






**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Learning Disabilities Nursing Practice 1				
Module Code	UZZSN9-30-1	Level	1	Version	1
Owning Faculty	Health and Life Sciences	Field	Mental Health and Learning Disabilities		
Contributes towards	BSc (Hons) Nursing (Learning Disabilities)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	9 May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise the effect that the environment has on health and wellbeing (Component A)</li> <li>• Demonstrate an understanding of the diverse nature of service provision (Component A)</li> <li>• Apply holistic principles to nursing practice (Component A)</li> <li>• Demonstrate the ability to engage with service users and carers to meet individual needs (Component A)</li> <li>• Recognise the contribution of different roles in health and social care (Component A)</li> <li>• Use the skills of reflection to explore learning opportunities for personal and professional development (Component A)</li> <li>• Demonstrate understanding of how different sources of knowledge and evidence can inform practice (Component A)</li> <li>• Participate in applying a person centred approach to care (Component A)</li> <li>• Demonstrate an ability to safely perform essential nursing skills (Component A)</li> <li>• Work within relevant codes of conduct, policy and guidance (Component A)</li> <li>• Demonstrate the ability to accurately calculate and safely administer medicines (Component A)</li> <li>• Demonstrate the ability to communicate with service users, carers and colleagues with sensitivity, accuracy and respect (Component A)</li> <li>• Reflect and respond to formal and informal feedback identifying areas for personal, professional and academic development (Component A)</li> <li>• Participate in the use of available information and technology (Component A)</li> </ul> <p>All learning outcomes relate to the care of People with Learning Disabilities and their families.</p>

<p>Syllabus Outline</p>	<p><b>Professional Values</b>  Professional values and attributes  Ethical and legal frameworks for practice  Codes of Conduct  Confidentiality</p> <p><b>Communication and Interpersonal Skills</b>  Communication and Health Care Informatics  Health Care Technology  Effective interpersonal / relationship skills  Peer assisted learning</p> <p><b>Nursing Practice and Decision Making</b>  Nursing skills as identified in Ongoing Achievement Record for Year One  Service models and philosophies: collaborative partnerships, person-centred planning  Valuing People documents  Nursing models and the nursing process  Basic life support  Manual handling  Physical health needs  Medicines management and numeracy  Access to primary health care teams  Reasonable adjustment  Clients at risk; safeguarding  Intervention, care and management strategies  Public Health, community profiling and Health Action Plans  Physical, psychological and behavioural assessment tools, for example, urinalysis, blood sugar levels, ABC Charts, task analysis</p> <p><b>Leadership, Management and Team Working</b>  Health and safety issues  Maintaining a portfolio of practice  Reflection on critical incidents  Negotiation skills  Evidence based practice and the utilisation of the sources of knowledge within health care</p>																														
<p>Contact Hours/Scheduled Hours</p>	<p>This module will deliver preparation for practice, simulation and clinical skills weeks. Whilst on placement you will spend 8 days learning with your peers. These days are called `Supervision of Learning Days` (SoLD). These days will be theory and reflection on practice. There will be 72 hours contact with UWE, plus mentor supervised practice. The module will be delivered in conjunction with Building Positive Relationships with, and Services for People with Learning Disabilities.</p>																														
<p>KIS Data</p>	<p>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.</p> <table border="1" data-bbox="453 1697 1350 2085"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">78</td> <td style="text-align: center;">150</td> <td style="text-align: center;">300</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	78	150	300					
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	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Coursework:</b> OAR</p> <table border="1" data-bbox="557 304 1249 535"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage				Coursework assessment percentage		100%		Practical exam assessment percentage							100%
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<p>Teaching and Learning Methods</p>	<p>A variety of approaches will be used which will include</p> <ul style="list-style-type: none"> <li>• Practice experience</li> <li>• Simulation and clinical skills</li> <li>• Technology enhanced learning</li> <li>• Workshops</li> <li>• Enquiry based learning</li> <li>• Person Centred focused learning (Case Based)</li> <li>• Role play</li> </ul>																				
<p>Reading Strategy</p>	<p><b>Core readings</b></p> <p>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.</p> <p><b>Further readings</b></p> <p>Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.</p> <p><b>Access and skills</b></p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period. 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.</p>																				
<p>Indicative Reading List</p>	<p><b>Indicative reading list</b></p> <p>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. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>References are cited according to <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Life Sciences.</p> <p><b>Core reading</b></p> <p>Atherton, H. and Crickmore, D. (2011) <i>Learning Disabilities: Towards Inclusion</i>. [online] 6<sup>th</sup> ed. London: Churchill Livingstone. [Accessed 29 January 2013].</p> <p>Broussine, E. and Scarborough, K. (2012) <i>Supporting People with Learning Disabilities in Health and Social Care</i>. [online] London: Sage. [Accessed 29 January 2013].</p> <p>Department of Health. (2007) <i>Good Practice in Learning Disability Nursing (Brimblecombe Report)</i>. [online] London: DH publications. [Accessed 15<sup>th</sup> February</p>																				

2013].

Field, L. and Smith, B. (2008) *Nursing Care: An Essential Guide for Nurses and Healthcare Workers in Primary and Secondary Care*. [online] 2<sup>nd</sup> ed. Harlow: Pearson Education. [Accessed 15 February 2013].

#### **Further reading**

Gates, B. and Barr, O., (2009) *Oxford Handbook of Learning and Intellectual Disability Nursing*. Oxford: Oxford University Press.

Hinchliff, S., Norman, S., and Schober, J. (2008) *Nursing Practice and Health Care*. [online] 5<sup>th</sup> ed. London: Hodder Arnold. [Accessed 15 February 2013].

Jukes, M. (2009) *Learning Disability Nursing Practice: Origins, Perspectives and Practice*. London: Mark Allen.

Naidoo, J. and Wills, J. (2008) *Health Studies: An Introduction*. 2<sup>nd</sup> ed. Basingstoke: Palgrave.

Prasher, V. and Janicki, M. (2002) *Physical Health of Adults with Intellectual Disabilities*. [online] Oxford: Blackwell Publishing. [Accessed 15 February 2013].

Race, D. (2007) *Intellectual Disability: Social Approaches*. Maidenhead: Open University Press.

Raghaven, R. and Patel, P. (2005) *Learning Disabilities and Mental Health: a Nursing Perspective*. [online] Oxford: Blackwell Publishing. [Accessed 15 February 2013].

Turnbull, J. (2004) *Learning Disability Nursing*. [online] Oxford: Blackwell Publishing. [Accessed 15 February 2013].

#### **Journals**

Learning Disability Practice

Journal of Applied Research in Intellectual Disabilities

Journal of Intellectual Disability Research

Journal of Policy and Practice on Intellectual Disabilities

Tizard Learning Disability Review

### **Part 3: Assessment**

#### **Assessment Strategy**

This module is assessed by nurse mentors with a competency framework (Ongoing Achievement Record) to ensure students meet NMC skills and knowledge. The final summative assessment takes place at the end of placement 2 in year 1.

Students have opportunities for formative assessment with feed-forward comments, from both mentors and Academic Personal Tutors (APT's).

Students complete three Multiple Choice Questionnaires (MCQs) in relation to Basic Life Support, Manual Handling and Numeracy. Students are required to achieve a minimum percentage in each MCQ in order to access associated practical sessions where they are required to demonstrate safe practice in Basic Life Support, Manual Handling and medications administration.

Identify final assessment component and element	<b>A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Achieve prescribed competencies as identified in the Ongoing Achievement Record	Pass/Fail	
2. Successful completion of Basic Life Support, Manual Handling and Numeracy	Pass/Fail	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Achieve prescribed competencies as identified in the Ongoing Achievement Record (At the Discretion of the Award Board)	Pass/Fail	
2. Successful completion of Basic Life Support, Manual Handling and Numeracy	Pass/Fail	
<p>If a student is referred/failed in practice they will be required to attend a further placement opportunity at the discretion of the award board. They do not attend other components of the module.</p> <p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		