



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Teaching and Learning for Learning Disabilities Nursing Practice		
Module Code	UZZSRA-15-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Health & Applied Sciences	Field	Mental Health and Learning Disability
Department	HAS Dept of Nursing & Midwifery		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> See Learning Outcomes</p> <p><b>Outline Syllabus:</b> Professional Values:            Teaching using reflection in and on action            Legal and Ethical Dilemmas in complex care settings            Issues of vulnerability, abuse and exploitation of people with learning disabilities            Public involvement in education and learning</p> <p>Communication and Interpersonal Skills:            Effective communication including questioning and feedback skills            Skills involved in supervision, teaching and leadership            Involve people with learning disabilities and their carers.            Relevant psycho-motor skills.            Presentation skills.</p> <p>Nursing Practice and Decision Making:            Frameworks for support, supervision and assessment            Practice Development</p>

## STUDENT AND ACADEMIC SERVICES

<p>Learning outcomes, aims and objectives Assessment processes</p> <p>Leadership, Management and Team working: Teaching and learning: facilitating the development of others Stress management and supervision Adult learning barriers and behaviours</p> <p>Practice Supervisor role: Culture of learning in practice, including different models of supervision and utilising the framework of coaching. Practice supervisor, practice assessor and academic assessor role and responsibilities (including use of the practice assessment document, and understanding of assessment criteria to provide relevant feedback and feedforward) Identify learning opportunities, across professions Student learning experience including reasonable adjustments or equality and diversity considerations that may need to be met Process of appropriately raising and responding to student conduct and proficiency concerns using the AEI's fitness to practice procedures and the AEI guidelines to report care concerns and describe how to gain support in doing so.</p> <p><b>Teaching and Learning Methods:</b> Scheduled learning includes lectures, seminars, tutorials, demonstration, practical classes, student led presentations and teaching, and workshops</p> <p>Independent learning includes hours engaged with essential reading, teaching session preparation, assignment preparation and completion. These sessions constitute an average time per level.</p> <p>Contact Hours: 36 hours contact which may include contact via any of the teaching and learning methods.</p>
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### Part 3: Assessment

The assessment within this module has been designed to enhance and support students in their teaching skills, as this will be a key aspect of their role as a mentor of the future.

The learning outcomes include the NMC requirements for the practice supervisor role so that on completion of the module students will be able to undertake this role on registration.

Component A:

1500 word reflective account on a learning experience with accompanying lesson plan.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	100 %	1500 word reflective account on a learning experience
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	100 %	1500 word reflective account on a learning experience.

## STUDENT AND ACADEMIC SERVICES

<b>Part 4: Teaching and Learning Methods</b>																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;"><b>Module Learning Outcomes</b></th> <th style="text-align: left;"><b>Reference</b></th> </tr> </thead> <tbody> <tr> <td>Analyse the principles and practices of effective safe evidence based learning and assessment in the workplace</td> <td>MO1</td> </tr> <tr> <td>Establish effective working relationships that facilitate personal development in self and others, and positively influence organisational change</td> <td>MO2</td> </tr> <tr> <td>Demonstrate ability to offer and receive constructive formal and informal feedback</td> <td>MO3</td> </tr> <tr> <td>Reflect on personal learning needs and identify future support systems</td> <td>MO4</td> </tr> <tr> <td>Complete practice supervision preparation for NMC practice supervisor status, in preparation for qualification.</td> <td>MO5</td> </tr> </tbody> </table>	<b>Module Learning Outcomes</b>	<b>Reference</b>	Analyse the principles and practices of effective safe evidence based learning and assessment in the workplace	MO1	Establish effective working relationships that facilitate personal development in self and others, and positively influence organisational change	MO2	Demonstrate ability to offer and receive constructive formal and informal feedback	MO3	Reflect on personal learning needs and identify future support systems	MO4	Complete practice supervision preparation for NMC practice supervisor status, in preparation for qualification.	MO5				
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Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com/modules/uzzsra-15-3.html">https://uwe.rl.talis.com/modules/uzzsra-15-3.html</a></p>																

<b>Part 5: Contributes Towards</b>	
<p>This module contributes towards the following programmes of study:</p> <p>Nursing (Learning Disabilities) [Sep][FT][Glenside][3yrs] BSc (Hons) 2018-19</p> <p>Nursing (Learning Disabilities) [Sep][FT][Glenside][3yrs] GradDip 2018-19</p>	