-uk.org/Documents/Standards/nmcPrepHandbook.pdf>).

You can continue with further study and research in the Institute of Health Professions where we currently offer a wide range of post graduate courses in nursing, health, social care and wellbeing. These include post-graduate certificates, post-graduate diplomas, masters and doctoral degrees. The post-graduate courses are highly flexible, practice focused and potentially work-based and have been designed with health and social care employers to ensure that your studies will be related to the key, current and future, issues for health and social care provision. Courses can be studied full or part-time and you may be eligible for some support from your employer to undertake certain courses related to your role.

We also offer some short courses that are designed to meet a specific requirement our health and social care partner employers have, or to provide you with a 'taster' of the longer courses. Details are available from the web pages dedicated to Continuing Education: [www.wlv.ac.uk/FEHW](http://www.wlv.ac.uk/FEHW).

We have an Employability Champion within the Faculty. We have offered a careers development week each year and have a dedicated careers team to assist with interview preparation and CV building. 99% of nursing students secure employment on completion of their studies

