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Background:

Pre-registration nursing programmes are now an all undergraduate degree training in the UK. The Equality Act (2010) directs education towards widening participation, with universities offering inclusive criteria to extend access to all. However, ensuring that students meet the strict fitness-to-practice criteria stipulated by the professional body causes a dichotomy between disability legislation and professional regulation.

The concept of inclusion and assessment strategies within nurse education becomes a challenge as there are multiple assessment strategies used within the same programme. Single assessment strategies and dyslexia have been studied but there is little evidence on the experiences of students undertaking multiple assessment strategies within one programme.



Methods:

The study setting will be an English University with an intake of 500 pre-registration nursing students (over 4 fields) per year. The study will adopt a pragmatic stance to generate new knowledge, one which looks at practical problems in a practical world. As Morgan (2007) states pragmatism is about combining and using data from different paradigms to find useful points and connections to assist our understanding of the area under investigation and how we can use this new knowledge alongside existing knowledge.

The study will follow a sequential mixed method design which will allow the integration of different data sets to enhance the findings:

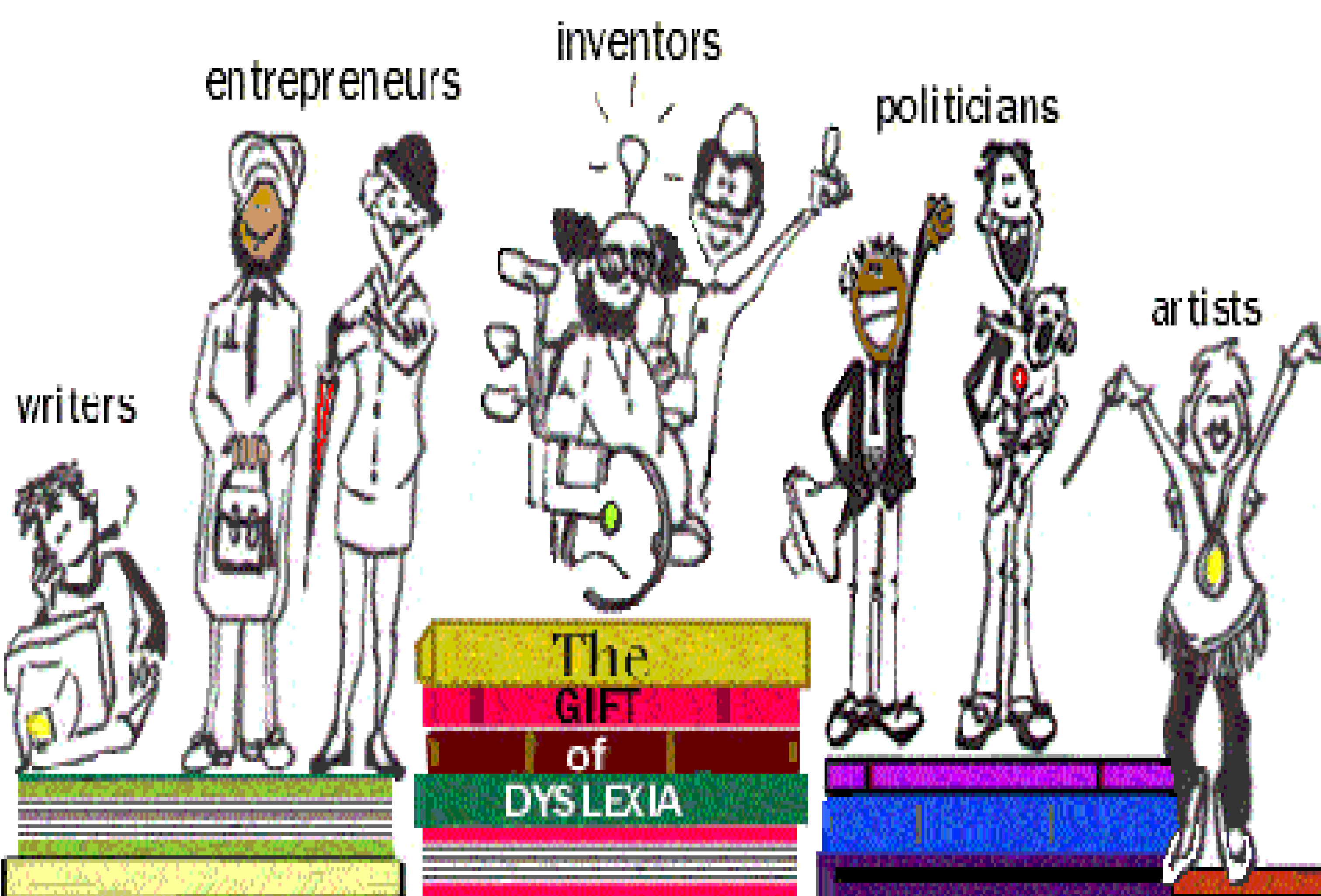
Quantitative phase – internet/postal questionnaire involving registered dyslexic pre-registration nursing students

Qualitative phase – individual open-ended interviews will be conducted on a purposive sample drawn from the questionnaire responses.

Data analysis will be conducted using descriptive statistics and a thematic approach where the themes from the different datasets will be integrated and followed through.

Potential implications for practice:

The current BSc nursing programme is about to be redesigned and therefore findings from this study can assist in the development of the assessment strategies to be used on the programme, ensuring there is an inclusive assessment practices for all embedded in the curriculum.



Aim: To explore the perceptions of nursing students with dyslexia towards assessment strategies used to assess the theoretical part of their degree.

References:

Crown, (2010) Equality Act 2010: What do I need to know? Disability Quick start guide, London: Crown.

Morgan, D. (2007) Paradigms Lost and Pragmatism Regained: Methodological Implications of Combining Qualitative and Quantitative Methods. Journal of Mixed Method Research, 1(1), p. 48-76.