MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	The role of the Learning Disabilities Nurse in public health promotion					
Module Code	UZZSR9-30-2		Level	2	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field	Mental Health and Learning Disabilities		
Department	Nursing and Midwifery		Module Type	Project		
Contributes towards	BSc(Hons) Nursing (Learning Disabilities) Graduate Diploma Nursing (Learning Disabilities)					
Pre-requisites	none		Co- requisites	none		
Excluded Combinations	none		Module Entry requirements	none		
First CAP Approval Date	5 April 2017		Valid from	September 2017		
Revision CAP Approval Date			Revised with effect from			

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Discuss the ethical, legal and policy issues which impact the child, adult and older person with physical and mental health needs and their family (Component A) • Explore advocacy, empowerment and risk in relation to health education and supporting individuals and their families to make health choices (Component A) • Examine the role of the learning disability nurse as a leader and manager (Component A) • Discuss different models of health education & health facilitation (Component A) • Identify a range of factors that contribute to physical and mental health inequalities in children, adults and older people with learning disabilities (Component A) • Discuss local and national initiatives in health facilitation for people with learning disabilities (Component A) • Utilise teaching and learning opportunities (Component A) • Discuss current professional, ethical and legal principles which protect service users, carers and the general public (Component A)
Syllabus Outline	***Professional Values*** Health inequalities Models of health, health education and health promotion Empowerment and advocacy Working in Partnership - The contribution of other professions /agencies Explore the ethical, legal and policy issues which impact the child, adult and older person with physical and mental health needs and their family

	Communication and Interpersonal Skills Health Action Plans Person centred approaches and plans ***Nursing Practice and Decision Making Skills*** Public health in practice Teaching and learning focused on people with learning disabilities and their families Application of safeguarding policy and practice **Leadership, Management and Team Working** Role of the Registered Nurse (Learning Disabilities) User involvement and user led services and ways of developing this through practice
Contact Hours	72 hours contact as described below
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials workshops; enquiry based learning, role play. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module			30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written assignment

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out. **Access and skills** Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.
Indicative Reading List	**Indicative reading list** The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. *Current* advice on additional reading will be available via the module guide or Blackboard pages. References are cited according to <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Life Sciences. **Core reading** Atherton, H. and Crickmore, D. (2011) *Learning Disabilities: Towards Inclusion.* [online] 6th ed. London: Churchill Livingstone. [Accessed 29 January 2013]. Broussine, E. and Scarborough, K. (2012) *Supporting People with Learning Disabilities in Health and Social Care.* [online] London: Sage. [Accessed 29 January 2013]. **Further Reading** Cleaver, H. and Nicholson, D. (2007) *Parental Learning Disability and Children's Needs.* [online] London: Jessica Kingsley Publishers. [Accessed 29 January 2013]. Gates, B., Bar, O. (2009) *Oxford Book of Learning and Intellectual Disability Nursing* Maidenhead: Oxford Press Gates, B., Mafuba, K. (2014) *Learning Disability Nursing: Modern Day Practice* New York: CRC Press Morgan, P. (2016) Child Protection and Parents With Learning Disabilities. London. Jessica Kingsley. Robertson, J. Hatton, C. Baines, S. Emerson, E. (2015) Systematic Reviews of the Health or Health care of People with Intellectual Disabilities: A Systematic Review to Identify Gaps in the Evidence Base. *Journal of Applied Research Into Intellectual Disabilities.* 28 (6) p455-523 Taggart, L., Cousins, W. (2014) *Health Promotion for People with Intellectual and Developmental Disabilities*. Maidenhead: Oxford Press

	Journals
	Public Health Nursing
	International Journal of Public health
	British Journal of Nursing
	Journal of Integrated Care

Part 3: Assessment

Assessment Strategy	Formative assessment strategy will consist of a peer review of an essay proposal and submission to the module leader of a draft of 600 words. This essay will be a question set by the module leader which students have to answer in a 3000 word essay. The question on promoting public health and people with learning disabilities will require the student to engage in the research underpinning public health and its application to the diverse population of people who have a learning disability.

Identify final assessment component and element	**Component A**		
		A:	**B**:
% weighting between components A and B (Standard modules only)			

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. A 3000 word essay	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. A 3000 word essay	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.