ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Teaching and Learning for Learning Disabilities Nursing Practice					
Module Code	UZZSRA-15-3		Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5		WBL module?	NO
Owning Faculty	Health and Applied Sciences		Field		Mental Health and Learning Disabilities	
Department	Nursing and Midwifery		Module Type		Standard	
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, apply and evaluate learning and teaching theories in a range of contexts (Component A) • Act as a resource, contributing to an effective learning environment in which safe evidence based practice is fostered, implemented and evaluated (Component A) • Analyse the principles and practices of effective learning and assessment in the workplace (Component A) • Utilise skills to teach, coach and supervise others (Component A) • Establish effective working relationships that facilitate personal development in self and others (Component A) • Critically evaluate the ways in which people with learning disabilities and their carers can contribute to nursing care (Component A)
Syllabus Outline	**Professional Values** 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 **Communication and Interpersonal Skills** Involve people with learning disabilities and their carers. Relevant psycho-motor skills. Presentation skills. **Nursing Practice and Decision Making** Evidence based Learning Disabilities nursing

	Leadership, Management and Team working Team Building and Development Stress management and supervision Transition to Registration: the roles & responsibilities of the qualified nurse, supported supervision Teaching and learning theory and practice Clinical supervision
Contact Hours	36 hours contact which may include contact via teaching and learning methods below
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, demonstration, practical classes, student led presentations and teaching, and workshops **Independent learning** includes hours engaged with essential reading, teaching session preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.
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			15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

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

Practical Exam: practical skills assessment,

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	
Coursework assessment percentage	
Practical exam assessment percentage	100%
	100%

Reading Strategy	**Core readings** It is essential that students read one of the many texts available through the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search,

	a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.
	Access and skills
	The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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	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 UWE Harvard, the prescribed form of referencing within the Faculty of Health and Applied Sciences.
	Books
	Aston, L. and Hallam, P. (2014) *Successful mentoring in nursing.* 2nd Edition. Exeter: Learning Matters Ltd.
	Bastable, S. (2013) *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice.* 4th Edition**.** Burlington: Jones and Bartlett Publishers.
	McKimm, J. and Swanwick, T. (2010) *Clinical Teaching Made Easy: a Practical Guide to Teaching and Learning in Clinical Settings* [online]. London: Quay. [Accessed 17 June 2016].
	Reece, I and Walker, S. (2016) *Teaching, Training and Learning: A Practical Guide***.** Kindle Edition. Sunderland: Business Education Publishers Ltd.
	Shaw, M. and Fulton, J. (2015) *Mentorship in Healthcare***.** 2nd Edition. Keswick: M & K Publishing
	Journals
	Learning Disabilities Research and Practice
	National Forum of Special Education Journal
	Nurse Education Today
	Tizard Learning Disability Review

Part 3: Assessment	
Assessment Strategy	A maximum of 25 minutes teaching session based on an agreed topic related to practice. The 25 minutes includes time for critical questioning.
	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 for this module are closely mapped to the NMC requirements for mentors so that on completion of the module students will be able to further develop these skills on registration.
	Formative assessment
	• A lesson plan

- Workbook

Component A

A teaching session related to *patient safety* followed by critical questioning.

The workbook will form part of the summative submission for this module and 5% of the overall marks are awarded for satisfactory completion of the workbook.

The teaching session will be delivered to peers within the classroom setting.

Students will agreed the focus or theme with the module leader or group facilitator.

Identify final assessment component and element	**Component A**	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
Maximum of 25 minute teaching assessment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
Maximum of 25 minute teaching assessment	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.

FOR OFFICE USE ONLY

First CAP Approval Date	5 April 2017			
Revision CAP Approval Date		Version	1	