

**MUCKAMORE ABBEY HOSPITAL INQUIRY
WITNESS STATEMENT**

**Statement of Alistair Finlay
Date: 3 February 2023**

I, Alistair Finlay, make the following statement for the purpose of the Muckamore Abbey Hospital (MAH) Inquiry.

The statement is made on behalf of Queen's University Belfast in response to a request for evidence by the Inquiry Panel.

This is my first statement to the Inquiry.

In exhibiting any documents, I will use my initials "AF" so my first document will be "AF/1"

Section 1: Qualifications and position

- 1.1 I am the acting University Secretary, responsible for the legal, governance and compliance matters of the University. I hold an LLB degree from the University of Glasgow, but I am not, and never have been, a solicitor. I have worked at Queen's University Belfast since 2016 in several roles. I have overseen the collation of information from different Schools of the University to provide this statement to the Inquiry.
- 1.2 Professor Michael Brown, School of Nursing and Midwifery and Professor Aiden Feeny, School of Psychology have provided and coordinated the provision of information to provide this statement to the Inquiry.

Section 2: Modules/ Topics to be addressed

- 2.1 The modules addressed in this statement are as follows:
 - i. Module 4b (training and recruitment of learning disability nurses)

- ii. Module 4(c) (leadership education for ward managers and senior nurses/key performance indicators)
- iii. Module 4(d) (training, recruitment and deployment of learning disability psychiatrists, psychologists, speech and language therapists, occupational therapists and physiotherapists)
- iv. Module 4(h) (programme at MAH for clinical audits/University placement audits/NIMDTA placement audits)

Section 3: Module 4b (training and recruitment of learning disability nurses)

- 3.1 Queen's University Belfast (Queen's) is the sole provider of learning disability preregistration programme in Northern Ireland. There have been no other providers.
- 3.2 Queen's selects and recruits nursing students following the standard admissions process, which involves meeting the University entry requirements, the submission of a personal statement and interview.
- 3.3 The BSc (Hons) Professional Nursing – Learning Disability Nursing Programme commences annually in September with places commissioned directly by the Department of Health in response to workforce planning requirements.
- 3.4 The BSc (Hons) Professional Nursing – Learning Disability Nursing Programme is approved by Queen's and the Nursing and Midwifery Council (NMC).
- 3.5 There are some 120 students on the three-year learning disability programme. Students on the programme undertake core modules on nursing practice, nursing theory, evidence-based enquiry, professional practice and field specific on the needs of children, adults and older people with learning disabilities across the lifespan.
- 3.6 Students learning is assessed using a blend of assessment strategies, including formal written examinations, Objective Structured Clinical Examination (OSCE), assignments, literature reviews and presentations.

- 3.7 Students undertake a diverse range of practice placements across care settings in Northern Ireland, including those for children and young people, adults and older adults in health, social care, education, and independent sector. Some students may undertake a practice placement at Muckamore Abbey Hospital.
- 3.8 All students while on practice placement are allocated a Link Lecturer from Queen's and have access to a personal tutor. All are allocated a Practice Assessor for each placement.
- 3.9 All students must complete a portfolio of learning throughout all practice placements. Upon successful completion of all theory and practice learning components of the programme, students are eligible for the degree of BSc (Hons) in Professional Nursing – Learning Disability Nursing and registration with the NMC as a Registered Nurse Learning Disabilities (RNLD).
- 3.10 Following graduation students gain employment in Health and Social Care Trusts, nursing homes and the independent sector.
- 3.11 Following graduation, registration and employment, their education and development is the responsibility of the individual registrant and their employer.
- 3.12 Some RNLDs return to Queen's to undertake postgraduate education.
- 3.13 The content of the course overview, course content, modules and entry requirements for the Academic Year 2023/2024 as published on www.qub.ac.uk is provided at AF/1 and admissions process and criteria at AF/2.

Section 4: Module 4(c) (leadership education for ward managers and senior nurses/key performance indicators)

- 4.1 The School of Nursing and Midwifery provides a level 7 postgraduate module in Leadership and Management. The module can be taken as a standalone module or as part of the MSc In Advance Professional Practice.

- 4.2 The modules have been commissioned in the past by the Department of Health Education Commissioning Group, with no charge to HSC Trust employees enrolled on the module.
- 4.3 The module is open to registered nurses, including ward managers and senior nurses, working with people with learning disabilities.
- 4.4 From September 2022 a leadership and management pathway and intellectual disability pathway commenced as an integral option within the MSc in Advance Professional Practice Programme.
- 4.5 Course content, modules and entry requirements for 2023/2024 provided at AF/3.

Section 5: Module 4(d) (training, recruitment and deployment of learning disability psychiatrists, psychologists, and language therapists, occupational therapists and physiotherapists).

- 5.1 Queen's does not train, recruit or deploy learning disability psychiatrists, psychologists, language therapists, occupational therapists and physiotherapists.
- 5.2 Queen's does provide a Doctorate in Clinical Psychology.
- 5.3 Intellectual Disability is a core element of Queen's year 2 academic module in Clinical Psychology.
- 5.4 Intellectual Disability teaching accounts for 33 teaching hours across the module and is delivered in conjunction with Clinical Psychology colleagues from across the region who work in this specialist area.
- 5.5 Most intellectual disability clinical placements offered to the programme are from clinical supervisors who work in community settings.
- 5.6 All clinical placements are organised by the Clinical Director, in consultation with the Joint Programme Director(s), clinical supervisors and trainees. Placement

availability for a particular year is ascertained following consultation with supervisors via each Trust's Training Liaison Clinical Psychologist (TLCP). TLCPs are clinical psychologists nominated by each Trust to consult with supervisors to ascertain placement availability for the coming academic year. The Clinical Tutor Team is in regular contact with these psychologists and a Placement Panel meeting, comprising of the Clinical Tutor Team, the TLCPs and a trainee representative, occurs on a biannual basis to monitor and review placement structures, procedures and guidelines.

5.7 When confirming placement availability, a check is made to ensure that potential supervisors who are clinical psychologists or practitioner psychologists are HCPC registered. In the event that the supervisor is not a clinical psychologist / practitioner psychologist (e.g. a cognitive behavioural psychotherapist) then registration with an appropriate statutory / professional body will be confirmed (e.g. BABCP, UKCP etc.). In addition, the Clinical Tutor Team (in consultation with other members of the Course Team) has to be satisfied that the potential placement offers sufficient opportunities for the trainee to acquire and demonstrate the learning outcomes of the placement modules and in relation to the programme's guidelines for work with specific populations. All other conditions for approving placements would have to be satisfied (see below).

5.8 All placements are subject to the approval of the Clinical Tutor Team (in consultation with other members of the Course Team). Ongoing approval of placements is chiefly informed through student feedback, discussion and observations related to placement visits (see below) and through the annual placement audit as a second check procedure. Approval is made using a number of criteria related to HCPC SETs and BPS accreditation criteria:

- The supervisor holds the appropriate qualification
- The placement offers sufficient opportunities for the trainee to acquire and demonstrate the learning outcomes of the placement modules and in relation to the programmes guidelines for work with specific populations
- The placement supervisor has undertaken our supervisor training or equivalent training or is already listed on the BPS Register of Applied Psychology Practice

Supervisors

- 5.9 Across the three years of training, there are typically five placements to complete: one in first year, two in second year, and two in third year. Trainees will be allocated to these placements at the start of each academic year.
- 5.10 Module description for Clinical Psychology 2 and Intellectual Disability teaching content is provided at AF/4.

Section 6: Module 4(h) (programme at MAH for clinical audits/ University placement audits/ NIMDTA placement audits.

- 6.1 The BSc (Hons) in Professional Nursing - Learning Disability Nursing is a Nursing and Midwifery Council approved programme comprising theory and practice elements. All practice placements are subject to audit and approval.
- 6.2 Placement audits are completed by the University Link Lecturer and the ward manager or senior nurse and a NHS Trust Practice Education Facilitator.
- 6.3 All practice audits are completed every two years and coordinated between the three nurse education providers in Northern Ireland. – Queen's, University of Ulster and the Open University.
- 6.4 Queen's maintains a database of all nursing approved placement audits and review dates.
- 6.5 The audit tool used is provided at AF/5.
- 6.6 For the Doctorate of Clinical Psychology, all placements start with a placement planning. The aims and process of this meeting are as follows:
- To review and discuss the development needs of the trainee in terms of developing the core competencies and standards of proficiency deemed necessary for clinical practice. Any needs, targets or requirements should be

made explicit at this stage. A copy of the previous End of Placement Review form (if applicable) is sent to the supervisor before the start of placement.

- To talk with the trainee about perceptions, thoughts and feelings regarding the start of the placement and the emerging supervisory relationship.
- To negotiate supervision (timing, structure, frequency etc.).
- To negotiate arrangement for mutual observation.
- To discuss university and practice placement liaison and interface (e.g. case study clinical report, Service Related Project in Year 1 etc.).
- Any leave due to be taken by the trainee (or supervisor) should be discussed (e.g. annual leave, research leave).
- For year two and three trainees, to check that any identified gaps in experience or demonstrated clinical competence have been considered and included in the placement plan where possible. It is essential for trainees to bring their logbook (including record of therapeutic competencies) to this meeting.
- To plan experiences that will be available on placement in the light of the above and relevant/national guidelines for a placement with the given population.

An important role of the Clinical Tutor is to check that the negotiated contract is in keeping with the needs of the trainee, the Standards of Education and Training set by the Health and Care Professions Council, and relevant/national guidelines for a placement with the given population.

6.7 It is the trainee's responsibility to bring the following to this meeting:

- Summary information that identifies any particular gaps in experience (e.g. log books)
- The Placement Description and Planning Form including the Health and Safety checklist.

This meeting usually lasts around one hour.

6.8 All placements will have a mid-placement meeting between the Clinical Tutor, the supervisor and the trainee.

The mid-placement meetings serve a number of important functions deemed

essential by the Committee on Training in Clinical Psychology (CTCP):

'All clinical placements should be visited by a member of the Course Team at least once during each placement to monitor the clinical experience and supervision provided and to help resolve any problems which may arise.'

The meeting usually comprises:

- A review of the clinical work of the trainee in terms of content, level, the skills and competencies acquired. Trainees may be asked by the Clinical Tutor to describe clinical material in detail (e.g. to discuss assessment, formulation and intervention).
- A formal review of the supervision arrangements to ensure that the placement contract and supervision guidelines are being followed and the Standards of Education and Training set by the Health Care Professions Council regarding practice placement are being met.
- An opportunity to identify targets (clinical, supervisory or organisational) for the second half of the placement.
- An opportunity to make links between the theoretical and practical aspects of the clinical training course.
- Should any problems, difficulties, concerns be raised at this meeting (or previously notified), these should be documented and forms should contain a written plan of targets and plans for remedial action written onto the placement form.

6.9 If no particular problems or concerns have been identified at mid-placement, then the usual format is a three-way meeting, i.e., no separate meetings unless either the trainee or supervisor requests this. This meeting should take place as close as possible to the actual end of the placement.

- This meeting is also an opportunity to review and acknowledge the trainee's strengths and development that has occurred.
- The meeting is an opportunity for gaps in experience and skill acquisition to be identified for attention in subsequent clinical placements.

- 6.10 Trainees progress on placement is currently monitored using a computer application, (i.e., Liftupp or a Microsoft System). This method of gathering feedback provides trainees, clinical supervisors, and the course team with a clear picture of a trainee's development of skills and competencies during individual placements and across all placements during training.
- 6.11 The trainee should upload other documents to the relevant Canvas module for the placement (e.g. Placement Description and Plan, completed observation forms and logbook, once signed and approved, should also be uploaded to Canvas following the end of the placement meeting). As with other coursework submissions trainees should exercise great care in ensuring that submitted material has been appropriately anonymised and any potentially identifying information has been removed.
- 6.12 Placement audits are timed to coincide with placement completion. The audit examines standards including, standards related to resources, placement planning and induction procedures (including the requirement related to new placements), standards related to the quality of Course Team liaison.
- 6.13 The aim of the Placement Panel is to provide advice and guidance to the Programme team regarding practice-based learning modules content informed by new developments related to teaching and research.

Specifically, the placement panel will:

- Undertake and / or coordinate regular reviews of placement requirements, guidelines for specialist placements, clinical supervision guidelines and placement monitoring protocols and to advise the Board of Studies and course team of conclusions.
- Formulate and make recommendations to the Board of Studies and course team regarding programmes of supervisor training.
- Advise the course team on aspects of the university curriculum which are required in order to best prepare trainees for general and specialist clinical

placements.

- Help ensure that, in overall aims and structure, the placement component of the training course in Clinical Psychology remains relevant to the training needs of clinical psychology in Northern Ireland and meets the standards required for professional accreditation.
- Facilitate liaison between training liaison psychologists and the clinical training course.
- Inform and advise the course on developments in clinical practice which should inform or be incorporated into placement planning and clinical training. To review the placement guidance issued by the Division of Clinical Psychology (DCP) faculties and special interest groups (including the regional groups) and make recommendations to the course.

6.14 The following shall be members of the Placement Panel; membership of the placement panel will be reviewed annually.

- The Placement Coordinator (usually a member of the programme staff team).
- The Clinical Tutor Team
- Training Liaison Psychologists or Service Manager (or representative) for each of the various DHSSPS health trusts in Northern Ireland.
- Up to four additional supervisor members may be co-opted onto the panel to ensure that membership reflects the range of placement specialisms in the region.
- A trainee representative. This will be the second year Board of Studies representative.

6.15 Meetings take place at least twice a year and in advance of the Board of Studies meetings in December and June. Additional meetings may be called as necessary by two or more members in consultation with the Chair. The committee will report to Board of Studies. Meetings should be chaired by the Placement Coordinator. Agendas for meetings will be circulated at least one week before the meeting with a call for items for the agenda at least 2 – 3 weeks before. The Course Administrator will arrange for admin staff to take minutes for the meeting with these being circulated to members for any corrections

Section 7: Other relevant information

Placements at MAH were undertaken by two students on the Doctorate in Clinical Psychology programme. One of these students was on placement from 11th April 2016 to 17th August 2016, and the other from 9th October 2017 to 28th February 2018.

Section 8: Conclusion

Section 9: Declaration of Truth

The contents of this witness statement are true to the best of my knowledge and belief. I have produced all the documents which I have access to and which I believe are necessary to address the matters on which the Inquiry Panel has requested me to give evidence.

Signed:

A handwritten signature in black ink, appearing to read 'Alistair Birkhead', written over a horizontal line.

Date: 3 February 2023

List of Exhibits (Alistair Finlay)

[AF/1 BSc \(Hons\) in Professional Nursing – Learning Disability Nursing – course content, modules and entry requirements 2023/2024](#)

[AF/2 BSc \(Hons\) in Professional Nursing – Learning Disability Nursing Admission criteria and recruitment process 2023/2024](#)

[AF/3 MSc Advanced Professional Practice – Course content, modules and entry requirements 2023/2024](#)

[AF/4 Doctorate of Clinical Psychology – course content, modules and entry requirements 2023/2024](#)


[AF/5 Clinical Practice Audit – Adult.](#)



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BSc | Undergraduate

Professional Nursing (Learning Disabilities)

Entry year Academic Year 2023/24	Entry requirements BCC/BBC	Apply via UCAS  (https://www.ucas.com/students)
Duration 3 calendar years (Full Time)	UCAS code B761	Register Interest (https://www.qub.ac.uk/Study/Undergraduate/Regist)

Overview	Course content	Modules	Entry Requirements	Careers	Fees and Funding	Apply
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This three-year degree programme integrates theory and practice, preparing our students to be world-class practitioners in the area of Learning Disability Nursing. Students in this programme will begin in September 2023.

Students will spend 50 per cent of their time in University learning the latest nursing theory and clinical skills, and 50 per cent of their time with one of our internationally-recognised training partners in a wide variety of clinical and community settings throughout Northern Ireland.

Our highly-trained lecturing staff are actively engaged in areas of speciality practice. Our personal tutor system for student support is very well regarded, and we were awarded the Best Student Experience award in the 2021 Student Nursing Times Awards.

On successful completion of this programme of study, you will become a Registered Nurse in Learning Disabilities (RNLD) possessing a distinct set of knowledge, skills and expertise of the health and wider education and social care needs of people with learning disabilities and their families and carers in the context of person-centred care and co-production that promotes and maintains health and well-being.

The Learning Disability Nurse adopts a life span approach to nursing assessment, treatments, interventions, education and care and support across a diverse range of settings, including, home, in-patient assessment and treatment units, nursing homes, secure settings, schools, day care, residential care homes and community-based teams to contribute to meeting the care needs of people with learning disabilities and their families and carers.

On successful completion of this programme of study you will be able to **MAHP - STM - 095 - 14**

- o Provide person centred care for people with Learning Disability and their families across the lifespan.
- o Deliver effective care to people with learning disabilities who may have multiple health morbidities and additional interrelated physical, psychological, emotional, social, and educational needs.
- o Be respectful, kind, caring, compassionate knowledgeable and skilled nurse practitioners.
- o Be effective communicators
- o Act as advocates for people with learning disabilities their families, health care professionals and other stakeholders within dynamic health and social care contexts

This programme is fully funded by the Department of Health for Home students, including full fees and a bursary. Students on this programme are ineligible to apply for funding from the Student Loans Company. It is not available as a part time programme.

If you have previously commenced or completed a DoH paid place/bursary for a pre-registration nursing, midwifery or AHP course in Northern Ireland you will not be eligible for a funded place on this programme.

Already have a degree? Why not consider joining our Masters in Professional Nursing programme? This new and innovative 2 year programme that prepares graduates from any subject with experience in caring for a Nursing career.

Professional Nursing (Learning Disabilities) Degree Highlights

Students may be eligible to have their fees paid by the Department of Health, (DoH), and may receive a bursary

Professional Accreditations

- Professional Registration with the NMC (2020) as a Learning Disabilities Nurse

Career Development

- Nurses and Midwives learn to be an integral part of a healthcare team. Within this School, multidisciplinary teams of medical students and nursing students work together using interprofessional learning scenarios.

World Class Facilities

- Learn and test your clinical skills through the use of state of the art simulation equipment. Our revolutionary Intersim facilities, which opened in 2021, allow our educators to role play scenarios in response to the students' actions. This activity often takes place behind a one way mirror and provides the teaching team with the opportunity to observe and monitor the students' responses to the specific scenarios.

Students work in multidisciplinary teams in our state-of-the-art simulation centre, using the latest technology for learning.

The passion the staff have for LD nursing and the LD community is demonstrated with every lecture and tutorial they do. I am just about to finish my studies and I couldn't have made it through without them. Top class lecturers.

NSS 2021

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[Course content](#)

Register your interest (<http://www.qub.ac.uk/Study/Undergraduate/Register/>)



Nurse Education Provider of the Year (Pre-registration) 2020

Course Vacancy Status

Below is the current vacancy status for this course. For further information please [contact us](https://www.qub.ac.uk/contact/ask-a-question/) (<https://www.qub.ac.uk/contact/ask-a-question/>).

Student Type

NI and RoI Students

GB Students

International and EU (not RoI) Students

Places available?

×

×

×

Undergraduate Virtual Events

Join us live for an insight into life at Queen's and advice on your journey to university.

(<https://www.qub.ac.uk/Study/Undergraduate-events/>)

Your future career

Queen's is ranked in the top 170 in the world for graduate prospects (QS Graduate Employability Rankings 2022)

(<https://www.qub.ac.uk/Study/Undergraduate-employability/>)

Student Accommodation

The most affordable, purpose-built student accommodation in Belfast.

(<https://www.qub.ac.uk/accommodation/>)

97%

of students agreed staff were good at explaining things.

Data for courses in Learning disabilities nursing at Queen's University Belfast

For **more** official course information visit Discover Uni

See course data (<https://discoveruni.gov.uk/course->

(<https://www.gub.ac.uk/schools/SchoolofNursingandMidwifery/>).

We're here to help with any questions or queries you may have about this course

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(<https://www.facebook.com/QueenBelgium>) (<https://www.youtube.com/watch?v=Come2Queens>)

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Northern Ireland, BT7 1NN
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BSc | Undergraduate

Professional Nursing (Learning Disabilities)

Entry year
Academic Year 2023/24

Entry requirements
BCC/BBC

Apply via UCAS
(https://www.ucas.com/students)

Duration
3 calendar years (Full Time)

UCAS code
B761

Register Interest
(//www.qub.ac.uk/Study/Undergraduate/Regist

Overview Course content Modules Entry Requirements Careers Fees and Funding Apply

Course Structure

Stage 1

You will be introduced to professional working alongside foundational knowledge and skills in Learning Disability Nursing to support you in implementing safe and effective person centred care. You will learn about the systems of the body, pharmacology and caring communication, as well as Public Health.

You will support people with Learning Disabilities to manage their health and wellbeing across the lifespan, and develop critical thinking skills to apply to decision making in clinical practice.

Stage 2

You will consider the needs of people with learning disabilities across the lifespan and develop knowledge of positive behaviour support. You will develop and apply skills in assessing and planning care to manage mental ill health in people with learning disabilities. You will also gain insight into the criminal justice system and the ethical issues for people with learning disabilities. You will deepen your knowledge of bioscience and pharmacology, and develop the skills required to analyse and critically appraise evidence with a focus on quality improvement.

Stage 3
MAHI - STM - 095 - 18

Leadership will be a key focus in this final year whilst managing complexity in sustaining the health and wellbeing of adults and older adults with learning disabilities and complex health needs. This will include the coordination of care to improve quality of life for the person with learning disabilities. You will have the opportunity to consolidate your learning in practice preparing you to enter the register as a Learning Disabilities Nurse

People teaching you

[Mrs Susan Carlisle](https://pure.qub.ac.uk/en/persons/susan-carlisle)  (<https://pure.qub.ac.uk/en/persons/susan-carlisle>)

Director of Education

School of Nursing & Midwifery

Contact Teaching Times

Placement

38 (hours maximum)

Placements constitute 50% of this programme. When you are on placement you should expect to work a 37.5 hour week across a range of shift patterns determined by the placement provider.

Personal Study

60 (hours maximum)

Students are expected to spend a considerable amount of time reading around the concepts so that they can come prepared to workshops and tutorials, able to debate and roleplay issues.

Large Group Teaching

4 (hours maximum)

Lectures are used to introduce new concepts and theories to large groups. 100% attendance is mandatory for all timetabled classes.

Small Group Teaching/Personal Tutorial

9 (hours maximum)

Students will engage in workshops and tutorials to explore the concepts introduced in lectures in greater detail, and apply them to real life scenarios

Learning and Teaching

At Queen's, we aim to deliver a high quality learning environment that embeds intellectual curiosity, innovation and best practice in learning, teaching and student support to enable student to achieve their full academic potential.

On the BSc (Hons) in Professional Nursing we do this by providing a range of learning experiences which enable our students to engage with subject experts, develop attributes and perspectives that will equip them for life and work in a global society and make use of innovative technologies and a world class library that enhances their development as independent, lifelong learners. Examples of the opportunities provided for learning on this course are:

- **E-Learning technologies**

A range of e-learning experiences are embedded in the degree using the Learning Management system, Canvas. Other examples include: interactive group workshops in a flexible learning space, podcasts and interactive web-based learning activities.

- **Lectures**

Introduce basic information about new topics as a starting point for further self-directed private study/reading. Lectures also provide opportunities to ask questions, gain some feedback and advice on assessments (normally delivered in large groups to all year group peers).

- **Personal Tutor**

Undergraduates are allocated a Personal Tutor who meets with them on several occasions during each year to support their academic development.

- **Practical and Simulation Based Education**

Where you will have opportunities to develop technical skills and apply theoretical principles to real-life or practical contexts. All nursing students have opportunities to engage in interprofessional education (IPE) activities. You will be expected to attend 100% of classes within your nursing modules.

- **Self-directed study**

This is an essential part of life as a Queen's student when important private reading, engagement with e-learning resources, reflection on feedback to date and research work for assignments is carried out.

- **Seminars/tutorials**

Significant amounts of teaching are carried out in small groups (typically 15-20 students). These provide an opportunity for students to engage with academic staff who have specialist knowledge of the topic, to ask questions of them and to assess your own progress and understanding with the support of peers. You should also expect to make presentations and other contributions to these groups.

- **Work Practice placements**

Students will undertake clinical placements regularly throughout the programme. This enhances the link from theory to practice in nursing and provides students with a wide variety of opportunities and experiences across a range of health and social care contexts. It is an essential component of the programme ensuring that the student has sufficient opportunities to develop skill and competence in care provision and decision making, meeting the requirements for professional registration as a Learning Disability Nurse with the Nursing and Midwifery Council (NMC 2020).

Placements in Learning Disability Nursing can be anywhere in Northern Ireland; students should expect to travel to placements. When on placements every student is assigned a supervisor, who is trained in teaching within the clinical setting, and will work alongside them regardless of that person's shift pattern. Students should expect to work night shifts and/or long days on a regular basis while on placement.

Assessment

Details of assessments associated with this course are outlined below:

- The way in which you are assessed will vary according to the learning objectives of each module. Modules are assessed through a variety of assessments that may include assignments, project work, presentations or examinations. Details of how each module is assessed are shown in the Module Handbook which is provided to all students at the start of each module.

Feedback

As students progress through their course at Queen's they will receive general and specific feedback about their work from a variety of sources including lecturers, module co-ordinators, placement supervisors, personal tutors, advisers of study and peers. University students are expected to engage with reflective practice and to use this approach to improve the quality of their work. Feedback may be provided in a variety of forms including:

- Feedback provided via formal written comments and marks relating to work that you, as an individual or as part of a group, have submitted
- Face to face comment. This may include occasions when you make use of the lecturers' advertised "office hours" to help you to address a specific query
- Placement employer comments or references
- Online or emailed comment
- General comments or question and answer opportunities at the end of a lecture, seminar or tutorial.
- Pre-submission advice regarding the standards you should aim for and common pitfalls to avoid. In some instances, this may be provided in the form of model answers or exemplars which you can review in your own time
- Feedback and outcomes from practical classes

- Comment and guidance provided by staff from specialist support services such as Careers, Employability and Skills or the Learning Development Service
- MAHI - STM - 095 - 20**
- Once you have reviewed your feedback, you will be encouraged to identify and implement further improvements to the quality of your work.

Facilities

Students have access to our cutting edge simulation and clinical skills suite, where they can learn and practice skills in a safe environment.

<http://www.qub.ac.uk/schools/SchoolofNursingandMidwifery/Facilities/>

(<http://www.qub.ac.uk/schools/SchoolofNursingandMidwifery/Facilities/>)

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Nurse Education Provider of the Year (Pre-registration) 2020

Course Vacancy Status

Below is the current vacancy status for this course. For further information please [contact us](#)

(<https://www.qub.ac.uk/contact/ask-a-question/>).

Student Type

NI and RoI Students

GB Students

International and EU (not RoI) Students

Places available?

×

×

×

Undergraduate Virtual Events

Join us live for an insight into life at Queen's and advice on your journey to university.

(<https://www.qub.ac.uk/Study/Undergraduate/undergraduate-events/>)

Your future career

Queen's is ranked in the top 170 in the world for graduate prospects (QS Graduate Employability Rankings 2022)

(<https://www.qub.ac.uk/Study/Undergraduate/and-employability/>)

Student Accommodation

The most affordable, purpose-built student accommodation in Belfast.

(<https://www.qub.ac.uk/accommodation/>)

85%

in work or doing
further study 15
months after the
course.

Data for courses in Learning
disabilities nursing over two
years at Queen's University
Belfast

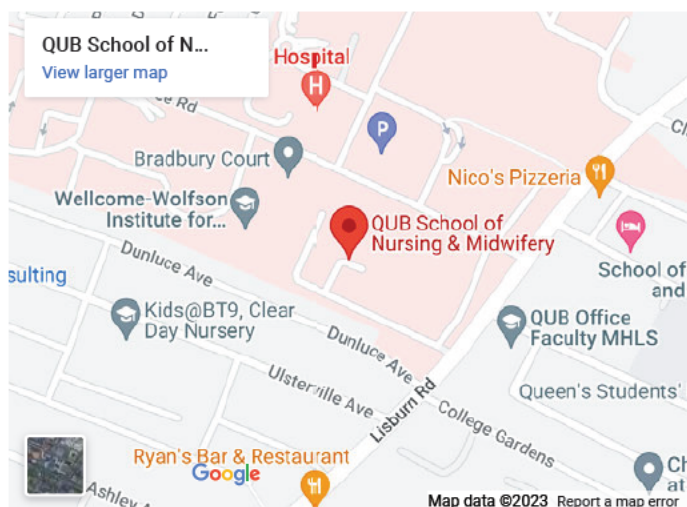
For **more** official course
information visit
Discover Uni

See course data
([https://discoveruni.gov.uk/course-
details/10005343/NAM-
BSC-LE/FullTime/](https://discoveruni.gov.uk/course-details/10005343/NAM-BSC-LE/FullTime/))

Course location

Nursing & Midwifery

(<https://www.qub.ac.uk/schools/SchoolofNursingandMidwifery/>)



Can't find something?

We're here to help with any questions or queries you may
have about this course

Ask a question ([//www.qub.ac.uk/contact/ask-a-question/](https://www.qub.ac.uk/contact/ask-a-question/))

(<https://www.qub.ac.uk/>)



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BSc | Undergraduate

Professional Nursing (Learning Disabilities)

Entry year
Academic Year 2023/24

Entry requirements
BCC/BBC

Apply via UCAS 
(https://wwwucascomstudents)


Duration
3 calendar years (Full Time)

UCAS code
B761

Register Interest
(//wwwqubacukStudyUndergraduateRegist

Overview Course content Modules Entry Requirements Careers Fees and Funding Apply

Modules



The information below is intended as an example only, featuring module details for the current year of study (2022/23). Modules are reviewed on an annual basis and may be subject to future changes – revised details will be published through [Programme Specifications](https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/) (https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/) ahead of each academic year.

Year 1 Year 2 Year 3

Core Modules

- + [Foundation of Learning Disabilities Nursing](#) (40 credits)
- + [Safe Medicate 1](#) (0 credits)
- + [Public Health Perspectives](#) (20 credits)
- + [Caring Communication in Nursing](#) (10 credits)
- + [Evidence Based Nursing 1](#) (10 credits)
- + [Essential Life Science and Foundations of Pharmacology](#) (20 credits)

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Nurse Education Provider of the Year (Pre-registration) 2020

Course Vacancy Status

Below is the current vacancy status for this course. For further information please [contact us](#) (<https://www.qub.ac.uk/contact/ask-a-question/>).

Student Type

NI and RoI Students
GB Students
International and EU (not RoI) Students

Places available?

×
×
×

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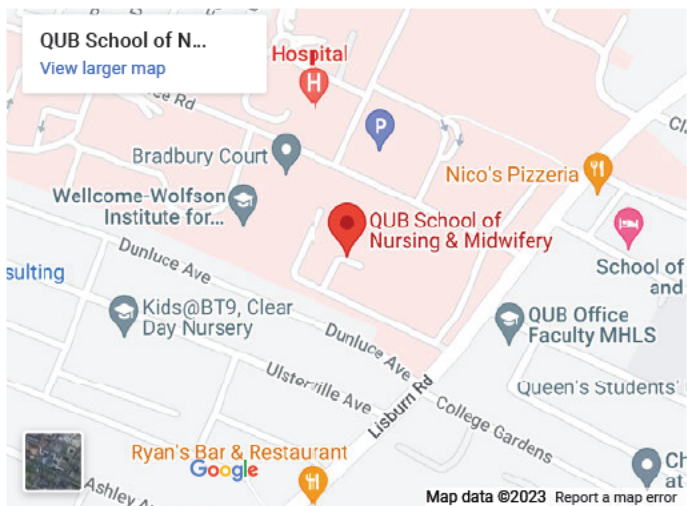
Data for courses in Learning disabilities nursing at Queen's University Belfast

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Foundation of Learning Disabilities Nursing

OVERVIEW

Students will develop insight into understanding the roles of the Learning Disabilities nurse in relation to supporting people with learning disabilities, families and carers. This includes:

What is Learning Disabilities: Causes of Learning Disabilities; Levels of disability; Cultured beliefs including diversity and inclusion across the lifespan; patterns of health and wellness for people with Learning Disabilities

Person centred diagnosis and assessment: diversity/ethnic groups ; co-production (goals/objectives); Language; Seeing individual; Capacity and consent; safeguarding; Family involvement; reasonable adjustments

Interdisciplinary team working: roles and services in Northern Ireland

LEARNING OUTCOMES

1. Understand the concept of LD across the lifespan across the lifespan and identify the impact on individual, family and carers.
2. Understand wellness and how this looks for the person within LD through a person centred assessment.
3. Recognise the factors and barriers to inclusion of people within LD across the lifespan families and carers.
4. Demonstrate appropriate communication while reflecting on compassion, empathy and caring skills.
5. Explore the roles of LD nurse in promoting health and wellbeing, equality and inclusion as part of an interprofessional team.

SKILLS

Students will develop awareness and understanding of the needs of people with learning disabilities across the lifespan, patterns of health and wellness and factors effecting quality of care and support and inclusion and the impact on families and carers and the role of other professionals in the provision of care and support.

Annexe A:

1. Underpinning communication skills for assessing, planning, providing and managing best practice, evidence-based nursing care
- 2.1 share information and check understanding about the causes, implications and treatment of a range of common health conditions

including anxiety, depression, memory loss, diabetes, dementia,

respiratory disease, cardiac disease, neurological disease, cancer, skin problems, immune deficiencies, psychosis, stroke and arthritis

2.2 use clear language and appropriate, written materials, making reasonable adjustments where appropriate in order to optimise people's understanding of what has caused their health condition and the implications of their care and treatment

2.3 recognise and accommodate sensory impairments during all communications

2.4 support and manage the use of personal communication aids

2.5 identify the need for and manage a range of alternative communication techniques

Annexe B:

2.1 take, record and interpret vital signs manually and via technological devices

2.6 accurately measure weight and height, calculate body mass index and recognise healthy ranges and clinically significant low/high readings

2.7 undertake a whole body systems assessment including respiratory, circulatory, neurological, musculoskeletal, cardiovascular and skin status

2.9 collect and observe sputum, urine, stool and vomit specimens, undertaking routine analysis and interpreting findings

2.11 recognise and respond to signs of all forms of abuse

2.13 identify and respond to signs of deterioration and sepsis

2.14 administer basic mental health first aid

2.15 administer basic physical first aid

2.16 recognise and manage seizures, choking and anaphylaxis, providing appropriate basic life support

2.17 recognise and respond to challenging behaviour, providing appropriate safe holding and restraint.

3. Use evidence-based, best practice approaches for meeting needs for care and support with rest, sleep, comfort and the maintenance of dignity, accurately assessing the person's capacity for independence and self-care and initiating appropriate interventions 3.1-3.6

4.1 observe, assess and optimise skin and hygiene status and determine the need for support and intervention

4.2 use contemporary approaches to the assessment of skin integrity and use appropriate products to prevent or manage skin breakdown

4.3 assess needs for and provide appropriate assistance with washing, bathing, shaving and dressing

4.4 identify and manage skin irritations and rashes

4.5 assess needs for and provide appropriate oral, dental, eye and nail care and decide when an onward referral is needed

4.8 assess, respond and effectively manage pyrexia and hypothermia.

5.1 observe, assess and optimise nutrition and hydration status and determine the need for intervention and support

5.2 use contemporary nutritional assessment tools

5.3 assist with feeding and drinking and use appropriate feeding and drinking aids

5.4 record fluid intake and output and identify, respond to and manage dehydration or fluid retention

5.5 identify, respond to and manage nausea and vomiting - 28

6.1 observe and assess level of urinary and bowel continence to determine the need for support and intervention assisting with toileting, maintaining dignity and privacy and managing the use of appropriate aids

6.4 assess bladder and bowel patterns to identify and respond to constipation, diarrhoea and urinary and faecal retention

7.1-7.4 Use evidence-based, best practice approaches for meeting needs for care and support with mobility and safety, accurately assessing the person's capacity for independence and self-care and initiating appropriate interventions

8.1 observe and assess the need for intervention and respond to restlessness, agitation and breathlessness using appropriate interventions

8.2 manage the administration of oxygen using a range of routes and best practice approaches

8.3 take and interpret peak flow and oximetry measurements

8.5 manage inhalation, humidifier and nebuliser devices

8.6 manage airway and respiratory processes and equipment.

9.1 observe, assess and respond rapidly to potential infection risks using best practice guidelines

9.2 use standard precautions protocols

9.3 use effective aseptic, non-touch techniques

9.4 use appropriate personal protection equipment

9.5 implement isolation procedures

9.6 use evidence-based hand hygiene techniques

9.7 safely decontaminate equipment and environment

9.8 safely use and dispose of waste, laundry and sharps

11.2 recognise the various procedural routes under which medicines can be prescribed, supplied, dispensed and administered; and the laws, policies, regulations and guidance that underpin them

11.4 undertake accurate drug calculations for a range of medications

11.5 undertake accurate checks, including transcription and titration, of any direction to supply or administer a medicinal product

11.6 exercise professional accountability in ensuring the safe administration of medicines to those receiving care

11.8 administer medications using a range of routes

11.10 recognise and respond to adverse or abnormal reactions to medications

11.11 undertake safe storage, transportation and disposal of medicinal products.

		STAGE/LEVEL
Coursework	0%	1
Examination	100%	
		CREDITS
Practical	0%	

MAHI - STM - 095 - 29**40****MODULE CODE****TEACHING PERIOD****DURATION**

NLD1126

Full Year

36 weeks

Safe Medicate 1

OVERVIEW

This module provides essential numeracy and problem solving skills that underpin medication dosage calculations preparing students for safe clinical practice. Using the Safe medicate is a NMC approved online platform students complete interactive exercises and practice assessments similar to solving dosage calculation problems in the real world. Students have their individual online account which provides a record of their achievement across the Programme. This information is accessible only to students and the university.

This software has a formative built in assessment that students have to complete to progress to the summative assessment.

LEARNING OUTCOMES

On completion of Safe Medicate1 students will be able to:

1. Understand the essential clinical features of medication dosage and rate problems.
2. Demonstrate problem-solving skills required to accurately calculate medication dosages
3. Assess and evaluate their learning and competence development in drug calculations.

SKILLS

Numeracy

Calculations

Problem solving

		STAGE/LEVEL
Coursework	0%	1
Examination	100%	CREDITS
Practical	0%	0

MODULE CODE

NFM1125

TEACHING PERIOD

Full Year

DURATION

18 weeks

Public Health Perspectives

OVERVIEW

Students will explore how health is conceptualised locally and globally. They will demonstrate understanding of the role of public health in maintaining the health of individuals and communities including vulnerable populations with specific health needs.

The following themes will be covered:

Sociological and psychological theories: social determinants of health and lifestyle factors; behaviour/ attitude change; lifecourse perspective.

Levels of prevention: strength based approaches, health screening, vaccinations, health checks for specific populations.

Equality and diversity: health literacy; impact of culture and ethnicity; resilience of individuals, families and communities.

LEARNING OUTCOMES

1. Describe how health is conceptualised and how public health is monitored, measured and reflected in local, national and global policies,
2. Explain the role of the nurse in promoting and protecting health of themselves and others
3. Explore public health challenges across the life course and identify strategies that build resilience in individuals, families and communities
4. Examine the range of factors leading to social inequalities and how these impact on vulnerable populations
5. Examine factors such as health literacy, use of digital systems, individual circumstances, behaviours and lifestyle choices contributing to individual health outcomes
6. Demonstrate an understanding of health promotion models and strategies when choosing appropriate interventions to promote health with individuals.

SKILLS

Annexe A:

- 1.1 actively listen, recognise and respond to verbal and non-verbal cues
- 1.2 use prompts and positive verbal and non-verbal reinforcement
- 1.3 use appropriate non-verbal communication including touch, eye contact and personal space
- 1.4 make appropriate use of open and closed questioning
- 1.5 use caring conversation techniques

1.6 check understanding and use clarification techniques

1.7 be aware of own unconscious bias in communication encounters

1.8 write accurate, clear, legible records and documentation

1.9 confidently and clearly present and share verbal and written reports with individuals and groups

1.10 analyse and clearly record and share digital information and data

1.12 recognise the need for, and facilitate access to, translator services and material.

2.1 share information and check understanding about the causes, implications and treatment of a range of common health conditions including anxiety, depression, memory loss, diabetes, dementia, respiratory disease, cardiac disease, neurological disease, cancer, skin problems, immune deficiencies, psychosis, stroke and arthritis

2.2 use clear language and appropriate, written materials, making reasonable adjustments where appropriate in order to optimise people's understanding of what has caused their health condition and the implications of their care and treatment

2.3 recognise and accommodate sensory impairments during all communications

2.5 identify the need for and manage a range of alternative communication techniques

2.6 use repetition and positive reinforcement strategies

2.7 assess motivation and capacity for behaviour change and clearly explain cause and effect relationships related to common health risk behaviours including smoking, obesity, sexual practice, alcohol and substance use

2.8 provide information and explanation to people, families and carers and respond to questions about their treatment and care and possible ways of preventing ill health to enhance understanding

Evidence-based, best practice communication skills and approaches for providing therapeutic interventions

3.1 motivational interview techniques

3.2 solution focused therapies

		STAGE/LEVEL
Coursework	10%	1
Examination	0%	
		CREDITS
Practical	90%	20

MODULE CODE	TEACHING PERIOD	DURATION
NFM1124	Full Year	8 weeks

Caring Communication in Nursing

OVERVIEW

The student will demonstrate understanding in a range of communication skills that are integral to person centred care across all fields. The application, appropriateness and value of these skills will be explored within each field of practice and students given an opportunity to practice these in class. Students will be given the opportunity to appraise each other's communication skills to promote self reflection and develop the capacity to provide constructive feedback as part of a supervisory role.

LEARNING OUTCOMES

1. Demonstrate knowledge and core principles of effective communication including self-awareness of personal communication
2. Choose and demonstrate best practice in a caring and compassionate communication approaches
3. Reflect on communication skills of self and others

SKILLS

Communication skills Annexe A

1. Underpinning communication skills for assessing, planning, providing and managing best practice, evidence-based nursing care:
 - 1.1 actively listen, recognise and respond to verbal and non-verbal cues
 - 1.2 use prompts and positive verbal and non-verbal reinforcement
 - 1.3 use appropriate non-verbal communication including touch, eye contact and personal space
 - 1.4 make appropriate use of open and closed questioning
 - 1.5 use caring conversation techniques
 - 1.6 check understanding and use clarification techniques
 - 1.7 be aware of own unconscious bias in communication encounters
 - 1.9 confidently and clearly present and share verbal and written reports with individuals and groups
 - 1.12 recognise the need for, and facilitate access to, translator services and material.
2. Evidence-based, best practice approaches to communication for supporting people of all ages, their families and carers in preventing ill health and in managing their care
 - 2.1 share information and check understanding about the causes, implications and treatment of a range of common health conditions including anxiety, depression, memory loss, diabetes, dementia, respiratory disease, cardiac disease, neurological disease, cancer, skin problems, immune deficiencies, psychosis, stroke and arthritis
 - 2.2 use clear language and appropriate, written materials, making reasonable adjustments where appropriate in order to optimise people's understanding of what has caused their health condition and the implications of their care and treatment

- 2.3 recognise and accommodate sensory impairments during all communications
- 2.5 identify the need for and manage a range of alternative communication techniques
- 2.6 use repetition and positive reinforcement strategies
3. Evidence-based, best practice communication skills and approaches for providing therapeutic interventions such as
- 3.1 motivational interviewing;
- 3.2 solution focused therapies;
- 3.3 reminiscence therapies;
- 3.4 talking therapies;
- 3.5 de-escalation strategies and techniques;
- 3.7 play therapy;
- 3.8 distraction and diversion techniques

		STAGE/LEVEL
Coursework	100%	1
Examination	0%	CREDITS
Practical	0%	
		10

MODULE CODE	TEACHING PERIOD	DURATION
NFM1123	Autumn	5 weeks

MAHI - STM - 095 - 35

Evidence Based Nursing 1

OVERVIEW

The student will be introduced to the concept of evidence based practice and how this can be used to improve the quality and safety of person centred care. They will be encouraged to develop an inquiring mind in how to assess quality care through searching online databases and making judgements on best evidence.

LEARNING OUTCOMES

- 1. Explore the rationale for developing the evidence base for professional practice in nursing
- 2. Demonstrate skills for searching and retrieving evidence
- 3. Reflect on how the evidence base might be applied to care decisions in nursing practice

SKILLS

Data base searching
Review of evidence
Inquiry skills

		STAGE/LEVEL
Coursework	100%	1
Examination	0%	CREDITS
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
NFM1121	Full Year	8 weeks

MAHI - STM - 095 - 36

Essential Life Science and Foundations of Pharmacology

OVERVIEW

Students will be introduced to the following principles in relation to how each system is influenced by development and changes across the lifespan:

Principles of biological Science and terminology; Introduction to tissue, cell and fluid homeostasis; Introduction to human life sciences from biochemical mechanisms to whole body systems including development and changes across the lifespan: cardiovascular system in homeostasis and role of environment; renal system and fluid homeostasis; respiratory system; musculoskeletal system; nervous system; endocrine system; the immune system and immune resilience; integumentary system; gastrointestinal system; reproductive system each system will include Introduction to pharmacology: pharmacodynamics and pharmacokinetics.

LEARNING OUTCOMES

1. Outline the principles and processes of homeostasis
2. Recognition of the biological changes across the lifespan
3. Explain the physiological basis of clinical observations and tests
4. Make use of anatomical and scientific terminology to promote safety in clinical practice
5. Relate general pharmacological principles relevant to clinical practice and promoting safety in medicines management

SKILLS

To understand the foundational knowledge of life sciences through the study of cells, tissues, organs and systems

		STAGE/LEVEL
Coursework	100%	1
Examination	0%	CREDITS
Practical	0%	
		20

MODULE CODE	TEACHING PERIOD	DURATION
NFM1122	Full Year	36 weeks

Professionalism in Nursing

OVERVIEW

This module will cover the essential knowledge, skills, attitudes and behaviours required to demonstrate accountability by nurses in all care settings.

This includes: introduction to the four fields of nursing; person-centred care; values based nursing care; understanding wellness; compassion, empathy; appropriate communication and ensuring equality and diversity is respected across vulnerable populations.

Students from all fields of nursing will demonstrate understanding of the NMC Code using ethical, legal and moral principles as applied to the practice of nursing including safeguarding principles. The importance of self-care will be addressed enabling students to creatively analyse their personal value, build on self-esteem and be proactive regarding support systems.

Students will be introduced to reflective models in preparation for reflective activity in practice

LEARNING OUTCOMES

1. Demonstrate professional behaviour, attitudes and values towards all individuals as outlined in the Code
2. Promoting Equality and Diversity through communication when caring for adults/children/those with learning disabilities and/or mental health needs and their families
3. Reflect how safety, compassion, dignity and holistic care needs of all individuals are met
4. Develop an awareness of ethical, legal and moral principles as applied to the practice of nursing
5. Identify the importance of inter professional working and how this impacts on care delivery

SKILLS

Communication skills

Debating skills

Ability to use role play as a teaching tool

Reflective skills

MAHI - STM - 095 - 38

U70

CREDITS

Practical

0%

20

MODULE CODE

TEACHING PERIOD

DURATION

NFM1120

Full Year

18 weeks



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Professional Nursing (Learning Disabilities)

Entry year
Academic Year 2023/24

Entry requirements
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Duration
3 calendar years (Full Time)

UCAS code
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Modules



The information below is intended as an example only, featuring module details for the current year of study (2022/23). Modules are reviewed on an annual basis and may be subject to future changes – revised details will be published through [Programme Specifications](https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/) (https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/) ahead of each academic year.

Year 1 Year 2 Year 3

Core Modules

- + [Nursing Children and Young People with Neuro Developmental Disabilities and Genetic Conditions](#) (40 credits)
- + [Safe Medicate 2 - Learning Disabilities](#) (0 credits)
- + [Nursing People with Learning Disabilities across the Lifespan with Psychological & Behavioural Needs](#) (20 credits)
- + [Working Interprofessionally to Improve Mental Wellbeing](#) (20 credits)
- + [Essential Pharmacology](#) (10 credits)
- + [Applied Life Science](#) (20 credits)

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Nurse Education Provider of the Year (Pre-registration) 2020

Course Vacancy Status

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Student Type

NI and RoI Students
GB Students
International and EU (not RoI) Students

Places available?

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✕
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85%

in work or doing further study 15 months after the course.

Data for courses in Learning disabilities nursing over two years at Queen's University Belfast

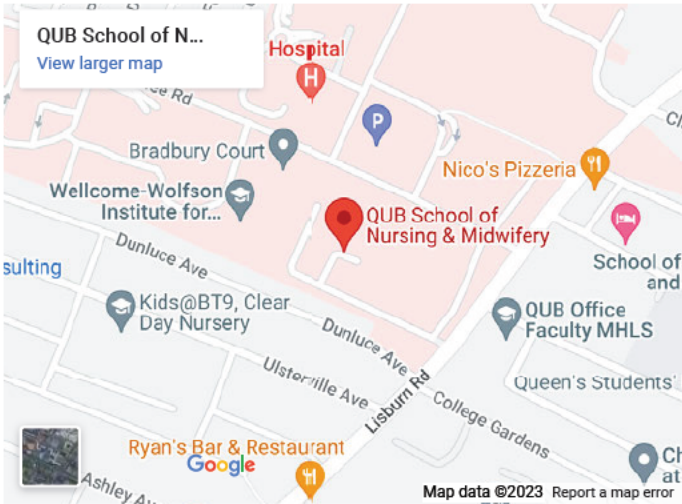
For more official course information visit

Course location

Nursing & Midwifery

(https://www.qub.ac.uk/schools/SchoolofNursingandMidwifery/)

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MAHT - STM - 095 - 42

Nursing Children and Young People with Neuro Developmental Disabilities and Genetic Conditions

OVERVIEW

Students will develop an understanding of neuro developmental disabilities and genetic conditions of children and young people with Learning Disabilities, their families and carers:

Theoretical knowledge: neuro development; genetic conditions; diagnosis, late screening, diagnosis later in life; Legal and ethical issues; safeguarding; life limiting conditions and palliative care; support for families, respite needs and services; Rights to education, children's rights

Family and child centred assessment and management: Assessment tools – range; Pain assessment; Consent and capacity; ADHD screening Alternative therapy, play communication; constraint/restrictive practice; toilet training, continence skills, task teaching; transitions school- adult; Reasonable adjustments; ethnicity and cultural adaptations

Partnership working: MDT other disciplines, CCN school nurses; psychologists. H.V. CAMHS team

LEARNING OUTCOMES

1. Identify and assess the needs of children with LD and their families and carers.
2. Explore the legal and ethical issues including safeguarding of service provision for children and young people with LD and long term needs
3. Working partnership with families and community support service involved with child health, well being and protection.
4. Explore the roles of LD nurse in person centred care and health promotion
5. Evaluate methods of facilitating collaborative inclusive and integrative pathways including principles of coproduction.

SKILLS

1. Accurately assessing people of all ages using regional assessment documentation (Annex B, point 1)
2. Taking a history (Annex B, point 1)
3. Recognising signs of physical ill health, mental and emotional distress; vulnerability including agitation, aggression and challenging behaviour (Annex B: 1.1.1, 1.1.5, 1.2.1, 1.2.2)
4. Recognising and responding to challenging behaviour providing appropriate safe holding and restraint (Annex B: 2.17)
5. calculating body mass index in accordance with height and weight, recognising healthy ranges and clinically significant low/high readings (Annex B: 2.6)
6. Recognising signs and symptoms of deterioration, physical ill health, physical distress (Annex B: 1.2, 1.2.1, 1.2.2, 1.2.3)

MAHI - STM - 095 - 43

7.

8. Accurately assessing the person's capacity for independence and self-care (Annex B: 3)

9. Appropriately implementing play therapy (Annex A:3.7)

10. Assessing and managing comfort and pain levels (Annex B: 3.5)

11. Reducing fatigue, minimising insomnia, improving rest and comfort (Annex B: 3.6)

12. effective wound care management, aseptic technique, wound drainage processes, informed and correct choice of appropriate dressings, pressure bandaging and vacuum closures (Annex B: 4.6)

13. suture removal (Annex B: 4.6)

14. addressing when an onward referral is needed (Annex B: 4.5)

15. assessment of skin integrity and using appropriate products to prevent or manage skin breakdown (Annex B: 4.2)

16. Using aseptic technique when managing wound and drainage processes (4.7)

17. Meeting needs for care and support with bladder and bowel health

18. Assessing the person's capacity for independence and self-care with bladder and bowel health (Annex B: 6)

19. Undertaking a whole body systems assessment including respiratory, circulatory, neurological musculoskeletal, cardiovascular and skin status. The assessment will encompass use of relevant assessment tools (Annex B: 2.7)

20. Responding to constipation, urinary retention and faecal retention (6.4)

21. Selecting and using appropriate continence products: insertion of urinary catheters, removal of urinary catheters, assist with self-catheterisation (Annex B: 6.2)

22. Undertaking stoma care, identifying and using appropriate products and approaches (Annex B: 6.6)

23. Identifying potential infection risks in wounds, leg ulcers using best practice guidelines (Annex B: 9.1)

24. implementing standard precautions protocols, aseptic, non-touch techniques, appropriate personal protection equipment when delivering care and support with the prevention and management of infection (Annex B: 9, 9.2, 9.3, 9.4)

25. appropriately implementing isolation procedure (Annex B: 9.5)

26. assessing nutritional needs of patients using recognised risk assessment tool (Annex B: 5.1, 5.2,5.3,5.4,5.5,)

27. managing artificial nutrition and hydration using oral, enteral and parenteral routes (Annex B: 5.7)

28. Identifying and managing risk of falls using best practice risk assessment approaches (Annex B: 7.1,7.3,7.4)

29. Using a range of contemporary moving and handling techniques, mobility aids and equipment to support people with impaired mobility (Annex B: 7.2)

30. Observing and assessing the need for intervention for people, families and carers (Annex B: 10.1)

31. Responding appropriately to uncontrolled symptoms of pain, nausea, thirst, constipation, restlessness, agitation, anxiety, epilepsy and depression (Annex B: 10.1)

32. appropriate action to reduce or minimise pain (annex B: 3.5)

33. Recognising and managing seizures, choking and anaphylaxis, providing appropriate basic life

34. Providing appropriate support to children or young people, and their families who are transitioning through care systems (Annex A: 2)
35. Continued assessments of people receiving care and their ability to self-administer own medications (Annex B: 11.1)
36. Exercising accountability in ensuring the safe administration of medicines (Annex B: 11.6)
37. Administering injections using IM, S/c, intradermal and Intravenous routes (Annex B: 11. 7)
38. Assessing and reviewing preferences and care priorities of the dying person and their family and carers (Annex 10, 2.7)

Coursework	100%	STAGE/LEVEL
Examination	0%	2
Practical	0%	CREDITS
		40

MODULE CODE	TEACHING PERIOD	DURATION
NLD2128	Full Year	36 weeks

MAHI - STM - 095 - 45

Safe Medicate 2 - Learning Disabilities

OVERVIEW

This module provides increasingly complex numeracy and problem solving skills that underpin medication dosage calculations preparing students for safe clinical practice. Using the Safe medicate is a NMC approved online platform students complete interactive exercises and practice assessments similar to solving dosage calculation problems in the real world. Students have their individual online account which provides a record of their achievement across the Programme. This information is accessible only to students and the university.

This software has a formative built in assessment that students have to complete to progress to the summative assessment.

LEARNING OUTCOMES

On completion of safeMedicate1 students will be able to:

1. Understand the essential clinical features of medication dosage and rate problems for increasingly complex scenarios.
2. Apply key formula used for medication dosage to practice based scenarios
3. Demonstrate problem-solving skills required to accurately calculate medication dosages and IV infusion rates.
4. Assess and evaluate their learning and competence development in drug calculations.

SKILLS

- Numeracy
- Calculations
- Problem solving

		STAGE/LEVEL
Coursework	0%	2
Examination	100%	CREDITS
Practical	0%	

MAHI - STM - 095 - 46

MAHI - STM - 095 - 47

Nursing People with Learning Disabilities across the Lifespan with Psychological & Behavioural Needs

OVERVIEW

Students will develop knowledge and skills in the assessment, planning and management of psychological and behavioural needs of people with Learning Disabilities in a range of contexts. These will include:

Person centred care: management of ill health; mental health; APIE

Understanding of behaviour: Physical/communication/diagnostic overshadowing/functions of behaviour; types of assessments; legal and ethical issues; safeguarding; capacity and consent

Management strategies: self-management: role of families and support required; non pharmacological therapies; MAPA; DOLS; MHD

Working with other professionals e.g.: Department of justice- court/hospital order; Information sharing; record keeping; documentation; safeguarding.

LEARNING OUTCOMES

1. Examine the physical and psychological needs of people with Learning Disabilities
2. Identify how the learning disability nurse demonstrates a person-centred approach to the assessment, planning, management and support of psychological needs and behavioural concerns using principles of co-production by working collaboratively with people with learning disabilities, their families, carers and other professionals.
3. Examine pharmacology and medication management and people with Learning Disabilities
4. Examine therapies in supporting the psychological needs with people with Learning Disabilities and families and carers
5. Explore legal and ethical issues including safeguarding affecting people with Learning Disabilities in the criminal justice system.

SKILLS

1. delivering person-centred care (Annex A: 3.9)
2. delivering psychological and emotional care to individuals, families, relatives and carers (Annex A: 3.6)
3. Recognising and assessing a person's cognitive health status and wellbeing (Annex B: 1.1.2)
4. Assessing mental health and wellbeing status using appropriate tools/framework(s) (Annex B: 1.1)

5. Taking a history (Annex B, point 1) **MAHI - STM - 095 - 48**
6. Identifying, implementing and supporting quality of life promoting interventions (Annex A: 2.6)
7. Understanding regional, interdisciplinary legislative and care pathways for mental health and forensics in learning disability healthcare (Annex B: 1.1, 2.17)
8. Demonstrating the principles of forensic risk assessment, and undertaking case formulations (Annex B: 2.17)
9. Identifying restrictive practices when responding to dangerous, violent or aggressive behaviour (Annex B: 2.17)
10. Administering basic mental health first aid (Annex B: 2.14)
11. Identifying and responding to side-effects of antipsychotic medication (Annex B: 11.10)
12. Recognising and responding to challenging behaviour providing appropriate safe holding and restraint (Annex B: 2.17)
13. Accurately assessing the person's capacity for independence and self-care (Annex B: 3)
14. Assessing and managing comfort and pain levels (Annex B: 3.5)
15. Reducing fatigue, minimising insomnia, improving rest and comfort (Annex B: 3.6)
16. recognising and responding to signs of all forms of abuse (Annex B: 2.11)
17. understanding, organising and disseminating complex information about the causes, implications and treatment of a range of common mental health conditions including anxiety, depression, dementia, neurological disease, and psychosi (annex A: 2.1)
18. Understanding and implementing planned communication strategies and supports which aid interpersonal communication (e.g. PECS, Makaton, etc.) (Annex A: 2.4)
19. Assesses motivation and capacity for behaviour change and clearly explains cause and effect relationships related to common health risk behaviours including smoking, obesity, sexual practice, alcohol and substance use (Annex A: 2.7)
20. Using motivational interviewing techniques effectively and appropriately (Annex A: 3.1)
21. undertaking, responding to, and interpreting neurological assessments and observations (Annex B: 2.12)
22. identifying and responding to signs of deterioration (Annex B: 2.13)
23. timely escalation or reduction of care (Annex B: 1.11)
24. Observing and assessing the need for intervention for people, families and carers (Annex B: 10, 2.7)
25. Exercising accountability in ensuring the safe administration of medicines (Annex B: 11.6)

Coursework	0%	STAGE/LEVEL
		2
Examination	100%	CREDITS
Practical	0%	20

NLD2129

~~MAHL~~ ~~Autumn~~ **STM - 095 - 49** **5 weeks**

Working Interprofessionally to Improve Mental Wellbeing

OVERVIEW

Students from all fields of practice will consider the issues of mental wellbeing and what to do when a person's mental well being might be compromised. They will achieve this by exploring the following themes:

Self awareness and mental health: reflection on behaviours and healthy coping mechanisms for stressful events including peer support;

Attitudes towards mental health and mental illness: concepts of mental wellbeing and use of language when referring to mental health; Challenge stigma

Mental health assessment: A stepped care model for adults; children and families; people with a learning disability; Understand the drivers for suicide and self-harm; Questioning techniques to elicits feelings and ability to demystify why people feel the way they do; Specific behavioural and cognitive psychotherapeutic techniques; eg. NICE recommended psychological interventions;

Team working: Assessing risk of harm including suicide for adults, children and people with learning disability; early intervention

LEARNING OUTCOMES

1. Examine and critique the concept of mental illness and mental wellbeing including issues of stigma and language in promoting mental wellbeing
2. Analyse language used by professionals in describing mental health and how to promote positive language in teams
3. Examine and apply strategies to promote mental wellbeing for clients in your care
4. Interpret signs that might indicate those at risk of self harm or suicide, relevant coping mechanism and identify appropriate actions
5. Examine how working effectively in teams with other nurses and professionals can contribute to improved outcomes for individuals, families and communities

SKILLS**MAHI - STM - 095 - 51**

Annexe A

1.6 check understanding and use clarification techniques

1.7 be aware of own unconscious bias in communication encounters

3. Evidence-based, best practice communication skills and approaches for providing therapeutic interventions such as

3.1 motivational interviewing,

3.2 solution focused therapies,

3.4 talking therapies;

3.5 de-escalation strategies and techniques;

3.6 cognitive behavioural therapy techniques

3.8 distraction and diversion techniques

3.9 positive behaviour support approaches

Demonstrate effective person and team management through the use of:

4.2.1 strengths based approaches to developing teams and managing change

4.2.2 active listening when dealing with team members' concerns and anxieties

4.2.3 a calm presence when dealing with conflict

4.2.4 appropriate and effective confrontation strategies

4.2.5 de-escalation strategies and techniques when dealing with conflict

4.2.6 effective co-ordination and navigation skills through: 4.2.6.1 appropriate negotiation strategies

4.2.6.2 appropriate escalation procedures

4.2.6.3 appropriate approaches to advocacy.

		STAGE/LEVEL
Coursework	100%	2
Examination	0%	CREDITS
Practical	0%	20

MODULE CODE**TEACHING PERIOD****DURATION**

NSY2124

Spring

8 weeks

Essential Pharmacology

OVERVIEW

Students in all fields of nursing will recognise the journey of a prescription from the assessment process with the patient, to prescribing partnership, supply, storage, dispensing and administration of that medication. They will gain an understanding of the families of drugs applied across the lifespan, consider the therapeutic and adverse effects of those medications and identify factors that could modify patients' responses to medication. They will consider the law, their own accountability and the national and local policies that underpin this process. This will include an understanding drug calculations, transcription, titration and safe administration of the medication by whatever route. They will demonstrate an understanding of the different routes of administration.

LEARNING OUTCOMES

1. Demonstrate knowledge and understanding of families of drugs applied across the lifespan
2. Interpret responses to administered medications including therapeutic and adverse effects including factors that could modify patients' responses to medication
3. Demonstrate knowledge and understanding of the processes involved in ensuring drug safety and medicines optimisation

SKILLS

1. Undertake accurate drug calculations for a range of medications for a range of medications (Annex B 11.4)
2. Undertake accurate checks, including transcription and titration, of any direction to supply or administer a medicinal product (Annex B 11.5)
3. Exercise professional accountability in ensuring the safe administration of medicines to those receiving care (Annex B 11.6)
4. Administer medications using a range of routes (Annex B 11.8)
5. Administer and monitor medications using vascular access devices and enteral equipment (Annex B 11.9)
6. Recognise and respond to adverse of abnormal reactions to medications (Annex B 11.10)
7. Undertake safe storage, transportation and disposal of medicinal products (Annex B 11.11).

Coursework

0%

STAGE/LEVEL**2**

Practical	MAHI - STM - 095 - 53	0%	CREDITS
			10

MODULE CODE	TEACHING PERIOD	DURATION
NSY2123	Spring	8 weeks

Applied Life Science

OVERVIEW

Students will develop confidence in bioscience knowledge, competence in integrating biosciences in evidence informed clinical decision making and care, and communication with multiprofessional teams and patients. The following themes will be examined: Genomic information; pathophysiology of cell adaptation, injury and death; risk factors, pathogenesis and clinical manifestations and management of disease; Interpret signs, symptoms and clinical data to inform the assessment of individual; application of anatomical and scientific terminology to promote safety in clinical practice.

LEARNING OUTCOMES

1. Understand the different ways in which genomic information can influence the care of individuals and communities
2. Explain the pathophysiology of cell adaptation, injury and death
3. Apply the knowledge of pathophysiological processes to explain risk factors, pathogenesis and clinical manifestations of disease
4. Interpret signs, symptoms and clinical data to inform the assessment of individuals
5. Apply anatomical and scientific terminology to promote safety in clinical practice

SKILLS

Risk assessment

Clinical assessment

		STAGE/LEVEL
Coursework	0%	2
Examination	100%	CREDITS
Practical	0%	
		20

MODULE CODE	TEACHING PERIOD	DURATION
NSY2122	Full Year	24 weeks

Evidence Based Nursing 2

OVERVIEW

This module will enable students to consider how to appraise the evidence based literature in relation to improving the quality and safety of practice. Students will be encouraged to review practice using quality literature and best practice guidance as offered through for example NICE or Cochrane Reviews. Students will review a range of contemporary quality improvement models and how the nurse may implement these to improve quality and safety of practice.

LEARNING OUTCOMES

1. Develop critical appraisal skills for a range of evidence types.
2. Compare and contrast the use of established quality improvement cycles in health care.
3. Articulate the role of the nurse as an agent of change using quality improvement methods

SKILLS

Critical appraisal skills

Interpret and evaluate quality improvement methodologies and reflect as to how these can inform nursing interventions, care and practice.

		STAGE/LEVEL
Coursework	100%	2
Examination	0%	
		CREDITS
Practical	0%	10

MODULE CODE

NSY2121

TEACHING PERIOD

Autumn

DURATION

5 weeks



← Back

BSc | Undergraduate

Professional Nursing (Learning Disabilities)

Entry year
Academic Year 2023/24

Entry requirements
BCC/BBC

Apply via UCAS 
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Duration
3 calendar years (Full Time)

UCAS code
B761

Register Interest
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Overview Course content Modules Entry Requirements Careers Fees and Funding Apply

Modules



The information below is intended as an example only, featuring module details for the current year of study (2022/23). Modules are reviewed on an annual basis and may be subject to future changes – revised details will be published through [Programme Specifications](https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/) (https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/) ahead of each academic year.

Year 1 Year 2 Year 3

Core Modules

- + [Inter-Professional Working](#) (10 credits)
- + [Safe Medicate 3 - Learning Disabilities](#) (0 credits)
- + [Co-Ordination of Care to Improve Quality of Life for the Person with Learning Disabilities](#) (20 credits)
- + [Managing Complexity/Sustaining Health & Wellbeing of Adults&Older Adults with Learning Disabilities](#) (40 credits)
- + [Evidence Based Nursing for Quality Improvement](#) (20 credits)
- + [Applied Pharmacology for Nursing Practice](#) (10 credits)

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Nurse Education Provider of the Year (Pre-registration) 2020

Course Vacancy Status

Below is the current vacancy status for this course. For further information please [contact us](#) (<https://www.qub.ac.uk/contact/ask-a-question/>).

Student Type

NI and RoI Students
GB Students
International and EU (not RoI) Students

Places available?

×
×
×

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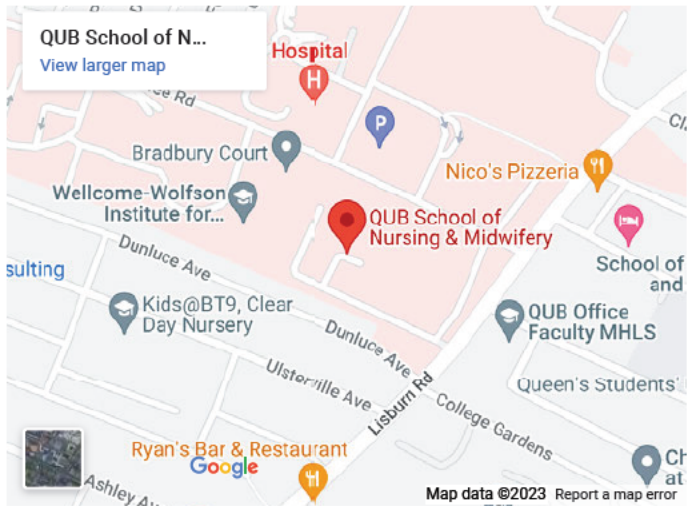
Data for courses in Learning disabilities nursing at Queen's University Belfast

Discover Uni

Nursing & Midwifery.

<https://www.gub.ac.uk/schools/SchoolofNursingandMidwifery/>

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We're here to help with any questions or queries you may have about this course

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Inter-Professional Working

OVERVIEW

Students will collaboratively work and communicate with other members of the healthcare delivery team using interprofessional learning-based activities. Students will: explore roles and boundaries in interprofessional working including medication review; consider decision making frameworks relevant to working in interprofessional teams. They will develop strategies for effective communication and patient safety initiatives.

LEARNING OUTCOMES

1. Demonstrate effective communication within an interdisciplinary environment
2. Demonstrate the skills to confidently escalate concerns and resolve conflict within teams
3. Critically examine the decision making process when working with multiple professionals

SKILLS

- 4.1 Demonstrate effective supervision, teaching and performance appraisal through the use of:
 - 4.1.1 clear instructions and explanations when supervising, teaching or appraising others
 - 4.1.2 clear instructions and check understanding when delegating care responsibilities to others
 - 4.1.3 unambiguous, constructive feedback about strengths and weaknesses and potential for improvement
 - 4.1.4 encouragement to colleagues that helps them to reflect on their practice
 - 4.1.5 unambiguous records of performance
- 4.2 Demonstrate effective person and team management through the use of:
 - 4.2.1 strengths based approaches to developing teams and managing change
 - 4.2.2 active listening when dealing with team members' concerns and anxieties
 - 4.2.3 a calm presence when dealing with conflict
 - 4.2.4 appropriate and effective confrontation strategies

4.2.5 de-escalation strategies and techniques when dealing with conflict

- 4.2.6 effective co-ordination and navigation skills through
- 4.2.6.1 appropriate negotiation strategies
- 4.2.6.2 appropriate escalation procedures
- 4.2.6.3 appropriate approaches to advocacy

		STAGE/LEVEL
Coursework	100%	3
Examination	0%	CREDITS
Practical	0%	
		10

MODULE CODE	TEACHING PERIOD	DURATION
NFY3134	Full Year	36 weeks

MAHI - STM - 095 - 61

Safe Medicate 3 - Learning Disabilities

OVERVIEW

Having developed insight into key formula, students will engage and apply previous knowledge in more complex field specific scenarios preparing students for safe clinical practice as they prepare for entry to the register. Using the Safemedicate is a NMC approved online platform students complete interactive exercises and practice assessments similar to solving dosage calculation problems in the real world. Students have their individual online account which provides a record of their achievement across the Programme. This information is accessible only to students and the university.

This software has a formative built in assessment that students have to complete to progress to the summative assessment.

LEARNING OUTCOMES

- On completion of SafeMedicate 3 students will be able to:
1. Undertake complex medication dosage and rate problems.
 2. Demonstrate problem-solving skills required to accurately calculate medication dosages and IV infusion rates for complex field specific scenarios
 3. Assess and evaluate their learning and competence development in drug calculations as part of ongoing development for entry to the register.

SKILLS

Numeracy
Calculations
Problem solving

		STAGE/LEVEL
Coursework	0%	3
Examination	100%	CREDITS
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
NLD3137	Full Year	18 weeks

MAHI - STM - 095 - 62

Co-Ordination of Care to Improve Quality of Life for the Person with Learning Disabilities

OVERVIEW

Students will develop knowledge and skills to the improve health and quality of life, through the delivery of evidence-based nursing assessment, interventions, support and education, for people with learning disabilities with complex needs and their families and carers and other professionals. This will include the following themes:

Legal frameworks and legislation; ethics; supported decision making, capacity and consent; safeguarding and professional accountability

Autonomy, meaningful lives and citizenship; sexuality, relationships and parenting; facilitating access to services; future planning

Care management and co-ordination of care; assessment of care needs; health screening; health improvement, health promotion and health education designing services, multiagency working; service transitions across the life span.

LEARNING OUTCOMES

1. Identify and critically review the evidence of personal, social, environmental and physical factors that promotes integrated practice across education, health and social care services for people with learning disabilities.
2. Examine the ethical, policy, professional and legal frameworks and their application to meeting the health and social care needs of people with a learning disability across the life span with complex health needs when supporting the person to access services
3. Critically examine partnership working with individuals, carers and other professionals enabling an active role in in co-producing their care plans and in co-designing their services.
4. Critically identify the impact of learning disability nursing interventions and reasonable adjustments to care to improve quality of life for people with a learning disability across the lifespan with complex health needs.
5. Critically reflect on family and carer support needs and the role of the learning disability nurse in quality of life for people with learning disabilities across the lifespan with complex health and social care

SKILLS

MAHI - STM - 095 - 63

1. Addressing when an onward referral is needed (Annex B: 4.5)
2. Recognising and responding to signs of all forms of abuse (Annex B: 2.11)
3. Providing support for families identifying need for intervention

		STAGE/LEVEL
Coursework	0%	3
Examination	30%	
		CREDITS
Practical	70%	20

MODULE CODE	TEACHING PERIOD	DURATION
NLD3136	Autumn	18 weeks

MAHI - STM - 095 - 64

Managing Complexity/Sustaining Health & Wellbeing of Adults & Older Adults with Learning Disabilities

OVERVIEW

Students will develop knowledge and skills on the management of complex health and care needs of adults and older adults with learning disabilities and complex health needs. These will include:

Philosophy of ageing: ageing, healthy ageing and age related conditions such as dementia, cancers and the process of ageing – impact on individual; role of family carers across the lifespan.

Legislation and policy: coproduction, capacity/decision making and consent; safeguarding – DNAR, Escalation Models of care, service provision including non-pharmacological approaches to care delivery

Managing complex health and long term needs such as Down syndrome, Dementia, co-morbidities, diabetes, epilepsy with the promotion of physical, psychological and social well-being, multiagency working

Palliative and end of life care: philosophies, pain assessment/management, resource management, care planning, communication (engaging in courageous conversations and breaking bad news), self-care and resilience, bereavement

LEARNING OUTCOMES

1. Critically review and appraise research-based and other evidence sources in relation to co-morbidities and health needs of adults and older people with learning disabilities including palliative and end of life care.
2. Work in partnership with the adult /older adult with complex health needs and learning disabilities and their family/carers to develop person centred care plans
3. Critically examine strategies to promote self-management of complex needs with adults/older adults and their families/carers.
4. Critically reflect on coproduction involving users and carers in collaborative working with the multidisciplinary team
5. Critically evaluate outcomes of nursing interventions aimed at managing complex health conditions and sustaining wellbeing of adults and older people with learning disabilities.

SKILLS**MAHI - STM - 095 - 65**

By the end of this module the student will have practised skills of:

1. Assessing and optimising skin and hygiene status determining the need for support and intervention (Annex B: 4.1)
2. Assessing nutritional needs of patients using recognised risk assessment tool (Annex B: 5.1, 5.2,)
3. Assist with feeding and drinking with appropriate aids 5.3
4. Accurately recording fluid intake and output and identify, respond to and manage dehydration (Annex B: 5.4)
5. Insert, manage, and remove oro/naso/gastric tubes 5.6
6. Venepuncture, cannulation, blood sampling, interpreting normal and common abnormal blood profiles and venous blood gases (Annex B: 2.2)
7. Recording ECG's and interpreting normal and common abnormal heart traces (Annex B: 2.3)
8. Manage and interpret cardiac monitors, infusion pumps, and other monitoring devices (2.5)
9. Undertake chest auscultation and interpret findings (2.8)
10. Accurate interpretation of blood results (Annex B part one section 2)
11. Recognising and managing anaphylaxis (Annex B: 2.16)
12. Selecting and using appropriate continence products. Insert, manage and remove catheters and assist with self-catheterisation when required (Annex B: 6.2)
13. Undertaking stoma care identifying and using appropriate products and approaches (Annex B: 6.6)
14. Assessing and managing altered bowel patterns: constipation, diarrhoea, urinary and faecal retention (Annex B: 6.4)
15. Administering enemas and suppositories and undertake rectal examination and manual evacuation when appropriate (Annex B: 6.5)
16. Accurately assessing the person's capacity for independence and self-care (Annex B: 7)
17. Using appropriate moving and handling equipment to support people with impaired mobility (Annex B: 7.3)
18. Responding appropriately to uncontrolled symptoms of pain, nausea, thirst, constipation, restlessness, agitation, anxiety and depression (Annex B: 10.1)
19. Managing and monitoring effectiveness of symptom relief medication, infusion pumps and other devices (Annex B: 10.2)
20. Assessing and reviewing preferences and care priorities of the dying

person and their family and carers (Annex B: 10.3) - 095 - 66

21. Applying organ and tissue donation protocols as appropriate; advanced planning decisions (Annex B: 10.4)

22. Appropriate application of DNACPR decisions and understand verification of expected death (Annex B: 10.5)

23. Providing appropriate care for the deceased person and the bereaved respecting cultural requirements and protocols (Annex B: 10.6)

24. Carrying out initial and continued assessments of people receiving care and their ability to self-administer their own medications (Annex B: 11.1)

25. Administering injections using IM, S/c, intradermal and Intravenous routes (Annex B: 11. 7)

26. Engaging in difficult conversations, including breaking bad news and support people who are feeling emotionally or physically vulnerable or in distress, conveying compassion and sensitivity (Annex A: 2.9)

27. Recognising and assessing a person's cognitive health status and wellbeing (Annex B: 1.1.2)

28. Managing signs of mental and emotional distress (Annex B: 1.1.5)

29. Delivering person-centred care

30. Delivering psychological and emotional care of families, relatives and carers

31. Demonstrates application of the nursing process (Annex B: 1.2.1)

32. Demonstrates an ability to see the person as the expert in his or her experience (Annex B: 1.2.1)

33. Demonstrates an ability to see the person and not just his or her symptoms (Annex B: 1.2.1)

34. Demonstrates respect for the contribution of families, friends and carers (Annex B: 1.2.1)

35. Recognises when additional actions are needed to address additional care needs (Annex B: 1.2.1)

		STAGE/LEVEL
Coursework	0%	3
Examination	0%	
		CREDITS
Practical	100%	40

NLD3135

~~Full Year~~ ~~MANV~~ STM - 095 - 67 36 weeks

Evidence Based Nursing for Quality Improvement

OVERVIEW

Students will be supported to develop the knowledge and skills to be involved in quality improvement processes in practice. This course will be informed by the principles of the NI Quality 2020 strategy enabling students to achieve competence at Level 1 of the Q2020 attributes framework in delivering improvement. This will include an overview of QI in NI; a review of QI processes, literature reviewing for QI, how to implement the PDSA cycle (e.g team working, principles and methods of data collection and consent); analysing QI data, writing up quality reports for practice, identification of barriers and facilitators when implementing future change.

LEARNING OUTCOMES

1. Analyse and evaluate evidence for application in practice-led quality initiatives
2. Critically discuss the role of clinical governance processes in quality improvement
3. Review and apply quality improvement theory to practice-led quality initiatives
4. Critically examine the barriers and facilitators of implementing quality improvement in health care settings

SKILLS

To demonstrate Level 1 skills in Q2020 attributes framework for quality improvement:

- understand how culture in the workplace influences the quality and safety of care and services
- recognise personal responsibility to question the way we work in order to improve care and services
- work as part of a team to achieve small-step-change
- explain and use PDSA cycles to make small-step-change to care and services
- identify where teamwork could be more effective and work with others to improve team performance
- involve patients/service users and their carers/families in planning care and in quality improvement activities

MAHI - STM - 095 - 69

U70

CREDITS

Practical

0%

20

MODULE CODE

TEACHING PERIOD

DURATION

NFY3132

Full Year

8 weeks

Evidence Based Nursing for Quality Improvement

OVERVIEW

Students will be supported to develop the knowledge and skills to be involved in quality improvement processes in practice. This course will be informed by the principles of the NI Quality 2020 strategy enabling students to achieve competence at Level 1 of the Q2020 attributes framework in delivering improvement. This will include an overview of QI in NI; a review of QI processes, literature reviewing for QI, how to implement the PDSA cycle (e.g team working, principles and methods of data collection and consent); analysing QI data, writing up quality reports for practice, identification of barriers and facilitators when implementing future change.

LEARNING OUTCOMES

1. Analyse and evaluate evidence for application in practice-led quality initiatives
2. Critically discuss the role of clinical governance processes in quality improvement
3. Review and apply quality improvement theory to practice-led quality initiatives
4. Critically examine the barriers and facilitators of implementing quality improvement in health care settings

SKILLS

To demonstrate Level 1 skills in Q2020 attributes framework for quality improvement:

- understand how culture in the workplace influences the quality and safety of care and services
- recognise personal responsibility to question the way we work in order to improve care and services
- work as part of a team to achieve small-step-change
- explain and use PDSA cycles to make small-step-change to care and services
- identify where teamwork could be more effective and work with others to improve team performance
- involve patients/service users and their carers/families in planning care and in quality improvement activities

MAHI - STM - 095 - 71

0%

CREDITS

Practical

0%

20

MODULE CODE

TEACHING PERIOD

DURATION

NFY3132

Full Year

8 weeks

MAHI - STM - 095 - 72 Applied Pharmacology for Nursing Practice

OVERVIEW

Students from all fields of practice will recognise the various procedural routes under which medicines can be prescribed and understand the policies and regulations and guidance that underpin them. They will be able to demonstrate critical decision making of legal and ethical issues for administration and prescribing medicines across the lifespan. They will demonstrate the importance of accurate checks, transcription and titration, the direction to supply or administer a medicinal product and drug calculations. They will also critically examine shared decision making and patient partnership including the communication process with their professional colleagues. They will be able to evaluate legal and ethical issues for administration and prescribing medicines across the lifespan and be able to critically examine issues associated with multiple co-morbid conditions, complex drugs, polypharmacy and stewardship.

LEARNING OUTCOMES

1. Communicate and collaborate effectively with individuals, their carers' and professional colleagues about medication review
2. Critically examine ethical and legal issues in relation to the prescribing and administration of medicines
3. Critically examine issues associated with multiple co-morbid conditions, complex drugs and polypharmacy

SKILLS

1. Recognise the various procedural routes under which medicines can be prescribed, supplied, dispensed and administered and the laws, policies and regulations and guidance that underpin them (Annex B 11.2)
2. Undertake accurate drug calculations for a range of medications for a range of medications (Annex B 11.4)
3. Undertake accurate checks, including transcription and titration, of any direction to supply or administer a medicinal product (Annex B 11.5)
4. Exercise professional accountability in ensuring the safe administration of medicines to those receiving care (Annex B 11.6)
5. Administer medications using a range of routes (Annex B 11.8)
6. Administer and monitor medications using vascular access devices and enteral equipment (Annex B 11.9)
7. Undertake safe storage, transportation and disposal of medicinal products (Annex B 11.11).

Practical	100%	10
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MODULE CODE	TEACHING PERIOD	DURATION
NFY3133	Spring	5 weeks

Developing Leadership and Professionalism

OVERVIEW

Students will demonstrate positive knowledge, skills, attitudes and values in leading and managing care in a diverse health and social care system. This will be achieved through the following themes:

Leadership and management: review of theories and identification of own leadership style; delegation and accountability; prioritisation of patient care; legal principles; managing teams; resolving conflict in teams

Principles of supervision and assessment in practice: roles of supervisors and assessors for pre-registration students in practice; supporting learning in practice; giving constructive feedback; courageous conversations

Professional values: e-professionalism, transition from student to registered nurse, professional and legal accountability; understanding of health care law, application of ethical theories and principles to professional issues including the Code.

LEARNING OUTCOMES

1. Debate different leadership styles that impact on the care outcomes of individuals and communities and explore own leadership and management skills
2. Examine and apply principles of supervision and assessment in practice
3. Evaluate the application of legal, ethical, and professional principles to leadership and management in nursing.
4. Promote equality and diversity in health and social care practice.
5. Demonstrate professional knowledge, skills, attitudes and values commensurate with nurses entering and remaining on the register

SKILLS

Annexe A

- 1.1 actively listen, recognise and respond to verbal and non-verbal cues
- 1.2 use prompts and positive verbal and non-verbal reinforcement
- 1.3 use appropriate non-verbal communication including touch, eye contact and personal space
- 1.4 make appropriate use of open and closed questioning
- 1.6 check understanding and use clarification techniques

- 1.7 be aware of own unconscious bias in communication encounters

4. Evidence-based, best practice communication skills and approaches

for working with people in professional teams

4.1 Demonstrate effective supervision, teaching and performance

appraisal through the use of:

4.1.1 clear instructions and explanations when supervising, teaching or appraising others

4.1.2 clear instructions and check understanding when delegating care responsibilities to others

4.1.3 unambiguous, constructive feedback about strengths and weaknesses and potential for improvement

4.1.4 encouragement to colleagues that helps them to reflect on their practice

4.1.5 unambiguous records of performance

4.2 Demonstrate effective person and team management through the use of:

4.2.1 strengths based approaches to developing teams and managing change

4.2.2 active listening when dealing with team members' concerns and anxieties

4.2.3 a calm presence when dealing with conflict

4.2.4 appropriate and effective confrontation strategies

4.2.5 de-escalation strategies and techniques when dealing with conflict

4.2.6 effective co-ordination and navigation skills through:

4.2.6.1 appropriate negotiation strategies

4.2.6.2 appropriate escalation procedures

4.2.6.3 appropriate approaches to advocacy

		STAGE/LEVEL
Coursework	70%	3
Examination	0%	
		CREDITS
Practical	30%	20

MODULE CODE	TEACHING PERIOD	DURATION
NFY3131	Autumn	8 weeks



← Back

BSc | Undergraduate


Professional Nursing (Learning Disabilities)

Entry year

Academic Year 2023/24

Entry requirements

BCC/BBC

Apply via UCAS 
(<https://www.ucas.com/students>)

Duration

3 calendar years (Full Time)

UCAS code

B761

Register Interest
(<https://www.qub.ac.uk/Study/Undergraduate/Regist>)

- Overview
- Course content
- Modules
- Entry Requirements
- Careers
- Fees and Funding
- Apply

Entrance requirements

All applicants

This information is prepared in advance of the academic year to which it relates and the grades stated should be treated as a guide only and entrance requirements are reviewed annually.

Overall academic background will be taken into account when considering applications and additional academic criteria may have to be applied at shortlisting, depending on the volume of applications.

All applicants (except Access/Foundation applicants) must normally have a minimum of 5 GCSEs at grade C / 4 to include English Language or an equivalent qualification acceptable to the University, Mathematics and a Science subject (ie Biology/Human Biology, Chemistry, Physics, Double Award Science or Single Award Science). GCSE/BTEC Applied Science is not acceptable in lieu of GCSE Science.

Applicants offering Access/Foundation courses must also have a grade C / 4 in GCSE Mathematics and a Science subject (see above) or an equivalent qualification acceptable to the University. Within an Access programme, a pass in the Mathematics module(s) and a pass in one Level 3 Biology or Chemistry or Physics module would fulfil the GCSE Mathematics and Science requirements.

In addition to the GCSE requirements, or equivalent, applicants must offer one of the following qualifications:

A-level

BCC including a relevant Science (Biology/Human Biology, Chemistry, Life & Health Sciences, Mathematics or Physics)
OR
BBC where a relevant Science subject is not offered.

Irish Leaving Certificate

H3H3H3H4H4 at Higher Level where a relevant Science subject is offered (Biology, Chemistry or Physics)
OR
H3H3H3H3H4 at Higher Level where a relevant Science subject is not offered.

All applicants - if not offered at Higher Level then Ordinary Level grade O4 in Mathematics and a Science subject.

All applicants must have a minimum of 5 grade Cs / Merits in the Junior Certificate to include Mathematics and Science.

BTEC Level 3 Extended/National Extended Diploma

Edexcel BTEC Level 3 Extended Diploma (QCF)

Successful completion of the BTEC Extended Diploma (180 credits at Level 3) with overall grades DDM.

Edexcel BTEC Level 3 National Extended Diploma (RQF)

Successful completion of the BTEC National Extended Diploma (1080 GLH at Level 3) with overall grades DDM.

Access Course

65% (Level 3 modules) with two modules of Biology or Chemistry or Physics

OR

70% (Level 3 modules) with one module of Biology or Chemistry or Physics

OR

70%(Level 3 modules) in an Access Course with no science modules

In addition, see GCSE or equivalent requirements above (in "All applicants").

BTEC Higher National Diploma

Successful completion with a minimum of 12 Merits and 4 Passes in individual units. Must satisfy the GCSE Mathematics and Science requirements as above.

BTEC Higher National Certificate

Successful completion with a minimum of a Merit grade in each unit. Must satisfy the GCSE Mathematics and Science requirements as above.

Scottish Highers

BBBCC where a relevant Science subject is offered (see list under A-level requirements)

OR

BBBBC where a relevant Science subject is not offered.

All applicants must have a minimum of 5 Standards at grade 3 or a minimum of 5 Intermediates/National 5 at grade C to include English Language, Mathematics and a Science subject.

Graduate

Honours Degree (minimum third class); Ordinary Degree (minimum pass). Graduates must satisfy the GCSE Mathematics and Science requirements as above.

Open University Credit

A minimum of 120 OU Credits. Must satisfy the GCSE Mathematics and Science requirements as above.

1. Applicants who satisfy the academic requirements or will be able to do so by 31 August 2023 will be shortlisted for interview.

2. Interviews normally take place during March/April and shortlisted applicants will be invited to participate in a virtual interview. More detail can be found on the School's website.

3. Offers are made on the basis of ranked interview scores and are subject to satisfactory Occupational Health Assessment and Criminal Record check(s), in addition to any academic requirements. More detail can be found on the School's website..

In addition, to the entrance requirements above, it is essential that you read our guidance below on 'How we choose our students' prior to submitting your UCAS application.

Download "How we choose our students" PDF
(<https://www.qub.ac.uk/directorates/MRCI/admissions/FileStore/Filetoupload,1515192,en.pdf>)

International Students

Our country/region pages include information on entry requirements, tuition fees, scholarships, student profiles, upcoming events and contacts for your country/region. Use the dropdown list below for specific information for your country/region.

Please Select Your Country/Region

English Language Requirements

An IELTS score of 7.0 with a minimum of 7.0 in Listening, Speaking and Reading, and a minimum of 6.5 in Writing or an equivalent acceptable qualification, details of which are available at: <http://go.qub.ac.uk/EnglishLanguageReqs>
(<http://go.qub.ac.uk/EnglishLanguageReqs>)

If you need to improve your English language skills before you enter this degree programme, [INTO Queen's University Belfast](https://www.intostudy.com/en-gb/universities/queens-university-belfast) (<https://www.intostudy.com/en-gb/universities/queens-university-belfast>) offers a range of English language courses. These intensive and flexible courses are designed to improve your English ability for admission to this degree.

- [Academic English](https://www.intostudy.com/en/universities/queens-university-belfast/courses/academic-english) (<https://www.intostudy.com/en/universities/queens-university-belfast/courses/academic-english>): an intensive English language and study skills course for successful university study at degree level
- [Pre-sessional English](https://www.intostudy.com/en/universities/queens-university-belfast/courses/pre-sessional-english) (<https://www.intostudy.com/en/universities/queens-university-belfast/courses/pre-sessional-english>): a short intensive academic English course for students starting a degree programme at Queen's University Belfast and who need to improve their English.

International Students - Foundation and International Year One Programmes

[INTO Queen's](https://www.intostudy.com/en-gb/universities/queens-university-belfast) (<https://www.intostudy.com/en-gb/universities/queens-university-belfast>) offers a range of academic and English language programmes to help prepare international students for undergraduate study at Queen's University. You will learn from experienced teachers in a dedicated international study centre on campus, and will have full access to the University's world-class facilities.

These programmes are designed for international students who do not meet the required academic and English language requirements for direct entry.

← PREV

[Modules](#)

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[Careers](#)

Register your interest (<http://www.qub.ac.uk/Study/Undergraduate/Register/>)



Nurse Education Provider of the Year (Pre-registration) 2020

MAHI - STM - 095 - 79

Course Vacancy Status

Below is the current vacancy status for this course. For further information please [contact us](https://www.qub.ac.uk/contact/ask-a-question/) (<https://www.qub.ac.uk/contact/ask-a-question/>).

Student Type

NI and RoI Students

GB Students

International and EU (not RoI) Students

Places available?

x

x

x

Undergraduate Virtual Events

Join us live for an insight into life at Queen's and advice on your journey to university.

(<https://www.qub.ac.uk/Study/Undergraduate-events/>)

Your future career

Queen's is ranked in the top 170 in the world for graduate prospects (QS Graduate Employability Rankings 2022)

(<https://www.qub.ac.uk/Study/Undergraduate-and-employability/>)

Student Accommodation

The most affordable, purpose-built student accommodation in Belfast.

(<https://www.qub.ac.uk/accommodation/>)

97%

of students agreed staff were good at explaining things.

Data for courses in Learning disabilities nursing at Queen's University Belfast

For **more** official course information visit Discover Uni

See course data (<https://discoveruni.gov.uk/course-details/10005343/NAM-BSC-LE/FullTime/>)

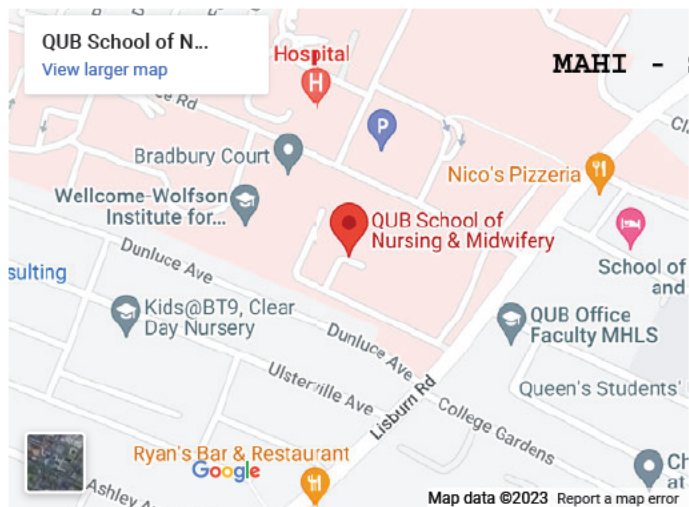
Course location

Nursing & Midwifery

(<https://www.qub.ac.uk/schools/SchoolofNursingandMidwifery/>)

Can't find something?

We're here to help with any questions or queries you may have about this course



Ask a question ([//www.qub.ac.uk/contact/ask-a-question/](http://www.qub.ac.uk/contact/ask-a-question/))
095 - 80

[\(https://www.qub.ac.uk/\)](https://www.qub.ac.uk/).



(<https://www.youtube.com/watch?v=5UWBeJw5p00>)

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Northern Ireland, BT7 1NN
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**QUEEN'S
UNIVERSITY
BELFAST**

Admissions and Access Service

Queen's University Belfast

Belfast BT7 1NN

T: + 44 (0) 28 9097 3838

E: admissions.nam@qub.ac.uk

BSc Honours Professional Learning Disability (Adult): (September 2023) (B761)

3 year full-time Degree

Introduction

Undergraduate Nursing programmes are traditionally very popular and the number of applicants far outstrips the number of places available each year. There are three stages to the selection process, which is governed by standards and requirements set by both the Nursing and Midwifery Council ([NMC](#)) and the Northern Ireland Practice and Education Council for Nursing and Midwifery ([NIPEC](#)).

Funding

Eligible students from NI and ROI citizens may have their fees paid for the duration of the three-year degree by the Department of Health NI and may also receive a bursary. These arrangements are reviewed annually, and if there are any changes to the current arrangements, the information will be posted on our course-finder under the "Fees and Finances" section.

GB students (England, Scotland, Wales) are not entitled to a commissioned place with associated funding (tuition fees and bursary). Information regarding the [tuition fees](#) and associated clinical placement charges is available on the Queen's course-finder on our website. Please also note that due to changes in the funding arrangements, the number of places available for GB students is extremely limited for entry in 2023, and therefore entry is extremely competitive.

Please note: If you have previously accepted a tuition fees-paid and bursaried University place for either Nursing or Midwifery Sciences at Queen's or Ulster University, you MUST include this information on your UCAS form.

The Selection Process

Stage 1 — Academic Selection

Applications are dealt with by the University's Admissions and Access Service. Once your application has been processed by UCAS and forwarded to Queen's, an acknowledgement is normally sent within two weeks of its receipt at the University. In considering applications, all the information provided by you is important and you should ensure that full details are given about qualifications already completed or those still to be completed. All applications must include a reference otherwise they will not be considered. All fully-completed applications submitted by the normal closing date of 25 January 2023 (18.00 hours) are given equal consideration. Applications received after this date will not be considered.

GCSEs

GCSE performance is important. Applicants are shortlisted on the basis of GCSEs and currently, a minimum of 5 GCSE passes at grade C / 4 or better including English,

Mathematics and a Science subject is necessary. Acceptable GCSE Science subjects are Biology, Human Biology, Chemistry, Physics, Double Award Science or Single Award Science. Please note that Applied Science is not accepted. Additional academic criteria may be applied at shortlisting depending on the volume of applications. **Essential Skills, Level 2 in Application of Number is not acceptable in lieu of GCSE Mathematics grade C / 4.**

A-levels

Offers are normally made on the basis of 3 A-levels. Two subjects at A-level plus two at AS level would also be considered. The offer for repeat candidates is set in terms of 3 A-levels and is the same standard as for first time applicants. Grades may be held from the previous year.

A-level General Studies and A-level Critical Thinking would not normally be considered as part of a three A-level offer and, although they may be excluded where an applicant is taking 4 A-level subjects, the grade achieved could be taken into account if necessary in August/September.

Combination of A-level plus BTEC Level 3 Qualifications

Applicants offering two A-levels and one BTEC Subsidiary Diploma/National Extended Certificate/OCR Cambridge Technical Introductory Diploma (or equivalent qualification), or one A-level and a BTEC Diploma/National Diploma/ OCR Cambridge Technical Diploma (or equivalent qualification) will also be considered. Please note that a maximum of one BTEC Subsidiary Diploma/National Extended Certificate / OCR Cambridge Technical Introductory Diploma (or equivalent qualification) will be counted as part of an applicant's portfolio of qualifications. The normal GCSE profile will be expected.

Applicants offering other qualifications, such as BTEC Level 3 Extended Diploma / National Extended Diploma and BTEC Higher National Certificates and Diplomas, the OCR Cambridge Technical Extended Diploma, the International Baccalaureate, Irish Leaving Certificate, Access course and Foundation degrees, will also be considered. Please note that the same GCSE profile is usually expected of those candidates taking the BTEC Level 3 Extended Diploma / National Extended Diploma / OCR Cambridge Technical Extended Diploma qualifications. For Graduates and those offering a Higher National Diploma, some flexibility may be allowed in terms of GCSE profile but all candidates must have GCSE Mathematics and a GCSE Science subject as above at a minimum of a grade C / 4.

Edexcel BTEC Level 3 Extended Diploma (QCF)

Successful completion of the BTEC Extended Diploma (180 credits at Level 3) with overall grades DDM.

Edexcel BTEC Level 3 National Extended Diploma (RQF)

Successful completion of the BTEC National Extended Diploma (1080 GLH at Level 3) with overall grades DDM.

Irish Leaving Certificate

Shortlisting for interview is based on Junior Certificate performance, applicants must have a minimum of five grade Cs / Merits to include English, Mathematics and Science.

Offers are normally based on a minimum of 5 Highers, as follows:

- Higher Level: H3H3H3H3H4 (no relevant Science) OR
- Higher Level: H3H3H3H4H4 including Biology, Chemistry, Mathematics or Physics)

All applicants: if not offered at Higher Level then Ordinary Level grade 04 in English, Mathematics and a Science subject is necessary.

International Baccalaureate

Offers are normally based on a minimum of 3 Highers, as follows:

- 30 points overall including 5,5,5 at Higher Level (no relevant Science at HL); OR
- 29 points overall including 5,5,5 at Higher Level including relevant Science at HL.

All applicants: if not offered If not offered at HL, English, Mathematics and a Science subject are required at Standard Level minimum grade 4.

Access courses

Applicants offering Access /Diploma in Foundation Studies courses and Access to HE Diplomas, will be considered individually on their own merits. Access Courses are designed for adults who left formal education without the qualifications needed for entry to higher education, and applications from students who have been away from full-time education for a sustained period of time (minimum of two consecutive academic years) prior to commencing the Access course may be considered. Where offers are made, these are based on completion of the full qualification, which is normally available on a one-year, full-time or two-years, part-time basis.

Access course requirements:

Access courses validated by QUB and UU: 65% with two units of Biology or Chemistry or Physics or
70% with one unit of Biology or Chemistry or Physics.

Applicants must have a minimum of a grade C / 4 in GCSE Mathematics and a GCSE Science subject; if not, the NICATS Mathematics module(s) and one Level 3 module of Biology or Chemistry or Physics within the Access course will fulfil these requirements.

Access to HE Diploma: successful completion with a minimum of 60 credits, 45 of which should be a Level 3 with a minimum of 15 credits at Distinction grade plus 30 credits at Merit grade. Applicants must have a minimum of a grade C / 4 in GCSE Mathematics and a GCSE Science subject.

BTEC HNC and HND

Some flexibility may be allowed in terms of GCSE profile but all candidates must have GCSE Mathematics and a GCSE Science subject as above at a minimum of a grade C / 4.

HNC requirements: successful completion with a Merit grade in each unit within the qualification.

HND requirements: successful completion with 12 Merits and 4 Passes

Foundation Degree

Where offers are made, these are based on completion of the full qualification, which is normally two-years full-time. A minimum of 50% overall is necessary. Applicants must also have a minimum of a grade C / 4 in both GCSE Mathematics and a GCSE Science subject.

Degree

Honours Degree (minimum 3rd class); Ordinary Degree (Pass). Applicants must also have a minimum of a grade C / 4 in both GCSE Mathematics and a GCSE Science subject.

Open University credits

Minimum of 120 OU credits at Level 1. Applicants must also have a minimum of a grade C / 4 in both GCSE Mathematics and a GCSE Science subject.

UCAS Personal Statement and Reference

The information provided in the Personal Statement should demonstrate a commitment to Nursing but will not be used for shortlisting to interview purposes.

The reference together with predicted grades are noted but, in the case of the Nursing degree, are not the final deciding factors in whether or not an offer can be made. However, they may be reconsidered in a tiebreak situation in August.

All applications must contain a recent suitable reference otherwise they may not be considered. It is the applicant's responsibility to ensure that a reference is included with their UCAS application at the point of submission. It is preferable if the referee is aware of the applicant's academic background in order to provide an informed assessment of their suitability for further study and Nurse training. For those applicants who left education some years ago and may currently be in employment, we acknowledge that it may be difficult to obtain a recent academic reference and therefore we would accept a recent reference from a professional person (not a family member) or employer who can comment on the applicant's suitability for university study and Nurse training.

Stage 2 — Online Interviews

Eligible applicants will be invited for [interview](#). Since 2016, we have been using a style of assessment which evaluates each candidate's values and attributes and ensures that we select the best candidates for the Nursing and Midwifery professions. This process assesses each candidate's non-cognitive abilities, such as empathy, integrity, teamworking and communication skills. These were identified by [NIPEC](#) as the key skills and attributes needed to be an exceptional nurse or midwife in the Gateway to Nursing project in 2014.

Since 2021 we have been working in partnership with Ulster University to pilot a regional selection process. This means that candidates who have applied to both Universities only need to do one interview, and we share the results. This has proven beneficial for candidates, for the interviewers from the Trusts and for the two Universities.

Interviews are held online, using similar scenarios to those held previously for face-to-face interview, and the main difference is that they will be conducted online on an interviewing platform. Candidates will be invited to interview via email and will be supplied with full and detailed instructions.

Stage 3 – Offers

Due to the lengthy selection procedure, it is likely offers will not be made until the UCAS deadline in May 2023. If you have already received offers from other institutions you do not need reply to any of these offers until after you have received the final decision from all of your UCAS choices. You should note that if you have applied to both Queen's and Ulster University, it is possible to receive an offer from one institution and not the other.

Offers are made on the basis of rank interview score and are subject to satisfactory Occupational Health Assessment and Criminal Records check (Access NI Enhanced Disclosure Check) and verification of qualifications.

Decisions

Decisions for applicants who have been unsuccessful academically, or at Interview, will be made on an on-going basis and notified to the applicant via UCAS. We will inform you as soon as possible if you have been unsuccessful at any stage, although please note that

those who are unsuccessful following Interview will not normally know until the UCAS deadline May 2023.

Deferred Entry

Due to the demand for places and the lengthy selection process, applications for deferred entry are **not** considered.

For all applicants

All applicants must meet the academic Entrance Requirements by 31 August 2023, including those who have a February 2024 start date.

Additional academic criteria may be applied at shortlisting depending on the volume of applications.

If you cannot find the information you need here, please contact the Admissions and Access Service here, giving full details of your qualifications and educational background:

admissions.nam@qub.ac.uk.

Information regarding Nursing courses with a split intake between September and February

Both the Adult and Children & Young People's nursing degrees have a split intake where successful applicants may be offered a place in either the September or February intakes. Due to the popularity of the September intakes, it is not possible to offer all successful applicants their first choice of September, and the places are assigned on a random basis, and so even though you may apply for the September intake and profess a preference for the September intake, not everyone will eventually receive an offer for their preferred start date. It is not necessary to apply for both intakes, if you apply for the September intake only, you will also be considered for the February intake. It is important to note that you will only be considered for the September intake if you choose that intake as your first preference when asked to complete your preference form at the time of interview.

Nursing application timeline for entry in September 2023 and February 2024

Stage 1 – Academic Assessment – October 2022 to March 2023

Following receipt of UCAS application the Admissions and Access Service team will assess your academic qualifications. If you have already met or have the potential to meet the academic entry requirements for Nursing and by 31 August of the year of entry, your application will progress to Stage 2.

Stage 2 – Joint Interviews – Queen’s and Ulster– January to April 2023

A joint interview process has been developed by Queen’s University Belfast and Ulster University which will allow us to interview each candidate only once for courses offered by both Universities, and thereby reduce the use of practice staff in the Trusts, whose resources have been severely stretched as a result of the Covid-19 pandemic.

[Interviews](#) will be held online. In this case we will be using similar scenarios to those previously used for face-to-face interview, and the main difference is that they will be conducted via an online interviewing platform. Applicants will be invited to interview via email and will be supplied with full and detailed instructions.

Interview scoring

The questions asked do not require any technical knowledge – they are designed to discover if you would make a good nurse and to find out why you have chosen this career.

The recorded interview will be reviewed by members of School staff and practising nurses, and members of each University’s Service Users & Carers Group. For each question the reviewer will use a grid to record scores on each aspect of your performance, and a final ranking order will be determined based on interview score.

Stage 3 – Offers via UCAS – May 2023

Following completion of the interview process applicants who pass are ranked by interview score. Decisions are processed via UCAS in May however, not all applicants who are deemed suitable for Nursing training will receive an offer at this stage due to the quota of places commissioned by the Department of Health.

Vacancies in August

Those who have not been made an offer may still be considered in August / September provided they have passed the interview and meet the minimum entrance requirements. Eligible applicants will be approached in strict interview rank order, by the Admissions and Access Service, should vacancies arise.

Taking up a place

Places will only be confirmed to candidates who meet all of the academic requirements, and have satisfactory AccessNI and Occupational Health checks. Final decisions will be communicated via UCAS.



Advanced Professional Practice

Entry year 2023	Entry requirements 2.2	Apply now (https://dap.qub.ac.uk/portal/user/u_login.php)
Duration 3 years (Part Time) 1 year (Full Time)	Places available 40 (Part Time) 40 (Full Time)	Register Interest (//www.qub.ac.uk/Study/PostgraduateStudy/re

Overview	Course content	Modules	Entry Requirements	Careers	Fees and Funding	Apply
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This taught Masters programme nurtures talented and innovative professional practitioners, placing practice at the forefront. The programme is delivered through nine specialist pathways, enabling students from different professional backgrounds to review and update their practice and benefit from shared learning and then contribute to improving the quality and effectiveness of health and social care provision globally.

- This programme produces exceptional practitioners who have:
- Skills necessary to promote and enhance innovative and emerging practice
 - Intellectual and transferable skills necessary in positions of leadership
 - Skills enabling the review and application of contemporary evidence to practice

The programme and pathways will appeal to practitioners working in a wide range of practice areas who are committed to their own personal and professional development. Graduates of this programme move into senior practice roles, management and leadership positions, or progress onto a career in research or education.

The specialist pathways are:

MSc (Critical and Acute Care)

MSc (Cancer Nursing: Supportive and Palliative Care)

MSc (Leadership and Management)

MAHI - STM - 095 - 88

MSc (Mental Health Care)

MSc (Care of Older People)

MSc (Midwifery Care)

MSc (Care of Children & Young People)

MSc (Intellectual Disabilities)

MSc (Practice Education)

Admission to a specialist pathway often requires students to be working in a related area. The Programme Co-ordinator will provide individual advice on module choices at enrolment.

The programme is offered on a full-time or part time basis and combines face-to-face teaching with online delivery. Those taking the programme on a full-time basis may be eligible to do so incorporating a Clinical Practicum by the agreement with the Programme Co-ordinator.

MSc Advanced Professional Practice (Nursing and...



Advanced Professional Practice Highlights

This is a flexible programme that students can adapt to serve the needs of their career.

Career Development

- This course will appeal to registered nurses and midwives working in a wide variety of areas who are thinking about their own career progression.
- This programme produces exceptional practitioners who have the skills necessary to promote and sustain innovative and emerging practice. Graduates of the programme go on to positions of leadership or research and teaching careers.

Student Experience

- Students from different professional backgrounds come together on this programme and share expertise, review their own practice and share balanced and critical findings that contribute towards the improvement of the quality and efficiency of delivery of healthcare on a global scale.

Register your interest ([//www.qub.ac.uk/Study/PostgraduateStudy/register/](https://www.qub.ac.uk/Study/PostgraduateStudy/register/))



Nurse Education Provider of the Year (Pre-registration) 2020

Take your next step with Postgraduate Study

Find out more about Postgraduate Study at Queen's

(<https://www.qub.ac.uk/campaign/pg/youfuture/>)

The Graduate School

Supporting your development as a postgraduate at Queen's.

(<https://www.qub.ac.uk/home/graduate-school/>)

Accommodation

Some of the most affordable, purpose-built student accommodation in the city.

(<https://www.qub.ac.uk/accommodation/>)

Course location

[Nursing & Midwifery](#)

(<https://www.qub.ac.uk/schools/SchoolofNursingandMidwifery/>)

Can't find something?

We're here to help with any questions or queries you may have about this course

Ask a question ([//www.qub.ac.uk/contact/ask-a-question/](https://www.qub.ac.uk/contact/ask-a-question/))



(<https://www.qub.ac.uk/>)



(<https://www.facebook.com/qubelfast/>) (<https://twitter.com/qubelfast/>) (<https://www.instagram.com/qubelfast/>) (<https://www.youtube.com/channel/UC6u0re4usef/Come2Queens>)

University Road, Belfast
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[+44 \(0\)28 9024 5133](tel:+4412890245133) (tel:02890245133)

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← BACK (../)

← Back

MSc | Postgraduate Taught

Advanced Professional Practice

Entry year 2023	Entry requirements 2.2	Apply now (https://dap.qub.ac.uk/portal/user/u_login.php)
Duration 3 years (Part Time) 1 year (Full Time)	Places available 40 (Part Time) 40 (Full Time)	Register Interest (//www.qub.ac.uk/Study/PostgraduateStudy/re

Overview	Course content	Modules	Entry Requirements	Careers	Fees and Funding	Apply
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Course Structure

0

Advanced Professional Practice Specialist Pathways:

The pathways have been developed recognising that students are committed to personal and professional development. We have developed nine pathways and supporting modules, some of which require the student to be working in a relevant area of practice. To graduate with the MSc in Advanced Professional Practice with a specialist pathway, students must complete one of the compulsory research modules, two pathway-specific modules, three optional modules and a dissertation.

Pathway 1: Leadership and Management

The leadership and management pathway offers students the opportunity to develop their knowledge, critical thinking and skills in leading and managing services across health, social care and independent sectors. The pathway modules focus on leadership and management theories and models and their practical application to the transformation and delivery of care and support in the context of multi-agency collaboration and service design and delivery.

Pathway 2: Midwifery Care
MAHI – STM – 095 – 92

The midwifery care pathway, open to Registered Midwives or those eligible for registration as a midwife with the Nursing and Midwifery Council, offers students the opportunity to develop their knowledge, critical thinking and skills in the contemporary advances and developments in midwifery care and support. The pathway develops the knowledge of midwives to enable the provision of infant, women, and birthing people centred care, and the support of their families. The pathway modules focus on advances and developments in midwifery practice and the provision of evidence based, safe, effective care within maternity services and in the context of inter-disciplinary team collaboration.

Pathway 3: Critical and Acute Care

The critical and acute care pathway offers students an opportunity to develop their knowledge, critical thinking and skills in the assessment, care and support of patients in critical and acute care services, including respiratory, cardiac, anaesthetics, HDU and ITU settings. The pathway modules focus on the assessment and management of patients in critical and acute care environments and the delivery of safe and effective care and support in the context of inter-disciplinary team collaboration. Students completing this pathway must be an NMC registered Adult Nurse, or eligible to join the NMC register as an Adult Nurse. Some modules require experience in specific areas of practice.

Pathway 4: Mental Health Care

The mental health care pathway offers students the opportunity to develop their knowledge, critical thinking and skills in contemporary advances and developments in mental health practice to enable the delivery of empathic, holistic assessment and care of patients experiencing mental ill-health and the support of their families and carers. The pathway modules focus on advances and developments in mental health care and treatment and delivery of safe and effective mental healthcare services in the context of inter-disciplinary team collaboration.

Pathway 5: Cancer Nursing: Supportive and Palliative Care

The cancer pathway offers students the opportunity to develop their knowledge, critical thinking and skills in the specialist knowledge and skills required to deliver contemporary, holistic, high-quality evidence-based care for patients with cancer and the support of families and carers. The pathway modules focus on biomedical aspects of cancer and holistic care and the design and delivery of cancer services through strategic leadership in the context of inter-disciplinary team collaboration.

Pathway 6: Care of Older People

The care of older people pathway offers students an opportunity to develop their knowledge, critical thinking and skills in contemporary advances and developments in the care and support of older people. The pathway modules focus on the assessment and management of older people across primary, secondary and tertiary care, frailty and rehabilitation, and health and wellbeing in later life in the context of inter-disciplinary team collaboration.

Pathway 7: Intellectual Disabilities

The intellectual disabilities Pathway offers students the opportunity to develop their knowledge, critical thinking and skills in the contemporary advances and developments in intellectual disability practice to enable the delivery of empathic, holistic assessment and care for people with intellectual disabilities and the support of their families and carers. The pathway modules focus on advances and developments in intellectual disability care and support and delivery of safe and effective services in the context of inter-disciplinary team collaboration.

Pathway 8: Care of Children & Young People

The children and young people pathway offers students the opportunity to develop their knowledge, critical thinking and skills in the contemporary advances and developments in the care and support of children and young people in the delivery of empathic, holistic care of patients and the support of their families and carers. The pathway modules focus on advances and developments in the care and support of children and the delivery of safe and effective care and services for children and young people in the context of inter-disciplinary team collaboration.

Pathway 9: Practice Education

The practice education pathway offers students the opportunity to develop their knowledge, critical thinking and skills in contemporary theories and models of practice education to enable the delivery of clinical interventions to meet the needs of patients in a range of care settings. The pathway modules focus on education research, theories, models, assessments, skills teaching and evaluation to support the delivery of safe and effective skills sharing and clinical interventions in the context of inter-disciplinary team collaboration and person-centred care.

Research Modules and Dissertation MAHI – STM – 095 – 93

All students must undertake at least one of these modules:

Applied Research Methods and Statistics in Nursing; OR

Qualitative Research Methods

All students must undertake a 15,000-word dissertation, focusing evidence of critical appraisal, analysis and thinking to support rational and cogent arguments and practice discussion at Master's level.

Specialist Optional Modules

Students can combine modules from the specialist pathways above with a selection of options including:

Clinical Inquiry and Applied Practice Based Research

Pharmacotherapeutics for Practice

Independent Study Module

Please note that modules are subject to viable numbers, so the modules offered may vary. If you are interested in a subject that is not listed above, please contact the school for advice.

People teaching you

[Professor Michael Brown \(https://pure.qub.ac.uk/portal/en/persons/michael-brown\(0d6dd4da-c3f7-4f14-b405-2393f749b996\).html\)](https://pure.qub.ac.uk/portal/en/persons/michael-brown(0d6dd4da-c3f7-4f14-b405-2393f749b996).html)

Academic Lead for Continuing Academic Development and Postgraduate Courses

School of Nursing & Midwifery

Contact Teaching Hours

Medium Group Teaching

9 (hours maximum)

hours of classes per week

Teaching Times

Teaching is across a combination of morning, evening and afternoon classes with some modules being taught entirely online.

Career Prospects

Introduction

This Masters in Advanced Professional Practice offers an opportunity for students to develop skills of analytical thinking within a clinical context. Alongside this, the programme facilitates the student's continued professional development. Graduates of this programme progress into management and leadership roles, or continue into a research or education capacity.

Queen's postgraduates reap exceptional benefits. Unique initiatives, such as Degree Plus and Researcher Plus bolster our commitment to employability, while innovative leadership and executive programmes alongside sterling integration with our local world-class healthcare providers helps our students gain key leadership positions both nationally and internationally.

Learning and Teaching

Learning opportunities associated with this course are outlined below:

Learning Environment

At Queen's, we aim to deliver a high quality learning environment that embeds intellectual curiosity, innovation and best practice in learning, teaching and student support to enable ~~MAINT - SEP - 095 - 94~~ students to achieve their full academic potential.

On the MSc in Advanced Professional Practice we do this by providing a range of learning experiences which enable our students to engage with subject experts, develop attributes and perspectives that will equip them for life and work in a global society and make use of innovative technologies and a world class library that enhances their development as independent, lifelong learners.

Teaching is across a combination of morning, evening and afternoon classes with some modules being taught entirely online.

Examples of the opportunities provided for learning on this course include; lectures, practical experiences, E-Learning technologies, Self-directed study and added value qualifications to enhance employability.

Assessment

Assessments associated with the course are outlined below:

Students must successfully complete six modules including one compulsory research module and a dissertation. The pass mark for all taught modules and the dissertation is 50 per cent. Each module is assessed by coursework (some modules have a written examination).

Facilities

The School of Nursing and Midwifery at Queen's has one of the most advanced Clinical Education suites in Europe, and we are introducing a new state of the art Simulation Centre in Autumn 2020. This will prepare students for the increasingly challenging and complex realities of modern clinical practice.

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(<http://www.qub.ac.uk/schools/SchoolofNursingandMidwifery/ClinicalEducationCentre/>)

Prizes and Awards

- Applicants are welcome to apply for the Patricia Napier scholarship; details are here:
<http://www.qub.ac.uk/schools/SchoolofNursingandMidwifery/Study/Scholarships/>

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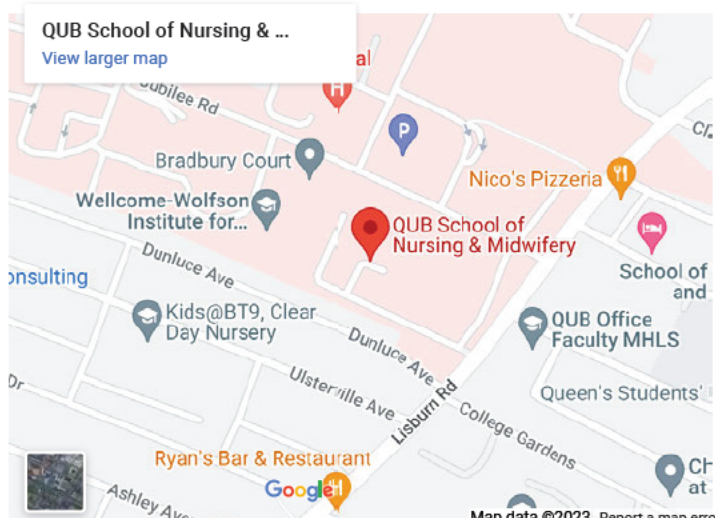
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Course location

Nursing & Midwifery

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Advanced Professional Practice

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Overview Course content Modules Entry Requirements Careers Fees and Funding Apply

Modules



The information below is intended as an example only, featuring module details for the current year of study (2022/23). Modules are reviewed on an annual basis and may be subject to future changes – revised details will be published through [Programme Specifications](https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/) (https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/) ahead of each academic year.

Year 1

Core Modules

+ [Dissertation](#) (60 credits)

Optional Modules

+ [Health and Well-being in Later Life](#) (20 credits)

- + [Nursing Care of Older People](#) (20 credits)
- + [Frailty, Rehabilitation and Enablement](#) (20 credits)
- + [Cardiovascular Disease Prevention and Rehabilitation](#) (20 credits)
- + [Heart Failure Nursing](#) (20 credits)
- + [Cancer Services Design and Strategic Involvement](#) (20 credits)
- + [Acute Cardiac Nursing](#) (20 credits)
- + [Applied Biomedical Science in Respiratory Nursing](#) (20 credits)
- + [Mental Health Essentials](#) (20 credits)
- + [Practice teaching and learning for health and social care professionals](#) (20 credits)
- + [Physiology: Homeostasis in Acute/Critical Health Care](#) (20 credits)
- + [Enabling Inter Professional Practice](#) (20 credits)
- + [Theories and principles of practice education](#) (20 credits)
- + [Contemporary Care Delivery in Intellectual Disability Practice](#) (20 credits)
- + [Holistic Approach to Cancer Care](#) (20 credits)
- + [Advances in Health Evidence and People with Intellectual Disabilities](#) (20 credits)
- + [Implementing Continuity of Midwifery Carer \(CoMC\) for All Women](#) (20 credits)
- + [Applied Biomedical Aspects of Cancer Care](#) (20 credits)
- + [Complexity in Pregnancy: Midwifery Care for Women and their Families](#) (20 credits)
- + [Successful leading for health and social care professionals](#) (20 credits)
- + [Health Assessment](#) (20 credits)
- + [Principles of Critical Care in Midwifery](#) (20 credits)
- + [Applied Research Methods and Statistics in Healthcare](#) (20 credits)
- + [Qualitative Research Methods](#) (20 credits)
- + [Pharmacotherapeutics for Practice](#) (20 credits)
- + [Enhancing care and practice for children with complex health care needs](#) (20 credits)
- + [Perspectives of family centred health & social care](#) (20 credits)
- + [Enhanced Person-centred Practice](#) (20 credits)
- + [Leading in Health and Social Care](#) (20 credits)
- + [Nursing Care of Older People](#) (20 credits)
- + [Health and Well-being in Later Life](#) (20 credits)
- + [Evidence Based Practice](#) (20 credits)
- + [Perinatal Mental Health](#) (20 credits)
- + [Independent Study Module](#) (20 credits)

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Accommodation

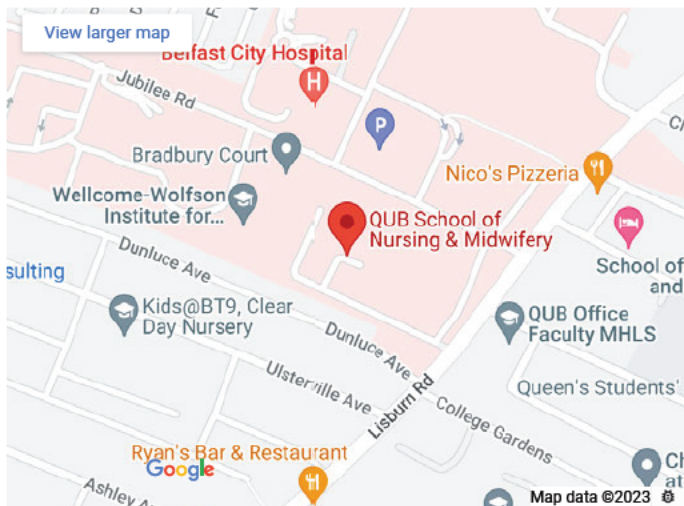
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Course location

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Dissertation

OVERVIEW

Subject identification and selection, systematic review of literature, consideration of current knowledge including key national and international papers, identification of the limitations of work, application of appropriate methods, conduct a concept analysis, selection of theoretical frame work, formulation of empirical evidence.

LEARNING OUTCOMES

Students will be able to: systematically review the literature; conduct a search using appropriate data base and index's; construct a body of work containing evidence of critical thinking, rational and cogent argument and debate based on international, national and local evidence reflecting current ideas; disseminate key findings that emerge from the investigative study.

SKILLS

Writing, publishing, formulating argument and dissemination of emerging thoughts.

		CREDITS
Coursework	100%	60
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
NUR7009	Full Year	24 weeks

Health and Well-being in Later Life

OVERVIEW

The aim of this module is to provide students with advanced knowledge in the study of nursing older people and the range of psychosocial interventions which may be employed to deliver effective nursing care to this client group. While the emphasis is on knowledge originating from evidence, it is recognized that a full and comprehensive knowledge of older people is not limited to that derived from empirical research. The overall emphasis is on breadth in respect to ways of knowing the living experience of older people, highlighting the need to respect the patient, in relation to diversity, values, beliefs and expectations about their health and care.

Students will address the following themes:

- Myths; Images of Age, Ageism and Old Age
- Theories of Ageing
- Health Policy, Economics, and the Care of Older People
- Design and Age-Friendly Communities
- Illness, Co-Morbidities and Frailty
- Psychological Issues- to include spirituality and sexuality
- Ethical Issues and older people

LEARNING OUTCOMES

Aim: To explore the impact of living longer and provide students with critical insights about biopsychosocial aspects of ageing within nursing practice, policy, the built environment, economics, and ethics to rethink what it means to 'age well' now and in the future.

On completion of the module the student will be expected to:

- 1 Critically review the political, economic, social, cultural and demographic factors which influence decisions about the health care of older people.
- 2 Critically analyse the organizational issues and dilemmas pertinent to the delivery of care to older people.
- 3 Critically discuss the ethical and legal issues which impact on the lives of older people, their families, carers or significant others.
- 4 Demonstrate an understanding of the concepts: partnership, collaboration, co-production, empowerment, advocacy and choice, which will enhance the creativity and human potential of the specialist practitioner in the nursing care of older people.

SKILLS**MAHI - STM - 095 - 102**

Facilitate the older person to be empowered in the health care settings.

Critically analyse the specialist nurse's role as an advocate.

Demonstrate the ability to communicate effectively with older people.

Critically discuss with an older person their rights as a service user in a care setting.

Display a positive attitude to client/family/carers of older people.

Articulate the range of legislation which underpins service delivery.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
SPR7088	Spring	12 weeks

Nursing Care of Older People

OVERVIEW

This module aims to provide the practitioner with the opportunity to develop clinical competencies utilising a holistic and compassionate response to the multiple problems older people may experience. The module emphasises the need to work in partnership with the patient/carer to assist them in making informed choices, agreeing a plan that respects patient preferences including their right to refuse or limit treatment. The module begins with a critical examination of evidenced-based nursing practice and then provides the students with an opportunity to build on their knowledge of various clinical conditions that are common in the older person.

Students will address the following themes:

- Assessment of the Older Adult
- Nursing Interventions for Common Clinical Problems, patient deterioration and Co-morbidities in the Older Adult
- High Risk Pathophysiology in Older Adults, including COVID-19: Medical and Nursing Management
- Medication and Older People
- Health Promotion and Later Life
- Psychiatry of Old Age

LEARNING OUTCOMES

Aim: To enable students to effectively assess, plan, implement and evaluate safe and effective care of older people in primary, secondary, and tertiary care.

On completion of the module the student will be expected to:

1. Systematically review evidence-based nursing assessments of older people's physical, psychological, cognitive and social functioning.
2. Evaluate critically the application of an evidence-based approach to the nursing care of clinical problems and high-risk pathophysiological conditions experienced by older people.
3. Apply advanced knowledge of the diverse and many-faceted needs of older people, their carers and families and match these to the specific services required in hospital or community.
4. Critically appraise the role of the multi-disciplinary team in developing comprehensive health education and health promotion programmes for the older person.

SKILLS

MAHI - STM - 095 - 104

Demonstrate an ability to undertake a risk assessment of an older person experiencing acute or chronic illness, and/or frailty.

Critically analyse the specialist nurse's role in the multi-disciplinary team.

Articulate the need to develop a therapeutic relationship with the older person.

The ability to facilitate an explanation to an older person receiving care, the effects and potential side effects of prescribed medication.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
SPR7089	Autumn	12 weeks

Frailty, Rehabilitation and Enablement

OVERVIEW

This module focuses on supporting students to work alongside older people whose function and health are worsening. Teaching will focus on the rehabilitative principles of care for older people in primary, secondary, and tertiary care. The module emphasises the need for a comprehensive multi-disciplinary approach to assessing the needs of older people, recognising the role of multiple providers of health and social care across the public, voluntary and community, and private sectors. A person-centred, collaborative approach to rehabilitative care guided by evidence-based practice will underpin delivery of this module.

Students will address the following themes:

- Rehabilitative Principles of Care for Older People
- Comprehensive Geriatric Assessment (CGA Tool)
- Distinguishing Comorbidity, Disability and Frailty
- Evidence-based rehabilitative interventions for older adults
- Interventions in frailty care and enhancing independence
- Healthcare robotics: assistive technology for older adults
- Non-Pharmacological Approaches to Chronic Disease

LEARNING OUTCOMES

Aim: To enhance student knowledge, confidence, and practice in relation to care which maximises independence, supports rehabilitation or palliates symptom management in frail older people

On completion of the module the student will be expected to:

- 1 Critically analyse models of frailty, conceptual understandings of disability, rehabilitation strategies, and enablement amongst older people.
- 2 Critically appraise the recognized models of health promotion and their applicability to the care of older people and their significant others.
- 3 Coherently debate the importance of empowerment and respect in promoting physical, psychological and social rehabilitation.
- 4 Explore a range of psychosocial interventions which may be employed to promote rehabilitation in older populations.

SKILLS

Demonstrate the ability to carry out a multi-dimensional assessment of older people.

Ability to explore a range of health promotion strategies for older people in health care settings.

MAHT - STM - 095 - 106

Actively participate in a rehabilitation programme for older people receiving care.

Articulate the ability to effectively participate in person centred care.

Facilitate coping responses in relation to distress of older people.

		CREDITS
Coursework	80%	20
Examination	0%	
Practical	20%	

MODULE CODE	TEACHING PERIOD	DURATION
SPR7090	Spring	12 weeks

Cardiovascular Disease Prevention and Rehabilitation

OVERVIEW

This module is designed to prepare students to participate in the evidence-based delivery of cardiovascular disease prevention and rehabilitation approaches to cardiac patients both in and outside of structured programmes. The module draws on the British Association for Cardiovascular Disease Prevention and Rehabilitation (BACPR) standards and core components. The BACPR promotes the provision of high-quality care in structured cardiovascular disease prevention and rehabilitation programmes. These principles can also be applied outside of such structured programmes. Ultimately these approaches aim to reduce the burden of cardiovascular disease.

LEARNING OUTCOMES

Aim: To prepare students to provide evidence based cardiovascular disease prevention and rehabilitation approaches to support patients and their family.

Learning outcomes/ objectives:

1. Has a deep and systematic understanding of risk factors for cardiovascular disease and the evidence-based management of these.
2. Critically evaluate the effectiveness of approaches to health behaviour change for the cardiac patient.
3. Critically discuss the impact of psychosocial issues on the individual and their family.
4. Critically evaluate the effectiveness of structured cardiac rehabilitation programmes.

SKILLS

To be able to evaluate cardiovascular risk in patients

To motivate patients towards long-term adherence to positive lifestyle changes

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
SPR7087	Spring	12 weeks

Heart Failure Nursing

OVERVIEW

Heart failure profoundly impacts on individuals and their families. This module is designed to prepare students to assess and support patients with heart failure. The epidemiology of heart failure and the underlying pathophysiology will be reviewed. The appropriate use and role of relevant investigations in the assessment and diagnosis of heart failure will be explored. Approaches to management including pharmacological, surgical and device therapy will be discussed. Recognition of the psychosocial impact of heart failure on the individual and their family, promotion of self-care, and care at the end of life will be explored. Models of care provision in heart failure, and approaches to optimising health will be evaluated.

LEARNING OUTCOMES

Aim: To provide students with a knowledge an understanding of the assessment, management and support for patients with heart failure

Learning outcomes/ objectives:

1. Has a deep and systematic understanding of the assessment of patients with suspected heart failure.
2. Critically analysis of pharmacological, surgical and device therapy for the management of heart failure.
3. Critically evaluate the effectiveness of heart failure services.
4. Critically discuss end of life care in patients with heart failure.

SKILLS

Advocate for heart failure patients and their family within the multi-disciplinary team.

Utilise appropriate nursing interventions to optimise functional capacity and improve quality of life in patients with heart failure.

To address palliative care needs of patients with heart failure.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
SPR7086	Autumn	12 weeks

MAHI - STM - 095 - 109

Cancer Services, Design and Strategic Involvement

OVERVIEW

- Structure and processes of service provision in cancer.
- Strategic drivers in cancer care.
- The organisation and delivery of quality cancer health care provision.
- The contribution of the Specialist Practice Nurse in education, research and audit management, supervision and dissemination of good practice.

LEARNING OUTCOMES

At the end of this module the student will be able to:

1. Critically analyse the structure, processes and design of cancer services locally, nationally and internationally.
2. Demonstrate a critical awareness of the factors which influence the availability, range and quality of cancer care services.
3. Critically appraise the leadership role of nurses in their contribution to the development and quality of cancer services in Northern Ireland.
4. Critically analyse the leadership role of the Specialist Practice Nurse in the support, education and development of self and other practitioners in the specialty of oncology nursing and the importance of dissemination of good practice.

SKILLS

- Influence a research sensitive clinical environment including the ability to disseminate effective clinical care practices.
- Clinical interpretation of policy and research.
- Enhancing clinical leadership in practice in developing the capacity of health and social care teams.
- Contribute to the support and education of other oncology health care professionals.
- Actively promote and engage in the utilisation of research findings to support clinical practice and decision making.
- Contribute to discussions and decision making processes in multidisciplinary meetings.
- Contribute to the political and professional discussions regarding the implications of Health Policy decisions and the co-ordination of services.

Coursework	100%	CREDITS
		20
Examination	0%	

MODULE CODE	TEACHING PERIOD	DURATION
SPR7084	Spring	12 weeks

MAHI - STM - 095 - 111

Acute Cardiac Nursing

OVERVIEW

This module aims to enhance the students’ knowledge and understanding of the evidence-based assessment and management of patients presenting with acute cardiac conditions including coronary artery disease (Angina/Acute Coronary Syndromes) and arrhythmias. The underlying pathophysiology of common cardiac conditions will be explored. Students will develop an understanding of the cardiac conduction system, mechanisms of arrhythmia, and application of electrocardiograms (ECGs) in assessing patients. The module will have a focus on practical application and will include simulation to allow students to develop skills in a safe learning environment.

LEARNING OUTCOMES

Aim: To provide students with the knowledge to assess and manage patients presenting with acute cardiac illness.

Learning outcomes/ objectives:

1. Demonstrates a deep and systematic understanding to the assessment of patients presenting with acute cardiac disease.
2. Critical analysis of the application of ECG interpretation in the context of the acutely ill adult.
3. Demonstrates a deep and systematic understanding of the management of patients presenting with acute cardiac conditions.
4. Critical awareness of current resuscitation guidelines and practice.

SKILLS

An understanding of a systematic approach to ECG interpretation.

Conduct a holistic assessment of the acutely ill or deteriorating cardiac patient.

Work in ways which are reflective, self-critical and evidence based.

Demonstrate awareness of non-technical skills and human factors, facilitating leadership and effective team working when dealing with an acutely ill cardiac patient.

		CREDITS
Coursework	0%	20
Examination	100%	
Practical	0%	

MODULE CODE	MAHI - STM - 095 - 112 TEACHING PERIOD	DURATION
SPR7085	Spring	12 weeks

MAHI - STM - 095 - 113
Applied Biomedical Science in Respiratory Nursing

Aim: An integrated approach to science and disease with a focus on disease processes in acute and chronic respiratory disease.

The module will focus on International, national and local epidemiology related to respiratory disease. It will look at infectious diseases particularly focusing on viruses and the impact of Covid-19. The module will cover the pathophysiology related to acute and chronic respiratory conditions. It will also review the underpinning pharmacology related to medication used in respiratory nursing. Specific inflammatory conditions such as asthma, allergic rhinitis and chronic bronchitis will be considered. The module will focus on chronic conditions such as cystic fibrosis, Chronic obstructive pulmonary disease and asthma. There will also be input from specialist nurses and the those working in the third sector looking at conditions such as idiopathic pulmonary fibrosis and COPD which have a higher prevalence in NI.

1. Demonstrate a systematic understanding of the anatomy and physiology of the respiratory system
2. Critically evaluate from an international, national and local perspective the epidemiology and aetiology of acute and chronic respiratory conditions.
3. Critically appraise the biomedical knowledge underpinning pharmacology used in respiratory nursing.
4. Show conceptual understanding of the knowledge used in holistic assessment of the person with an acute or chronic respiratory condition particularly linking the signs and symptoms of respiratory disease to the underpinning pathophysiology.

On successful completion of this module, students will have gained the following:

- Application and analysis of knowledge to clinical practice.
- Demonstrate and critique knowledge of signs and symptoms of respiratory disease relating them to the pathophysiology.
- Demonstrate knowledge of skills in assessment and of the respiratory patient.

		CREDITS
Coursework	0%	20
Examination	100%	
Practical	0%	

SPR7091

MAHT - STM - 095 - 114

12 weeks

MAHI - STM - 095 - 115

Mental Health Essentials

OVERVIEW

Psychosocial assessment skills; vulnerability stress model; identification/early detection of common mental health difficulties; risk, trans/inter-generational transmission, family and carer systematic aspects of common mental health problems and psychological problems associated with chronic physical health problems; sign posting to specialist services.

LEARNING OUTCOMES

On completion of the module the student should be able to:

Critique the Vulnerability-Stress model as an explanatory model for people living with ‘common mental health problems’.

Critique the links between vulnerability and the incidence of ‘common’ psychological problems.

Systematically and critically evaluate NICE recommended treatments for ‘common mental health problems’.

Systematically demonstrate the skills of engagement, negotiation and collaboration wit service users/families and other health and social care practitioners.

Apply and demonstrate an advanced holistic person-centred strengths assessment using trans-generational and lifespan framework/approach.

SKILLS

Effective communication of complex material selection, synthesis and evaluation of pertinent information; prioritisation, appraisal and deduction of pertinent information; analysis and evaluation of received knowledge on the application of theory to practice.

		CREDITS
Coursework	60%	20
Examination	0%	
Practical	40%	

HSN7078

MAHT - STM - 095 - 116

12 weeks

Spring

practice teaching and learning for health and social care professionals

OVERVIEW

professional frameworks and their relevance to practice learning. Learners will engage with their professional regulatory frameworks to explore the legal, ethical and professional responsibilities for practice learning, delegation and practice assessment. This will include the use of digital technology to support and assess learning in practice such as ePortfolio and electronic health records and the professional responsibilities in relation to skills delegation, assessing Fitness to Practice and 'failing to fail'.

LEARNING OUTCOMES

The aim of this module is to develop the student's ability to identify and critically evaluate teaching and learning of a procedure and the associated legal and ethical responsibility.

On completion of this this module students will be able to:

- Identify and critically discuss the legal, ethical and professional frameworks relevant to practice learning
- Critically appraise and discuss digital delivery and assessment strategies relevant to practice learning
- Demonstrate the principles of teaching, assessment and providing feedback to learners in a practice setting.
- Critically appraise and discuss how to support learners not meeting professional requirements in their practice learning
- Reflect on the application of contemporary learning and assessment theories relevant to practice learning and identify personal areas of strength and areas for further development when working with learners

SKILLS

Knowledge and Understanding of:

- Application of learning theories and models in practice learning settings
- The development and implementation of teaching plans and the evaluation of learning outcomes related to a clinical skill
- Identify factors that enable and inhibit learning a procedural skill
- Reflect on individual teaching and learning skills and areas where further development is indicated

Cognitive Skills

- Critical appraisal of evidence and research regarding teaching and learning procedural skills theories and strategies
- Critically appraise the application of learning and debriefing in the practice setting.

- MAHT-STM-095-118
- complex ideas, information, and issues related to learning a procedural skill.
- Development of creative and original responses regarding the application of teaching and learning a procedural skill.

Transferable Skills

- Demonstrate the ability to engage in debriefing discussion at an advanced level and the ability to utilise a wide range of resources to support advanced decision making.
- Confidence to deal with complex professional issues in ways that demonstrate reflective, autonomous and evidence-based practice.
- Appropriate use of information technology to access national and international databases.
- Utilise skills in reflective practice and apply to individual and team-work contexts

Coursework	100%	CREDITS
Examination	0%	20
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
HSN7085	Spring	2 weeks

Physiology: Homeostasis in Acute/Critical Health Care

OVERVIEW

The module aims to develop understanding of the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction. It will teach the principles and mechanisms of physiological homeostasis in human health and pathophysiology, including application of these subjects to the clinical setting.

Following introductory lectures, focusing on the key concepts underpinning the homeostatic nature of the human body, the module will explore physiological disruption and adaptation processes in the cardiovascular, respiratory, renal, endocrine and nervous systems within the context of acute/critical health care. In addition, related immunobiological, gastro-intestinal and haematological concepts will also be studied.

LEARNING OUTCOMES

Discuss the molecular nature of the human body.

Discuss the basic embryological development of the human body from zygote to systems.

Explore the concept of cell and tissue homeostasis.

Analyse the general principles of tissue content, organisation, orientation and role within the human body structures.

Analyse the individual and collaborative actions of the physiological processes within the cardiovascular, respiratory, renal, endocrine and nervous systems in contributing to overall human body homeostasis.

Apply and evaluate the effects of altered anatomy and physiological processes within the cardiovascular, respiratory, renal, endocrine and nervous systems on homeostasis, and the synthesise how these evolve in the clinical development of illness and disease.

Critical application of physiological concepts and altered homeostasis to the interpretation and management of clinical scenarios, e.g. through case studies exploring the pathophysiology underpinning serious adverse incidents (SAIs)

SKILLS

Retrieval of pertinent information.

Develop self-reflection and a spirit of enquiry.

Discuss and evaluate the application of issues relevant to health care.

Critical analysis and appraisal.

Practical

0%

MODULE CODE	TEACHING PERIOD	DURATION
HSN7083	Autumn	12 weeks

Enabling Inter Professional Practice

OVERVIEW

This module will enable health and social care practitioners from across a range of professions to develop their knowledge and understanding of contemporary theories and models related to inter-professional practice. The module will enhance knowledge and skills in the planning, delivery, assessment and evaluation of care delivery as a means to enable inter-professional practice across care settings, to improve the outcomes for people who use these services.

LEARNING OUTCOMES

contemporary theories and models related to inter professional practice and their application across communities and care settings to enable the delivery of safe and effective person-centred care and support.

On completion of this module students will be able to:

- Critically discuss contemporary theories and models relevant to inter-professional practice
- Critically apply theories and models of inter-professional practice to deliver safe and effective person-centred care and support
- Critically appraise factors that may influence, enable and inhibit safe and effective inter-professional practice
- Critically engage in equality, diversity and inclusion as core element of inter professional working and service delivery
- Critically reflect on and evaluate inter-professional practice experiences and their implications to enable the delivery of safe and effective person-centred care and support

SKILLS

- The application of theories and models relevant to inter-professional practice across communities and care settings
- The development of care plans, their implementation and evaluation to enable the effective delivery of safe and effective inter-professional person-centred care and support
- Factors that may influence and impact upon effective inter-professional practice including equality, diversity and inclusion, resource allocation, service development and delivery
- Professional standards and strategies that promote approaches to enhance inter professional practice opportunities

Cognitive Skills

- Critical appraisal of theories, models and research regarding inter-professional practice
- Critically appraise the application of knowledge and skills in relation to inter professional practice
- Application of new and complex ideas, information, and issues related to inter-professional practice

- MAHT - STM - 095 - 122
- Development of creative and original responses regarding the application of inter-professional practice approaches and opportunities

Transferable Skills

- Demonstrate the ability to engage in critical debate at an advanced level and utilise a wide range of resources to support advanced decision-making
- Confidence to deal with complex professional issues in ways that demonstrate reflective, autonomous, and evidence-based practice and accountability
- Appropriate use of information technology to access national and international databases and evidence.
- Utilise skills in reflective practice and apply to individual and inter-professional practice contexts.

		CREDITS
Coursework	50%	20
Examination	0%	
Practical	50%	

MODULE CODE	TEACHING PERIOD	DURATION
HSN7086	Autumn	12 weeks

Theories and principles of practice education

OVERVIEW

This module will enable the practitioners from across profession to develop their knowledge and understanding of the significant contemporary theories of teaching and learning and the application to practice. The module will use the UK Professional Standards Framework for teaching and supporting learning in higher education developed by the Higher Education Academy. This will include knowledge and skills in planning, delivery, assessment and evaluation of learning in a range of practice settings underpinned by core professional values

LEARNING OUTCOMES

The aim of this module is to develop the student's ability to identify and critically evaluate contemporary learning theories and their application to practice learning.

On completion of this this module students will be able to:

- Critically discuss contemporary teaching and learning theories relevant to professional practice
- Critically apply theories and principles of learning through the identification of and design and delivery of practice learning opportunities and the use of learning plans
- Critically appraise factors that influence, enable and challenge practice learning
- Critically analyse assessment theories and their application to practice learning
- Critically reflect on and evaluate learning experiences with learners and their implications for future practice

SKILLS

Knowledge and Understanding of:

- Application of learning theories and models relevant to practice education in a professional context
- Development of plans, implementation and evaluation of teaching and learning initiatives in a practice learning environment
- Identify factors that impact upon and influence the practice learning process
- Reflection and evaluation of teaching and learning strategies and the identification of approaches to enhance practice learning opportunities

Cognitive Skills

- Critical appraisal of evidence and research regarding teaching and learning theories and strategies
- Critically appraise the application of knowledge and skills in relation to practice learning.
- Application of a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information, and issues related to practice learning
- Development of creative and original responses regarding the application of practice learning

approaches and opportunities

MAHI - STM - 095 - 124**Transferable Skills**

- Demonstrate the ability to engage in critical debate at an advanced level and the ability to utilise a wide range of resources to support advanced decision making.
- Confidence to deal with complex professional issues in ways that demonstrate reflective, autonomous and evidence-based practice.
- Appropriate use of information technology to access national and international databases.
- Utilise skills in reflective practice and apply to individual and team-work contexts.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
HSN7084	Autumn	12 weeks

MAHI - STM - 095 - 125

Contemporary Care Delivery in Intellectual Disability Practice

OVERVIEW

Identification of models of service delivery for people with intellectual disabilities and complex needs; local, national and international legislation frameworks and the historical and contemporary contexts; contemporary models of care provision; co-designing and co-producing care delivery with people with intellectual disabilities, their families and carers; governance in service development and delivery, planning and evaluation of services and care; promoting quality and safety; quality improvement in intellectual disabilities care delivery; the principles of ethical care delivery; values-based leadership in care delivery, multi-disciplinary and multi-agency team-working; reflective practice and life-long learning; searching the literature effectively; critical appraisal of evidence relevant to intellectual disabilities service delivery; principles of implementation science.

LEARNING OUTCOMES

The aim of this module is to develop the student's ability to critically evaluate the key elements of effective delivery and continuity of quality care provision and support required by people with intellectual disabilities.

On completion of this module students will be able to:

- Appraise service models and developments required in care and support services for people with intellectual disabilities.
- Identify inter professional and discipline-specific developments in service provision and the application to care delivery and governance.
- Appraise legal, ethical and professional frameworks and their application to care delivery regulation.
- Examine values-focused leadership approaches in relation to the delivery of care and support.

SKILLS

Knowledge and Understanding of:

- Contemporary care models
- Utilising evidence from research, policy, service, and governance reviews
- The role of co-production in contemporary intellectual disabilities health and social care and support
- Leadership models and styles
- Decision-making frameworks
- Legal, ethical and professional frameworks supporting intellectual disabilities practice

Cognitive Skills**MAHI - STM - 095 - 126**

- Critical appraisal of evidence and research relevant to intellectual disabilities care delivery and professional practice
- Application of a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information, and issues
- Critical appraisal skills of contemporary assessment frameworks
- Utilising appropriate approaches when communicating outcome measures and evaluation of care
- Ethical and evidence informed decision-making

Transferable Skills

- Demonstrate the ability to engage in critical debate at an advanced level and the ability to utilise a wide range of resources to support advanced decision making
- Confidence to deal with complex professional issues in ways that demonstrate reflective, autonomous, and evidence-based practice such as Positive Risk Taking
- Appropriate use of information technology to access national and international databases.
- Utilise skills in reflective practice and apply to individual and team-work contexts

Coursework	100%	CREDITS
Examination	0%	20
Practical	0%	

MODULE CODE**TEACHING PERIOD****DURATION**

HSN7082

Spring

12 weeks

MAHI - STM - 095 - 127

Holistic Approach to Cancer Care

OVERVIEW

- Concepts of care, compassion, hope, shared decision making and living with and beyond cancer throughout the trajectory and lifespan.
- Assessing and supporting the psychological, social, spiritual and sexual aspects of wellbeing in the context of a cancer diagnosis.
- The role of information and support services in the cancer trajectory.
- Framework for cancer education for individuals with cancer and their carers.

LEARNING OUTCOMES

At the end of this module the student will be able to:

1. Critically appraise the evidence-based theory of the psychological impact of cancer on health and the application of person-centred approaches to support individuals with cancer and their carers.
2. Critically analyse the potential physical, social, spiritual and sexual implications associated with cancer.
3. Analyse and employ strategies to act as a resource for information and support to patients and carers and within the healthcare team.
4. Critically debate the ethical and legal issues associated in supporting the continued empowerment of individuals with cancer. in their decision-making.

SKILLS

- Use highly developed communication skills to assess and support individuals, and their carers, and provide guidance regarding the holistic implications of cancer.
- Contribute to the discussion and debate regarding ethical decision making which may arise in the clinical practice setting.
- Contribute to enhancing the individuals' knowledge through the use of relevant education and information sharing frameworks.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

SPR7083

MAHI
Autumn STM - 095 - 128

12 weeks

Advances in Health Evidence and People with Intellectual Disabilities

OVERVIEW

Population and demographic health needs evidence of children, adults and older people with intellectual disabilities across care and support services; rare genetic syndromes and neurodevelopmental disabilities health needs evidence; ASD, ADHD, FASD health needs evidence; physical health needs evidence of children, adults and older people with intellectual disabilities; enabling physical health care and support; psychological and behavioural health needs evidence of children, adults and older people with intellectual disabilities; enabling psychological care and support.

LEARNING OUTCOMES

The aim of this module is to develop the student's ability to identify and critically evaluate the evidence regarding the health concerns and care and support needs of children, adults and older people with intellectual disabilities.

On completion of this this module students will be able to:

- Demonstrate the ability to search the literature and critically evaluate evidence relevant to children, adults and older people with intellectual disabilities.
- Appraise and critically analyse the evidence of the changing demographics of the population of children, adults and older people with intellectual disabilities.
- Appraise and critically analyse the evidence regarding children, adults and older people with neurodevelopmental disabilities.
- Appraise and critically analyse the evidence regarding the physical health concerns of children, adults and older people with intellectual disabilities and their care and support needs.
- Appraise and critically analyse the evidence regarding the psychological and behavioural concerns of health of children, adults and older people with intellectual disabilities and their care and support needs.

SKILLS

Knowledge and Understanding of:

- The national and international evidence of the changing demographics of the population of children, adults and older people with intellectual disabilities.
- The evidence of the physical health needs of children, adults and older people with intellectual disabilities.
- The evidence of the psychological and behavioural needs of children, adults and older people with intellectual disabilities.

- MAHT - STM - 095 - 130
- The evidence of the care and support needs of children, adults and older people with neurodevelopmental disabilities.
 - Utilising evidence to underpin intellectual disability practice that improves health and well-being.

Cognitive Skills

- Critical appraisal of evidence and research regarding children, adults and older people with intellectual disabilities and their health, care and support needs.
- Critically appraise the application of knowledge regarding the care and support of children, adults and older people with intellectual disabilities.
- Application of a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information, and issues
- Development of creative and original responses regarding children, adults and older people with intellectual disabilities and their health, care and support needs.

Transferable Skills

- Demonstrate the ability to engage in critical debate at an advanced level and the ability to utilise a wide range of resources to support advanced decision making.
- Confidence to deal with complex professional issues in ways that demonstrate reflective, autonomous and evidence-based practice.
- Appropriate use of information technology to access national and international databases.
- Utilise skills in reflective practice and apply to individual and team-work contexts.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
HSN7081	Autumn	12 weeks

Implementing Continuity of Midwifery Carer (CoMC) for All Women

OVERVIEW

Contribution and impact of midwives in relation to maternity care; defining CoMC; CoMC Models (universal and additional care); relationship based care; introducing and successfully implementing CoMC into mainstream maternity services; co-design and co-production of maternity services with maternity service users and relevant stakeholders; ensuring quality and safety; perceptions of risk; evaluating CoMC; planning for CoMC; sustainability of CoMC; searching the literature effectively; critical appraisal of evidence relevant to CoMC; principles of implementation science; visible and supportive midwifery leadership; change management and being an effective change agent; leadership attributes; communication and interpersonal skills including principles of effective midwifery and multidisciplinary team working.

LEARNING OUTCOMES

The aim of this module is to develop the student's ability to critically evaluate the key elements of successful implementation and sustainability continuity of midwifery carer models.

On completion of this this module students will be able to:

- Appraise and critically evaluate key features of CoMC models for women with universal and additional care needs
- Critically analyse factors which influence the effective implementation and sustainability of CoMC including midwifery leadership skills
- Critically appraise and apply in-depth knowledge and principles of co-production to the implementation of CoMC
- Critically evaluate the role of communication skills and provision of relational care within CoMC models including effective team working
- Critically appraise the role of effective change management in relation to providing CoMC models and the maternity workforce
- Demonstrate the ability to search the literature and critically evaluate evidence relevant to CoMC

SKILLS

Knowledge and Understanding of:

- Implementing and sustaining maternity service transformation in CoMC models
- The role of co-production with maternity service users and stakeholders in maternity service design and evaluation

- Effective change management **MAHI - STM - 095 - 132**
- The impact of midwifery leadership, communication skills and relational care on implementing and sustaining CoMC
- Utilising evidence to underpin midwifery practice including the role of implementation science

Cognitive Skills

- Application of a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information and issues
- Development of creative and original responses to implementing CoMC
- Critically appraise and apply knowledge to midwifery practice.

Transferable Skills

- Demonstrate the ability to engage in critical debate at an advanced level and the ability to utilise a wide range of resources to support advanced decision making
- Confidence to deal with complex professional issues in ways that demonstrate reflective, autonomous and evidence based practice
- Appropriate use of information technology to access national and international databases.

Coursework	100%	CREDITS
		20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
MID7078	Autumn	12 weeks

MAHI - STM - 095 - 133

Applied Biomedical Aspects of Cancer Care

OVERVIEW

- The biological development of cancer.
- Cancer prevention and detection.
- Principles of cancer treatments including side effects.
- Physiological presentation and management of the major symptoms experienced by patients with cancer.
- Investigations and imaging tests in the diagnostics.
- Role of clinical trials as a cancer intervention.
- Long term symptoms of cancer and treatment.
- Principles of prehabilitation and rehabilitation.

LEARNING OUTCOMES

- At the end of this module the student will be able to:
1. Apply advanced knowledge and understanding of the aetiology and pathophysiology of cancer.
 2. Systematically review the goals of the current prevention, screening and detection strategy programmes in the United Kingdom.
 3. Critically understand the various cancer treatment modalities including the latest approaches.
 4. Apply advanced knowledge of the physiology, principles of treatment and related nursing care of the acute and long-term symptoms of cancer and treatments.

SKILLS

- Actively promote the current NHS cancer screening programmes to patients, their relatives/carers and to the wider public.
- Adequately provide patients and carers with the knowledge they need prior to, during and following cancer treatments, including the potential long-term effects associated with living with and beyond cancer.
- Provide support for patients in cancer clinical trials from recruitment and throughout their treatment regime.

		CREDITS
Coursework	30%	20
Examination	70%	
Practical	0%	

MODULE CODE	MAHI - STM - 095 - 134 TEACHING PERIOD	DURATION
SPR7082	Spring	12 weeks

Complexity in Pregnancy: Midwifery Care for Women and their Families

OVERVIEW

An introduction to woman-centred and family support through complexities relating to childbearing, encompassing:

- Critical exploration of organisational, professional and clinical complexities which reflect challenges midwives meet in everyday practice.
- Aetiology, identification and management of selected medical, pregnancy-related and social complexities.
- Critical discussion of the role of the midwife and the interprofessional team in pregnancy requiring additional care.
- Critical evaluation and application of evidence to clinical practice, regarding management of complexity in the perinatal period.
- Optimising a safe, effective and satisfying experience for women, babies and families requiring additional care.

LEARNING OUTCOMES

On successful completion of the module the student should be able to:

1. Evaluate critically the contribution of maternity care services to the experiences and outcomes of childbearing women and their families.
2. Evidence awareness of the organisational and professional complexities of providing maternity care within the UK, focusing on Northern Ireland.
3. Demonstrate advanced understanding of the impact and management of selected medical, pregnancy-related and social complexities on perinatal women and their families.
4. Provide new insights into the challenges of providing universal midwifery care to women and families requiring additional care.
5. Coherently debate the role of the interprofessional team in the care of the woman requiring additional care throughout the childbearing continuum.
6. Develop and critically analyse strategies for supporting women, babies and families through childbearing complexity, optimising a safe, individualised, holistic and satisfying experience.

SKILLS

Students will be supported to develop skills in:

- MAHT - STM - 095 - 136
- Assessing, planning, implementing and evaluating midwifery care.
 - Addressing complex professional issues in ways that demonstrate reflective, autonomous and evidence based performance.
 - Developing creative and original responses to complexity.
 - Applying a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information and issues.
 - Demonstrating an ability to engage in critical debate at an advanced level, with an ability to utilise a wide range of resources to support advanced decision making.
 - Demonstrating awareness of current legal and professional issues related to maternity care.
 - Using information technology appropriately to access national and international databases, and integrating online resources into learning.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
HSN7020	Autumn	12 weeks

MAHI - STM - 095 - 137

Successful leading for health and social care professionals

OVERVIEW

This module will provide students with skills and knowledge to achieve improved patient health and social well being and delivery of quality services in health and social wellbeing contexts.; it will address concepts and theories of leadership and management; personal leadership development; dealing with challenging situations through effective leadership; developing leadership in fellow workers; valuing diversity; team working, motivating and collaborating with others and recognising organisational cultures, networks and power

LEARNING OUTCOMES

Advanced knowledge and systematic understanding of concepts, theories and principles related to leadership and management

Advanced knowledge and systematic understanding of communication, motivation, team working, diversity and power within health and social wellbeing services

Ability to critically appraise evidence regarding the drivers for and nature of effective personal, team, organisational and global leadership

Advanced knowledge and systematic understanding of organisational systems, cultures and policies in health and social wellbeing services

Critical application of evidence to potentially challenging situations within health and social wellbeing leadership contexts

Critical application of leadership development to self and other health and social wellbeing staff

SKILLS

Knowledge and Understanding Skills

Demonstrate and develop critical and advanced knowledge and understanding of principal theories, principles, concepts and research related to leadership and management for health and social wellbeing.

Cognitive Skills

Apply a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information and issues so as to make informed judgements regarding leadership and management for health and social wellbeing.

MAHI - STM - 095 - 138

Transferable Skills

Demonstrate an ability to engage in critical debate and communicate clearly and at an advanced level, with an ability to utilise a wide range of resources to support advanced decision making; deal with complex professional issues in ways that demonstrate reflective, self-critical, autonomous and evidence based performance.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
HSN7032	Spring	12 weeks

Health Assessment

OVERVIEW

The purpose of health assessment is to collate information using a person centred approach to identify the health needs of persons and to plan, implement and evaluate appropriate therapeutic management. This will involve a collaborative approach between the nurse and the persons within the care environment. Students will be given the opportunity to develop their knowledge and skills in comprehensive history taking and clinical examination to enable them to competently assess the health needs of persons in their care. The module purpose to integrate theoretical and evidence based knowledge to underpin the skills required for competent health assessment. Consolidation of the taught skills is expected to continue in the clinical environment throughout the duration of the module. The aim of the module is to enable:

Students to develop and enhance their theoretical and evidence based knowledge and practice to undertake a person centred comprehensive health assessment.

Students to develop their critical thinking and decision-making skills to allow them to deliver a safe and effective management plan.

History Taking: Increasing 'Self-awareness' and the effects of environment and verbal/non-verbal behaviour when undertaking health assessment. Interpersonal communication skills. Person-centred patient history taking using a systematic approach and acknowledging the person's beliefs, attitudes and preferences. Recognising the person as an individual taking into account their environmental, familial, cultural and societal situation. Health assessment and consultation models.

Physical Examination: Develop physical examination skills; inspection, palpation, percussion and auscultation. Clinical examination of the head, eyes, ears, nose and throat; cardiovascular and peripheral vascular; respiratory; abdominal and rectal; neurological, musculo-skeletal, male and female genitalia, mental health and use of appropriate assessment equipment.

Diagnosis and investigations: Pathophysiology related to different systems and potential differential diagnoses. Knowledge of when to refer for further tests and investigations or when to consult with appropriate members of the inter-professional team; identifying referral limitations; identifying appropriate referral sources; clinical decision-making; evidence to underpin practice.

LEARNING OUTCOMES

At the end of this module the student will be able to:-

1. Critically analyse the evidence for using a systematic approach when taking a person-centred history as part of the health assessment process.
2. Critically appraise underpinning physiological and pathophysiological knowledge to physical examination techniques in order to differentiate between normal

and abnormal findings.

MAHI - STM - 095 - 140

3. Critically analyse information gained from health assessment, in order to draw appropriate conclusions about health status whilst recognising own limitations and accountability.
4. Critically explore and build upon interpersonal communication skills while undertaking health assessment.

SKILLS

On successful completion of this module, students will have gained the following: Key skills:

- Competently complete a full clinical health assessment of a patient/client
- Retrieval of pertinent information
- Identification of legal and ethical issues
- Effective high levels of judgement and discretion to ensure safe/effective clinical practice
- Self reflection
- Effective interpersonal communication skills relating to history taking and health assessment
- Resource person adaptable to all clinical environments
- Assume responsibility for own learning

Subject-specific skills

- Systematic approach to history taking and pedigree chart completion
- Superior clinical examination skills in all body systems through Inspection, palpation, percussion and auscultation skills
- Insight into clinical investigations and potential diagnosis
- Referring patient/client to necessary clinics, specialities, and other professionals

Employability skills

- Registered practitioners both local and international gain additional advanced clinical examination skills to enhance the professional’s clinical practice
- Students have advantages for employment and promotion in HSC trusts, private practice and internationally
- International students who take this module have career opportunities when they return to their home country to lead, implement change and advance clinical practice, and health assessment
- Students registered on the Non-Medical Prescribing programme must have completed or complete a module on Health Assessment in order to meet the NMC requirements for prescribing. Students may undertake the module in order to fulfil the criteria.

		CREDITS
Coursework	100%	20
Examination	0%	

MODULE CODE	TEACHING PERIOD	DURATION
NMP7002	Full Year	12 weeks

MAHI - STM - 095 - 142

Principles of Critical Care in Midwifery

OVERVIEW

The role of the midwife in co-ordinating resources and delivering effective and efficient midwifery care to critically ill women. Interprofessional team working as a strategy to improve woman centred care. Examine the evidence base for critical and high dependency care.

LEARNING OUTCOMES

On completion of this module the student should be able to: evaluate the evidence base for critical and high dependency care; evaluate the role of the midwife in providing midwifery care to critically ill women; and evaluate the benefits of interprofessional working within critical and high dependency care.

SKILLS

Retrieval and prioritisation of pertinent information. Skills of critical analysis and reflection.

Coursework	80%	CREDITS
Examination	0%	20
Practical	20%	

MODULE CODE	TEACHING PERIOD	DURATION
MID7016	Autumn	12 weeks

OVERVIEW

Searching the literature effectively; design and critical appraisal of randomised controlled trials, non-equivalent group designs, and observational studies; basic steps and analysis for randomised controlled trials; correlation, causation and validity; survey and questionnaire design; sampling theory, sample size and statistical power; prevalence and incidence; choosing a statistical test; SPSS: data entry and coding, descriptive statistics, presentation of data, hypothesis testing, probability, introduction to confidence intervals, correlations, simple logistic regression, inferential statistics, t-tests, ANOVA and post-hoc analysis

LEARNING OUTCOMES

The aim of this module is to develop the student’s ability to critically evaluate quantitative research studies in terms of their design, methods, analysis and interpretation.

At the end of this module students will be able to:

1. Critically analyse factors which influence the choice of research design
2. Critically evaluate the reliability and validity of quantitative research studies
3. Demonstrate competence in using and interpreting parametric and non-parametric statistics
4. Interpret the results of quantitative research studies
5. Search the literature for evidence to support clinical practice

SKILLS

Students will have the opportunity to learn how to carry out basic operations using SPSS Statistics software.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
NUR7002	Spring	12 weeks

Qualitative Research Methods

OVERVIEW

The aim of this module is to reach one single goal: to allow the student to develop a research proposal using qualitative methods. The research proposal can be based on a title of the student's choice – or based on a selection we offer (see workbook 3). The module is designed to assist the student through the process of developing a research proposal in a step by step manner, one step per week. We begin by exploring some of the theoretical and epistemological bases of interpretive qualitative research and how these compare and contrast with the epistemological bases of quantitative research. In this lecture and workbook, we also invite careful consideration of how these two methodological approaches may be combined. We then guide the student through the various stages in creating a high quality qualitative research proposal from crafting an appropriate question, to conducting a literature review, to decisions about sampling and recruitment, data collection methods, and data analysis methods to considerations of ethics and responsibilities, and to write-up. Ultimately, the course acts as key preparation for the development of a student's MSc. dissertation and further real world research proposals that you might undertake as part of your work or further study.

LEARNING OUTCOMES

By the time you have completed this module you should be able to produce a high quality research proposal to conduct a qualitative research study.

The components of these learning outcomes can be broken down as follows. By the time you have completed this module you should:

- (i) be able to identify the main methodological/epistemological components of qualitative research and how they compare and contrast with quantitative research;
- (ii) be able to critically reflect upon the relevance of qualitative research methodologies in understanding health and healthcare, including for examining issues / problems which arise in the course of your work / practice / research interests;
- (iii) have developed skills for retrieving and reviewing qualitative research literature and assessing the quality of qualitative research studies;
- (iv) be able to critically reflect upon your ethical role and responsibilities as a researcher, including in relation to any role you might have as a practitioner;
- (v) be familiar with sampling and recruitment strategies for qualitative research;
- (vi) be familiar with a number of qualitative methods of social research (data collection);
- (vii) be familiar with strategies for analysing qualitative data;
- (viii) demonstrate an ability to time plan a qualitative research study.

Skills

The module also offers graduates an opportunity to develop a range of transferable skills.

By the end of the course, participants should be able to:

- MAHT - STM - 095 - 145
- explore the usefulness of research in healthcare settings;
 - develop enhanced problem-solving skills in relation to the challenges posed by real-world research in healthcare/educational or social work environments;
 - demonstrate self-awareness of skills required to work with groups and to facilitate communication in groups (through electronic discussion groups);
 - develop communication skills in writing a qualitative research proposal;
 - strengthen possibilities for networking amongst researchers across different disciplines;
 - strengthen possibilities of communication within a multi-cultural learning environment.

SKILLS

The module also offers graduates an opportunity to develop a range of transferable skills. By the end of the course, participants should be able to:

- explore the usefulness of research in healthcare settings;
- develop enhanced problem-solving skills in relation to the challenges posed by real-world research in healthcare/educational or social work environments;
- demonstrate self-awareness of skills required to work with groups and to facilitate communication in groups (through electronic discussion groups);
- develop communication skills in writing a qualitative research proposal;
- strengthen possibilities for networking amongst researchers across different disciplines;
- strengthen possibilities of communication within a multi-cultural learning environment.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
NUR7010	Autumn	12 weeks

MAHI - STM - 095 - 146

Pharmacotherapeutics for Practice

OVERVIEW

Pharmacokinetics and pharmacodynamics of drug therapy: mechanisms of drug action; pharmaceutical phase; pharmacokinetic phase including, factors that influence pharmacokinetic activity, absorption, distribution, metabolism, biotransformation and excretion of drugs; pharmacodynamic phase; drug-response relationship; side effects and adverse reactions, drug interactions; cost effectiveness of specific drug regimens;

LEARNING OUTCOMES

On completion of this module the student should be able to: critically review and implement efficacious and cost-effective pharmacotherapeutic regimes for patients; constructively monitor the efficacy of drug therapies as they relate to specific pathophysiological processes; critically analyse the efficacy of drug and other therapeutic agents as they relate to the areas of practice of the specialist practitioner; scrutinise personal, social, cultural and economic issues which impact on the acceptance, utilisation and effectiveness of drug therapies into prescribing practice; and critically examine the need for comprehensive and appropriate patient education regarding drug therapy.

SKILLS

Critical thinking, synthesis, analysis, application of the knowledge to practice, self reflection and clinical judgement.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
NUR7016	Autumn	12 weeks

Enhancing care and practice for children with complex health care needs

OVERVIEW

This module explores the current challenges in managing care to children/young people with complex needs, international perspectives of caring for children with complex needs, care of the neonate with complex needs, concept of health-related quality of life, mental health issues, caring for children with complex motor disability, life-limiting illnesses in childhood, assessing and managing symptoms in verbal and non-verbal children, transition to adult services, end-of-life caring, loss and bereavement, complex ethical issues, and managing professional practice. By means of enhancing care and practice of children and young people with complex health needs, students will develop a rich and considered understanding of current research evidence for the provision of evidence-based and evidence-informed care and practice.

LEARNING OUTCOMES

To enable the students to:

- Critically analyse and reflect upon the individual assessment and management of children, young people with a range of complex health care needs
- Through advancement of knowledge, develop a critical understanding of the issues experienced by children and young people with a range of complex health care needs and their families
- Develop a critical awareness of the professional challenges in enhancing care to children with complex health care needs from a broad international perspective
- Critically analyse the current evidence for best practice in caring for this group of children and their families and evaluate its implementation
- Critically reflect on own and others' roles and responsibilities

SKILLS

Knowledge and Understanding

Demonstrate a critical knowledge and understanding of theories, principles, concepts, frameworks, policies and practices relevant to caring for children and young people with complex health needs and their families.

Cognitive Skills

Identify, conceptualise and offer original and advanced insights into new, complex and abstract ideas, information and issues. Develop creative and original responses to problems and issues. Critical analysis/discernment and application of knowledge to practice.

Examination

MAHI - STM - 095 - 148

0%

Practical

0%

MODULE CODE**TEACHING PERIOD****DURATION**

NUR7020

Autumn

12 weeks

Perspectives of family centred health & social care

OVERVIEW

Providing the opportunity to enhance knowledge and skills in working within a collaborative/family centred approach within their professional practice and workplace and will address theoretical aspects of family centred care (FCC); antecedents and attributes of FCC; models of service provision, empowerment in decision-making, negotiation, facilitating choice, partnership practices- involvement and participation, information giving, advocacy, client/family teaching and education. Technologies and their impact on information giving/client education. Policy direction in FCC. Racial, cultural and socioeconomic diversity, professional issues responsibility/accountability. Interpersonal communication.

LEARNING OUTCOMES

Develop an in depth comprehensive understanding of the historical development and current policy context of family centred approaches.

Through advancement of knowledge, develop a critical understanding of the attributes of family centred practices and their influence on modern health care.

Develop a conceptual and theoretical understanding of the components of family centred care.

Develop a critical awareness of the professional challenges in implementing a family centred approach in health care.

Critically analyse the current evidence for best practice and evaluate its implementation.

Critically reflect on own and others' roles and responsibilities.

SKILLS

Knowledge and understanding - Demonstrate a critical knowledge and understanding of theories, principles, concepts, frameworks and policies relevant to a family centred care; appreciate the role of the practitioner in managing family centred care situations.

Cognitive skills - Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues; Identify, conceptualise and offer original and advanced insights into new, complex and abstract ideas, information and issues; Develop creative and original responses to problems and issues; Critical analysis/discernment and application of knowledge to practice.

Transferable skills - Deal with complex health and social care issues, addressing problems in creative and innovative ways; participate in complex health and social care decision making; communicate effectively with clients and carers; ability to apply practice, scholarly and research evidence to health and social wellbeing; use a range of resources to support and enhance work; generate original ideas and articulate these clearly. Make informed judgements on new emerging issues not addressed by current professional practice.

COURSEWORK	MAHI - STM - 095 - 150		20
Examination		0%	
Practical		0%	

MODULE CODE	TEACHING PERIOD	DURATION
HSN7038	Spring	12 weeks

MAHI - STM - 095 - 151

Enhanced Person-centred Practice

OVERVIEW

- Framework and application of person-centred care
- Concepts such as personhood, holism, individuality and empowerment
- Range of advanced communication skills
- Principles of self-care, personal value and self-esteem
- Innate and external support systems

LEARNING OUTCOMES

- At the end of this module the student will be able to:
1. Demonstrate a comprehensive understanding of the processes, principles and application of person-centred approaches to care delivery.
 2. Systematically review the underpinning values of person-centred care such as personhood, holism and individuality.
 3. Critically engage with the concept of humanising healthcare and empowering people to engage in their own healthcare decisions taking account of their holistic needs.
 4. Critically evaluate the therapeutic potential of a range of communication approaches, methodologies and skills.

SKILLS

- Development of highly effective verbal and nonverbal communication skills to assess and support patients and their carers.
- Contribute to the development of therapeutic relationships.
- Actively engage in empowering individuals in the decision making process.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

SPR7077

MAHI
Autumn STM - 095 - 152 12 weeks

MAHI - STM - 095 - 153

Leading in Health and Social Care

OVERVIEW

Appraisal of current affairs, official reports and media coverage. Leading in dynamic organisations, Leadership theories past and present. Self-reflection on personal leadership skills, emotional intelligence. Examination of organisational culture and context. Human factors and non technical skills. Current developments in crisis management, clinical governance, service improvement and entrepreneurship. Safety, Quality, audit, resource and risk management. Global healthcare crisis management.

LEARNING OUTCOMES

Aim: A critical appreciation of leading in health and social care.

1. Synthesize leadership theories past and present and appraise personal leadership strengths and weaknesses.
2. Critically evaluate emotional intelligence, human factors and behavioural skills in specialist nursing care.
- 3 Consider the culture and context of organisational leadership from a global health perspective .
4. Critically examine Health care quality, risk, audit and resource management.

SKILLS

- Rapid leadership adaptation in complex work situations.
- Emotional intelligence, and consideration of culture and diversity in the specialist healthcare environment
- Competent in crisis management and person centred specialist care.
- Cognisant of organisational quality improvement, risk and resource management strategies
- Knowledge of current national and global directives in specialist care.
- Impact of human factors and non technical skills in workforce management.

Coursework	100%	CREDITS
		20
Examination	0%	

Practical

MAHI - STM - 095 - 154

0%

MODULE CODE	TEACHING PERIOD	DURATION
SPR7078	Autumn	12 weeks

Nursing Care of Older People

OVERVIEW

This module aims to provide the practitioner with the opportunity to develop clinical competencies utilising a holistic and compassionate response to the multiple problems older people may experience. The module emphasises the need to work in partnership with the patient/carer to assist them in making informed choices, agreeing a plan that respects patient preferences including their right to refuse or limit treatment. The module begins with a critical examination of evidenced-based nursing practice and then provides the students with an opportunity to build on their knowledge of various clinical conditions that are common in the older person.

Students will address the following themes:

- Assessment of the Older Adult
- Nursing Interventions for Common Clinical Problems, patient deterioration and Comorbidities in the Older Adult
- High Risk Pathophysiology in Older Adults, including COVID-19: Medical and Nursing Management
- Medication and Older People
- Health Promotion and Later Life
- Psychiatry of Old Age

LEARNING OUTCOMES

Aim: To facilitate students to effectively assess, plan, implement and evaluate safe and effective care of older people in primary, secondary, and tertiary care.

On completion of the module the student will be expected to:

- 1 Critically discuss evidence-based nursing assessments of older people's physical, psychological, cognitive, and social functioning.
- 2 Critically explore the application of an evidence-based approach to the nursing care of clinical problems and high-risk pathophysiological conditions experienced by older people.
- 3 Critically discuss the diverse and many-faceted needs of older people, their carers and families and match these to the specific services required in hospital or community.
- 4 Critically explore the role of the multi-disciplinary team in developing comprehensive health education and health promotion programmes for the older person.

SKILLS

MAHI - STM - 095 - 156

Demonstrate an ability to undertake a risk assessment of an older person experiencing acute or chronic illness, and/or frailty.

Critically explore the specialist nurse's role in the multi-disciplinary team.

Articulate the need to develop a therapeutic relationship with the older person.

The ability to facilitate an explanation to an older person receiving care, the effects and potential side effects of prescribed medication.

		CREDITS
Coursework	0%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
SPR3089	Autumn	12 weeks

Health and Well-being in Later Life

OVERVIEW

The aim of this module is to provide students with advanced knowledge in the study of nursing older people and the range of psychosocial interventions which may be employed to deliver effective nursing care to this client group. While the emphasis is on knowledge originating from evidence, it is recognized that a full and comprehensive knowledge of older people is not limited to that derived from empirical research. The overall emphasis is on breadth in respect to ways of knowing the living experience of older people, highlighting the need to respect the patient, in relation to diversity, values, beliefs and expectations about their health and care.

Students will address the following themes:

- Myths; Images of Age, Ageism and Old Age
- Theories of Ageing
- Health Policy, Economics, and the Care of Older People
- Design and Age-Friendly Communities
- Illness, Co-Morbidities and Frailty
- Psychological Issues- to include spirituality and sexuality
- Ethical Issues and older people

LEARNING OUTCOMES

Aim: To explore the impact of living longer and provide students with critical insights about biopsychosocial aspects of ageing within nursing practice, policy, the built environment, economics, and ethics to rethink what it means to 'age well' now and in the future.

On completion of the module the student will be expected to:

- 1 Discuss the political, economic, social, cultural and demographic factors which influence decisions about the health care of older people
- 2 Analyse the organizational issues and dilemmas pertinent to the delivery of care to older people.
- 3 Discuss the ethical and legal issues which impact on the lives of older people, their families, carers or significant others.
- 4 Appreciate an understanding of the concepts: partnership, collaboration, co-production, empowerment, advocacy and choice, which will enhance the creativity and human potential of the specialist practitioner in the nursing care of older people.

SKILLS

MAHI - STM - 095 - 158

Facilitate the older person to be empowered in the health care settings.

Critically explore the specialist nurse’s role as an advocate.

Demonstrate the ability to communicate effectively with older people.

Discuss with an older person their rights as a service user in a care setting.

Display a positive attitude to client/family/carers of older people.

Articulate the range of legislation which underpins service delivery.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
SPR3088	Spring	12 weeks

Evidence Based Practice

OVERVIEW

The student will be introduced to the principles of Evidence Based Practice (EBP) where students will reflect upon their practice; topic of inquiry: framing searchable questions and searching for the evidence; critical appraisal of a randomised controlled trials; critical appraisal of systematic reviews and qualitative study.

LEARNING OUTCOMES

By the end of this module the student will be able to, demonstrate competency in:

- 1 Critically appraise the role of evidence-based practice in Cognitive Behavioural Psychotherapy.
- 2 Discuss and understand the skills and knowledge that will allow participants to incorporate evidence based practice into clinical decision-making.
- 3 Critically review searchable questions arising from clinical problems and issues.
- 4 Appraise appropriate sources of information for relevant questions.
- 5 Critically appreciate and utilise skills in searching electronic databases.
- 6 Discuss the skill necessary to appraise research using relevant frameworks.
- 7 Implement critically reviewed evidence in the clinical setting to address patient problems or clinical issues.

SKILLS

Students will demonstrate skills of critical thinking, applied reflection and analytical and interpretative skills.

Knowledge and understanding - Demonstrate a critical overview of related subject areas, including critical understanding of principal theories and investigative concepts; critical knowledge and understanding of the subject in relation to the area of practice; critical thinking skills and discursive techniques; evaluate the arguments of others and present robust arguments and defence of position; demonstrate originality and creativity in the development and application of knowledge, understanding and practice.

Cognitive Skills - Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues; identify, conceptualise and offer original and advanced insights into new, complex and abstract ideas, information and issues;

Develop creative and original responses to problems and issues; Critical analysis/ discernment and application of knowledge to practice.

Transferable skills - Demonstrate an ability to engage in critical debate at an advanced level, with an

MAHI - STM - 095 - L60

ability to utilise a wide range of resources to support advanced decision making and deal with complex professional issues in ways that demonstrate reflective, autonomous and evidence based performance; appropriate use of information technology to access national and international databases; retrieval of pertinent information; critical analysis /discernment and application of knowledge to practice; self-reflection and a strengthening of the therapeutic interaction; utilise assessment skills and decision making in clinical practice.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
HSN7076	Spring	12 weeks

MAHI - STM - 095 - 161

Perinatal Mental Health

OVERVIEW

Perinatal mental health issues are common, with as many as 150:1000 experiencing mild to moderate depressive symptoms during pregnancy or after birth (RQIA Report 2017). Prompt and effective treatment minimises the risk for the mother and improves outcomes for mother and family unit.

This module is designed for any health care professional that interacts with pregnant women, mothers and their families during the perinatal period (defined by the WHO as the period between 22 completed weeks (154 days) of gestation and ends 7 completed days after birth). It will cover the prediction, detection, treatment and management of maternal mental ill health through the multi-disciplinary/agency service models currently in operation. Both emergent and pre-existing mental health issues on the perinatal mental health spectrum will be explored with the aim of developing critical knowledge and understanding. The implications of mental illness during the perinatal period for women, infants and their families will also be included. The module will draw on the teaching expertise of both mental health nursing professionals and midwifery staff within the School and external clinical expertise as appropriate.

LEARNING OUTCOMES

On successful completion of this module the student will be able to:

- 1. Critically review common mental health values/beliefs
- 2. Critically evaluate the central role of the family in promoting mental health
- 3. Master the skills to identify common perinatal mental health experiences and conditions
- 4. Critically develop an awareness of effective interventions
- 5. Consolidate a coordinated approach to caring for women with mental ill health and their families

SKILLS

High level understanding of perinatal mental health and women’s needs
Consultation and mental ill health assessment
Delivery of women-centred care in the wider family context

		CREDITS
Coursework	70%	20
Examination	0%	
Practical	30%	

HSN7077

MAHT - STM - 095 - 162

12 weeks

Spring

MAHI - STM - 095 - 163

Independent Study Module

OVERVIEW

Must attend 75% group tutorials. Independent study skills related to independent study; presentation of written work; creativity in written work; group tutorial every 3-4 weeks; individual supervision.

LEARNING OUTCOMES

Student contract completed and each students sets his/her own goals and objectives\nPresentation of a piece of critical research based work

SKILLS

Retrieval and prioritisation of pertinent information and application of knowledge. Skills of critical analysis.

		CREDITS
Coursework	100%	20
Examination	0%	
Practical	0%	

MODULE CODE	TEACHING PERIOD	DURATION
NUR7008	Spring	12 weeks



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MSc | Postgraduate Taught

Advanced Professional Practice

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Overview	Course content	Modules	Entry Requirements	Careers	Fees and Funding	Apply
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Entrance requirements

Graduate

CLOSING DATE FOR JANUARY INTAKE IS 24th NOVEMBER 2023 at 12pm

Applicants must have a professional qualification in Nursing, Midwifery or Allied Health and Social Care Services. They shall normally hold a relevant 2.2 Honours degree or above, or equivalent qualification acceptable to the University.

Applicants with a 3rd Class Honours degree (or equivalent qualification acceptable to the University) will be considered on a case-by-case basis, if they can demonstrate appropriate experience with in-service training, acceptable to the School.

Students can elect to join a pathway or remain on the general Masters programme. Admission to a specialist pathway often requires students to be working or have experience in a related area, and may be dependent on viable numbers. Further details on the pathways and any professional prerequisites are available under Course Content on the course webpage here
https://www.qub.ac.uk/courses/postgraduate-taught/advanced-professional-practice-msc/#course Advanced Professional Practice (MSc) | Courses | Queen's University Belfast (qub.ac.uk)

Applicants who do not meet the entry requirements should contact the Programme Co-ordinator for advice.

Applicants are advised to apply as early as possible and ideally no later than 31st July 2023 for courses which commence in late September. In the event that any programme receives a high number of applications, the University reserves the right to close the application portal. Notifications to this effect will appear on the Direct Application Portal against the programme application page.

International Students

Our country/region pages include information on entry requirements, tuition fees, scholarships, student profiles, upcoming events and contacts for your country/region. Use the dropdown list below for specific information for your country/region.

Please Select Your Country/Region

English Language Requirements

Evidence of an IELTS* score of 6.5, with not less than 5.5 in any component, or an equivalent qualification acceptable to the University is required (*taken within the last 2 years).

International students wishing to apply to Queen's University Belfast (and for whom English is not their first language), must be able to demonstrate their proficiency in English in order to benefit fully from their course of study or research. Non-EEA nationals must also satisfy UK Visas and Immigration (UKVI) immigration requirements for English language for visa purposes.

For more information on English Language requirements for EEA and non-EEA nationals see: www.qub.ac.uk/EnglishLanguageReqs ([//www.qub.ac.uk/EnglishLanguageReqs](http://www.qub.ac.uk/EnglishLanguageReqs)).

If you need to improve your English language skills before you enter this degree programme, [INTO Queen's University Belfast](http://www.intostudy.com/en-gb/universities/queens-university-belfast) (<http://www.intostudy.com/en-gb/universities/queens-university-belfast>) offers a range of English language courses. These intensive and flexible courses are designed to improve your English ability for admission to this degree.

- [Academic English](https://www.intostudy.com/en-gb/universities/queens-university-belfast/courses/academic-english) (<https://www.intostudy.com/en-gb/universities/queens-university-belfast/courses/academic-english>): an intensive English language and study skills course for successful university study at degree level
- [Pre-sessional English](http://www.intostudy.com/en-gb/universities/queens-university-belfast/courses/pre-sessional-english) (<http://www.intostudy.com/en-gb/universities/queens-university-belfast/courses/pre-sessional-english>): a short intensive academic English course for students starting a degree programme at Queen's University Belfast and who need to improve their English.

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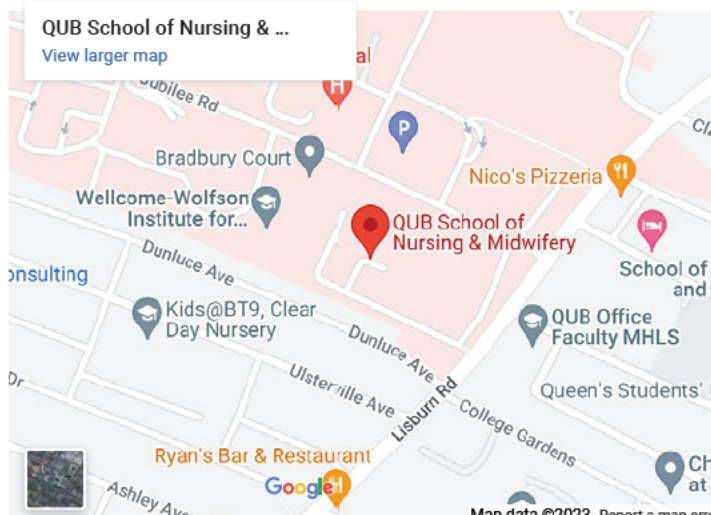
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Doctorate in Clinical Psychology

Intellectual Disability teaching

Intellectual Disability teaching is a core element of our year 2 academic module Clinical psychology 2. Intellectual Disability teaching accounts for 33 teaching hours across the module and is delivered in conjunction with Clinical Psychology colleagues from across the region who work in this specialist area. Module description for Clinical Psychology 2 and ID teaching content is detailed below.

Module Title: Clinical Psychology 2

Code: PSY9054

Core Information

Min Students	6	Managed By	David McCormack
Max Students	30		
CATS Points	55	Taught By	Various
UG/PG	Postgraduate		
JACS Subject	CXXX		
Course Level	Year 2		
Taught/Research	Taught		

Course contents

This module aims to consolidate and integrate learning acquired in Clinical Psychology 1 with a broad based understanding and a thorough knowledge base in relation to commonly encountered psychological disorders and disabilities in a number of other specialist areas (including their classification, aetiology and underlying processes). This level of understanding is recognised as being fundamental to the provision of effective and meaningful treatment interventions. The module seeks to foster a critical understanding and appreciation of the range and complexity of clinical presentations encountered in a number of specialist areas such as Child and Family, Intellectual Disability, Families and Carers, and Neuropsychology.

This module also enhances and develops the core skills and competency in psychological assessment and formulation established in the module Clinical Psychology 1. The module integrates multiple theoretical perspectives across a number of specialist clinical areas (neuropsychology, children and families, and learning disability). The module seeks to foster a critical understanding and appreciation of the assessment techniques used in neuropsychology, learning disability and child and family settings. The module will deepen, consolidate and integrate

specific knowledge and skills of other psychotherapeutic modalities (Group, Family and Systemic, Community and Social Constructionist). Trainees are afforded the opportunity to apply different therapeutic approaches in a number of specialist areas such as Child and Family, Learning Disability, Families and Carers, and Neuropsychology. The module will enable trainees to influence practice through understanding both social and personal dimensions of health and character as it applies to developing professional and ethical competence. Trainees are encouraged to develop methods of critical reflection to continuously apply to their clinical practice. This builds on knowledge and skills gained in Year 1. Trainees are encouraged to think about the influence of socio-political contexts and cultures on people's lives and to take a multi-perspective view when considering practice with particular attention to user views. Trainees are further helped to develop strategies for managing their own learning needs and using supervision effectively relative to the specialist placements they will undertake in Year 2.

The focus in this module is however on Group, Family and Systemic theories as applied to clinical scenarios at individual/couple, family, group and organisational levels to aid psychological understanding in terms of assessment, formulation and intervention. Trainees are expected to engage in self-directed learning, to complement taught elements. The module further develops writing and dissemination skills related to producing a case study (including literature review and reflective practice).

SECTION 2: DESCRIPTIVE INFORMATION

Compulsory elements

All elements of the module are compulsory

Learning outcomes

1. Understand Clinical Presentations to include:

- A comprehensive psychological understanding and knowledge base in relation to clinical presentations in a number of specialist settings namely; presentations of infancy and childhood (e.g. infant mental health, developmental, social, adjustment to adversity, physical health presentations, looked after children, conduct and mood difficulties); neurological presentations of adult and childhood; presentations of those with physical and intellectual disability; (e.g. child and family, learning disability, and neuropsychology).

- An appreciation of how clinical presentations are influenced by complex developmental, social and neuropsychological processes across the lifespan.
- Have developed an understanding of how this understanding has implications for assessment, formulation, and treatment protocols.
- Have developed an ability to integrate multiple theoretical perspectives and knowledge bases to inform treatment across this range of presentations.
- Demonstrate development of a critical and reflective evidence-based approach, and a practice based on the integration of theory, clinical work and evaluation in these clinical areas.

2. Understand Advance psychological assessments to include:

- A critical appreciation of the principal psychological assessment methods used within the areas of: Neuropsychology (adult, older adult & child), Learning Disability, Children and Families.
- An enhanced understanding of how psychological assessment informs formulation, intervention and evaluation (including capacity assessment) in the above specialist areas.
- An enhanced ability to formulate case material derived from a sound psychological assessment, integrating multiple theoretical perspectives, to inform treatment
- Ability to choose, use and interpret a broad range of assessment methods appropriate:
 - to the client and service delivery system in which the assessment takes place;
 - to the type of intervention which is likely to be required; and
 - to provide oral & written feedback on assessment results.
- Further understanding of key elements of psychometric theory which have relevance to psychological assessment in Neuropsychology (adult, older adult & child), Learning Disability, Children and Families.
- Knowledge of how to conduct appropriate risk assessment in Neuropsychology (adult, older adult & child), Learning Disability, Children and Families and using this to guide practice.
- Understand how to construct formulations utilising theoretical frameworks with an integrative, multimodel, perspective as appropriate and adapted to circumstance and context.
- Capacity to develop a formulation through a shared understanding of its personal meaning with the client(s) and / or team in a way which helps the client better understand their experience.
- Capacity to develop a formulation collaboratively with service users, carers, teams and services and being

respectful of the client or team's feedback about what is accurate and helpful.

- Be capable of making justifiable choices about the format and complexity of the formulation that is presented or utilised as appropriate to a given situation, and ensuring that formulations are expressed in accessible language, culturally sensitive, and non-discriminatory in terms of, for example, age, gender, disability and sexuality.
- Appreciate the need to reflect on and revise formulations in the light of on-going feedback and intervention.
- Be capable of leading on the implementation of formulation in services and utilizing formulation to enhance teamwork, multi-professional communication and psychological mindedness in services.
- Awareness of how to use assessment instruments and methods to monitor progress over time, and to evaluate the effectiveness, acceptability and broader impact of interventions (both individual and organisational), and use this information to inform, modify as necessary, and shape practice (auditing clinical effectiveness). Where appropriate this will also involve devising innovative procedures.

3. Understand psychological therapies to include:

- Knowledge of theoretical models related to systemic and family therapy and an understanding of how these models inform psychological therapies.
- Ability to use the major theoretical models, to be able to develop formulation and intervention protocols that are appropriate to clinical presentations and contexts in intellectual disability, child and family, neurological and older adult.
- On the basis of a formulation, knowledge of how to implement psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the client(s), and to do this in a collaborative manner with:
 - individuals,
 - couples, families or groups,
 - services / organisations.
- Understanding therapeutic techniques and processes as applied when working with presentations encountered in the range of settings highlighted above.
- Ability to implement therapeutic interventions based on knowledge and practice in systemic / family therapy.
- The ability to utilise multi-model interventions, as appropriate to the complexity and / or co-morbidity of the presentation, the clinical and social context and service user opinions, values and goals.
- Knowledge of and capacity to conduct interventions related to, secondary prevention and the promotion of health and well-being in these clinical settings.

- Understanding of how to conduct interventions in a way which promotes recovery of personal and social functioning as informed by service user values and goals.
- Having an awareness of the impact and relevance of psychopharmacological and other multidisciplinary interventions.
- Understanding social approaches to intervention; for example, those informed by community, critical, and social constructionist perspectives.
- Ability to apply theoretical concepts and knowledge to casework and other clinical scenarios with due regard to socio-political contexts and ethical, professional practice.
- Understanding of how to implement interventions and care plans in a collaborative manner through, and with, other professions and/or with individuals who are formal (professional) carers for a client, or who care for a client under family or partnership arrangements.
- Be capable of recognising when (further) intervention is inappropriate, or unlikely to be helpful, and communicating this sensitively to clients and carers.

4. Understand personal and professional practice related to:

- To demonstrate knowledge of how professional and personal development are interlinked.
- To know and appreciate the influence of diversity such as race, culture, sexual orientation and disability on delivering therapy and to understand unconscious bias in relation to these.
- To demonstrate an awareness of and responsibility for one's own health and character as well as strategies to address the emotional and physical impact of one's own practice.
- To understand the importance of seeking appropriate professional and personal support where necessary.
- To show an awareness of health service developments that are relevant to professional practice.
- To demonstrate a capacity to develop services through partnership and consultation.
- To have knowledge about supervision frameworks and an understanding of the factors essential in creating a critically reflective supervision process.

Skills

Development of knowledge / skills fundamental to the provision of effective and meaningful treatment interventions for commonly encountered psychological disorders and disabilities across Child and Family, Intellectual Disability, Families and Carers, and Neuropsychology.

Trainees are expected to develop a high level of skill in formulating using multiple theoretical perspectives. Trainees are expected to attain competence in administration and

interpretation of tests used in Neuropsychology (adult, older adult & child), Learning Disability, Children and Families.
 On the basis of a formulation, be capable of drawing on primarily systemic models to develop and implement psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the client(s), and to do this in a collaborative manner with: • individuals • couples, families or groups • services / organisations.
 Further develop reflective practice capacity to link theory to practice gaps and be able to understand the role of own feelings and influence in clinical practice. Ability to apply professional and ethical competence to specialist clinical areas such as child and family, neurological and intellectual disability.

Intellectual Disability teaching

<i>Clinical Psychology 2</i>	Introduction to Intellectual Disability
<i>Clinical Psychology 2</i>	Assessment of Intellectual and Adaptive Functioning in ID
<i>Clinical Psychology 2</i>	Supporting Staff Teams with Challenging Behaviour
<i>Clinical Psychology 2</i>	Community Psychology / Life Span Issues in LD 1 & 2
<i>Clinical Psychology 2</i>	Personal Relationships/Sexuality & People with a LD
<i>Clinical Psychology 2</i>	Positive behaviour support in LD 1
<i>Clinical Psychology 2</i>	Positive behaviour support in LD 2
<i>Clinical Psychology 2</i>	Assessment of Mental Health in people with LD
<i>Clinical Psychology 2</i>	Psychological interventions for people with a learning disability

Future Nurse Future Midwife Practice Learning Environments

Practice Learning Environment Educational Audit Tool

Practice Learning Environment Educational Audit Tool

1. Introduction

The purpose of this tool is to provide evidence that Practice Learning Environments (PLEs) have the capacity, facilities and resources in place, to deliver safe and effective learning opportunities and practical experience for students, as required to meet the NMC proficiencies for their programme of study. This should be collaboratively reviewed every two years to ensure the environment remains a sound educational setting for such learning to take place. For additional guidance, please read the Practice Learning Environment Education Audit Tool Guidance Document, available [here](#).

2. Description and Contact Details

Name of Provider			
Site/Service			
Ward/Unit/Team			
Date of Audit	Enter date.	Review Date	Enter date.
Hours of Service		Client Capacity	Insert Number
Practice Area Manager/Registered Home Manager		Nominated Person	
Name			
Phone		Phone	
Email		Email	
Practice Education Facilitator (where applicable)		Link Lecturer/Practice Tutor	
Name		Name	
Phone		Phone	
Allocation Reports should be emailed to:			
Insert Emails			
a. Description of PLE <input type="checkbox"/>			
b. This environment actively protects students as supernumerary.			Please confirm
c. A current student orientation pack is available.			Yes or No
d. Optimum number of pre-registration students this PLE can facilitate, including Return to Practice Students.			Number
e. Please confirm if environment is Hub (i.e. where practice assessors are available for assessment) or Spoke (i.e. where there are only practice supervisors available)			

Number of:	Part-Time	Full-Time	Total WTE
a. Practice Supervisors	Number	Number	Number
b. Practice Assessors – Pre-registration programmes	0	Number	Number
a. Adult <input type="checkbox"/>	Number	Number	Number
b. Mental Health <input type="checkbox"/>	Number	Number	Number
c. Learning Disability <input type="checkbox"/>	Number	Number	Number
d. Children's <input type="checkbox"/>	Number	Number	Number
c. Practice Assessors – SPQ	Number	Number	Number
a. Adult <input type="checkbox"/>	Number	Number	Number
b. Mental Health <input type="checkbox"/>	Number	Number	Number
c. Learning Disability <input type="checkbox"/>	Number	Number	Number
d. Children's <input type="checkbox"/>	Number	Number	Number
d. Practice Assessors – SCPHN	Number	Number	Number
a. Health Visitor <input type="checkbox"/>	Number	Number	Number
b. Occupational Health Nurse <input type="checkbox"/>	Number	Number	Number
c. School Nurse <input type="checkbox"/>	Number	Number	Number
e. Practice Assessor – Other (please specify): Click or tap here to enter text.	Number	Number	Number
In exceptional circumstances the same person may fulfil the role of the Practice Supervisor and Practice Assessor for example, in NMP, SPQ or SCPHN. State rationale here if this applies: Provide Rationale			

4. Quality Assurance of PLE

a. Have students' evaluation of PLE been reviewed, and action taken where required? PLE was closed and no students attended for over 6 years.	Yes or No
b. In relation to the above are there any issues that could impact on the student learning experience? If Yes, please elaborate and detail in action plan to address issues: N/A	Yes or No
c. Are there any significant complaints or incidents that could impact on students' learning experience? If Yes, please elaborate and detail in action plan to address issues: Provide comments	Yes or No
d. Are all relevant risk assessments undertaken and current in the PLE and corroborated at time of audit? COSHH, moving and handling, epilepsy management plans, environment risk assessment. Fire safety awareness. Medication Audits monthly, Monthly peer monitoring audits	Yes or No
e. Are there any quality initiatives on-going in the PLE - verify and detail below: Provide comments	Yes or No

5. NMC programme Standards

Identify the range of experiences available to students within the PLE, selecting as many boxes as apply. This PLE can support students' learning to meet:				<input type="checkbox"/> NMC Standards for Pre-registration Midwifery
<input type="checkbox"/> NMC Standards for Pre-registration Nursing				
<input type="checkbox"/> Adult	<input type="checkbox"/> Mental Health	<input type="checkbox"/> Children's	<input type="checkbox"/> Learning Disabilities	
<input type="checkbox"/> Older Adults <input type="checkbox"/> Health Visiting <input type="checkbox"/> District/Community Nursing <input type="checkbox"/> Surgical	<input type="checkbox"/> Older adults with mental ill-health <input type="checkbox"/> Children and Young People	<input type="checkbox"/> Acute (medical or/& surgical) <input type="checkbox"/> Community Children's with Hub & Spoke: mental health	<input type="checkbox"/> Community Children and/or Adult <input checked="" type="checkbox"/> 24 hour supported care	<input type="checkbox"/> Antenatal <input type="checkbox"/> Intra-natal <input type="checkbox"/> Postnatal <input type="checkbox"/> Community <input type="checkbox"/> Neonatal

<input type="checkbox"/> Care of the acutely ill – hospital /community <input checked="" type="checkbox"/> LD Experience <input type="checkbox"/> MH Experience	<input type="checkbox"/> Acute adult experience - Hospital/Acute Care Home <input checked="" type="checkbox"/> LD Experience	<input type="checkbox"/> Specialist area placement and/or Experience <input type="checkbox"/> Health visiting Experience <input checked="" type="checkbox"/> LD Experience	<input type="checkbox"/> Children's CYP Acute or Community <input type="checkbox"/> Acute adult experience - Hospital/Acute Care Home Experience <input type="checkbox"/> MH Experience	<input type="checkbox"/> Adult Experience 4 weeks direct entry students only
<input type="checkbox"/> NMC Standards for Post-registration Nursing				
<input type="checkbox"/> NMC Standards for Specialist Community Public Health Nurses <input type="checkbox"/> NMC Standards for Specialist Practice Qualification <input type="checkbox"/> NMC Standards for Nurse and Midwife Prescribers				

6. Declaration of Approval

Outcome of Audit: We declare that this PLE has <input type="checkbox"/> does not have <input type="checkbox"/> the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experience for students. An action plan is Required		
Marion Molloy Victoria Dornan	Practice Area Manager/Nominated Person	
Dr Lynne Marsh	AEI Representative/Link Lecturer/Practice Tutor	
Siobhan Bradley	Practice Education Facilitator (where applicable)	
Action Plan (if required)		
Agreed Action/s:	Action due by: 30/09/2023	Review Due by: 30/09/2023
To be completed on Action Plan Review Date		
Reviewed by:	Reviewed on:	Outcome:

Amendments to Audited PLE

Reviewed by:			Amended on:		Shared with:	
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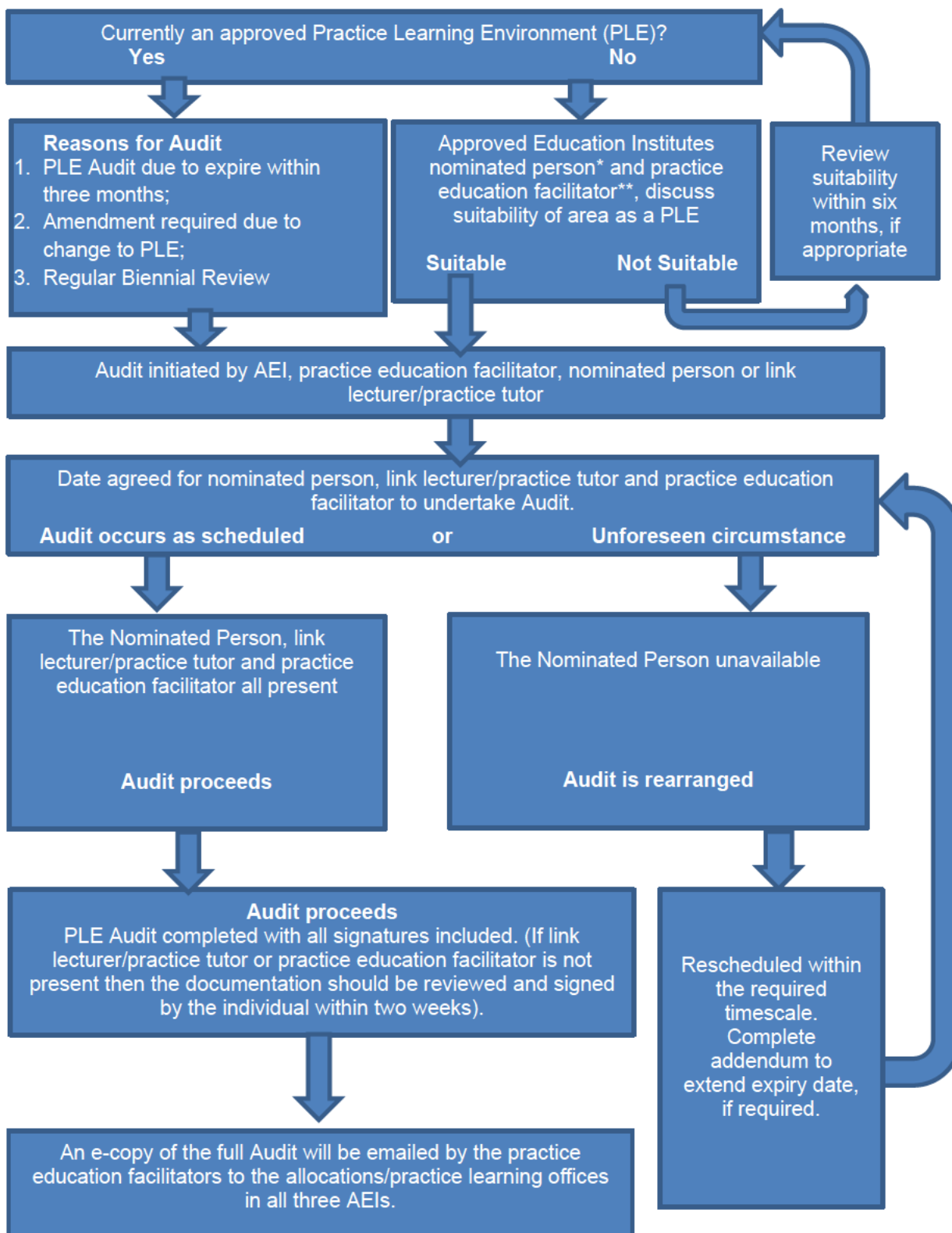
Amendments to Audited PLE

Briefly note/date any amendments to the PLE since the last review, if applicable		
Reviewed by: Name and position of Reviewer	Amended on: Enter date.	Shared with: Name and role

Amendments to Audited PLE

Briefly note/date any amendments to the PLE since the last review, if applicable		
Reviewed by: Name and position of Reviewer	Amended on: Enter date.	Shared with: Name and role

Appendix One: Undertaking an Audit – Flow Chart



*Nominated person is the ward sister, charge nurse, team leader, registered home manager, or designated person.
Practice education facilitator involvement only where applicable/relevant.*