



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Learning Disabilities Nursing Practice 2				
Module Code	UZZSNK-45-2	Level	2	Version	1
Owning Faculty	Health and Life Sciences	Field	Mental Health and Learning Disabilities		
Contributes towards	BSc (Hons) Nursing (Learning Disabilities)				
UWE Credit Rating	45	ECTS Credit Rating	22.5	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	

CAP Approval Date	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"> • Demonstrate knowledge and understanding of the skills and reasoning underpinning basic physical assessment and clinical reasoning (Component A and B) • Discuss current professional, ethical and legal principles which protect service users, carers and the general public (Component A) • Work within relevant codes of conduct, policy and guidance and recognise their pivotal role in maintaining standards of care (Component A and B) • Apply evidence based approaches to enhance nursing care delivery and health outcomes (Component A and B) • Demonstrate skills in risk appraisal, positive risk taking and risk management (Component A and B) • Discuss legal mechanisms and ethical principles for the promotion of rights, inclusion, independence and choice of people with learning disabilities and carers (Component A) • Establish the normal variants of health assessment (Component A) • Demonstrate an awareness of common tools to enable clinical reasoning (Component A) • Demonstrate knowledge of how to document and communicate findings appropriately (Component A and B) • Employ the skills required to safely form and deliver a person centred health plan (Component A) • Apply a person centred approach to enhance effective partnership working with service users, carers, parents and families across the age range (Component A and B) • Demonstrate the ability to accurately calculate and safely administer medication (Component A and B) • Apply skills required to effectively engage with service users and carers to meet individual needs (Component A) • Articulate skills in the promotion of client autonomy and empowerment (Component A)

	<ul style="list-style-type: none"> • Appraise own responses to formal and informal feedback, and plan how personal, professional and academic development can be enhanced (Component A) • Utilise available information technology whilst adhering to local and national information governance (Component A) <p>All learning outcomes relate to the care of people with Learning Disabilities and their families.</p>
Syllabus Outline	<p>Professional Values</p> <ul style="list-style-type: none"> • Working in Partnership - The contribution of other professions /agencies • Legal and ethical frameworks • Ethical dilemmas in supporting children, families, adults and older people with learning disability • Transitions • Compliance, consent and capacity <p>Communication and Interpersonal Skills</p> <ul style="list-style-type: none"> • The biological, psychological and sociological underpinning of care • Theories of abuse and their application to practice • Negotiation skills • Advanced communication skills <p>Nursing Practice and Decision Making</p> <ul style="list-style-type: none"> • Subjective, objective assessment, planning, interventions, evaluation and revision of care for children, adults and older people with learning disabilities and their families • Assessment and management of risk • Autonomy and empowerment • Medicine management • Use of assessment tools for recognising normal variant findings • Structured approaches to documentation • Nursing Process <p>Leadership, Management and Team Working</p> <ul style="list-style-type: none"> • Reflection of personal and professional development • Using supervision as an effective learning strategy • Peer assisted learning
Contact Hours/Scheduled Hours	<p>This module will deliver clinical skills. Whilst on placement you will spend 10 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 108 hours contact with UWE, plus mentor supervised practice. The module will be delivered in conjunction with Meeting the health needs of people with learning disabilities.</p>
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Practice • Technology enhanced learning • Simulation and skills • Workshops • Enquiry based learning • Person Centred learning • E learning (Blackboard) • Role play
KIS Data	<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>

Key Information Set - Module data				
Number of credits for this module				45
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
450	108	117	225	450



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

Coursework: OAR
OSCE

Total assessment of the module:	
Written exam assessment percentage	
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	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

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 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].
 Department of Health. (2007) *Good practice in learning disability nursing (Brimblecombe Report)*. [online] London: DH publications. [accessed 15 February 2013].

Elliott J., Hatton, C. and Emerson, E. (2003) The health of people with learning disabilities in the UK: evidence and implications for the NHS. [online] *Journal of Integrated Care*. 11(3), pp. 9-17. [Accessed 15 February 2013].

Simon, C. and Ward, S. (2010) *Does Every Child Matter?* [online] Abingdon: Routledge [Accessed 29 January 2013].

Further Reading

Cleaver, H. and Nicholson, D. (2010) *Parental Learning Disability and Children's Needs*. [online] London: Jessica Kingsley Publishers. [Accessed 29 January 2013].

Elliott J., Hatton, C., and Emerson, E. (2003) The health of people with learning disabilities in the UK: evidence and implications for the NHS. [online] *Journal of Integrated Care* 11(3), pp. 9-17. [Accessed 15 February 2013].

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

Goward, P., Grant, G., Ramcharan, P. and Richardson, M. (2010) *Learning Disability: a Life Cycle Approach*. [online]. 2nd ed. Maidenhead: Open University Press. [Accessed 15 February 2013].

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

Marsh, L. and Drummond, E. (2008) Health needs in people with learning disabilities: using the 'OK' Health Check. [online] *Learning Disability Practice*. 11(4), pp. 6-21. [Accessed 15 February 2013].

Shorvon, S. (2010) *Handbook of Epilepsy Treatment*. [online] 3rd ed. Chichester: Wiley-Blackwell [Accessed 29 January 2013].

Thompson, J. and Pickering, S. (2001) *Meeting the Health Needs of People Who have a Learning Disability*. London: Bailliere Tindall.

Journals

- Advances in Mental Health and Learning Disabilities
- British Journal of Nursing
- International Journal of Palliative Nursing
- Journal of Child Health Care
- Journal of Child and Adolescent Mental Health
- Journal of Psychiatric & Mental Health Nursing
- Journal of Integrated Care
- Learning Disabilities Research and Practice
- Nurse Education in Practice
- Tizard Learning Disability Review

Part 3: Assessment

<p>Assessment Strategy</p>	<p>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 2.</p> <p>Students have opportunities for formative assessment with feed-forward comments, from both mentors and Academic Personal Tutors (APT's).</p> <p>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 medicines administration .</p>
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	The OSCE would entail a person focused activity on the management of epilepsy, completion of this activity will give access to a practical session where the student will demonstrate safe practice in the administration of rescue medications for status epilepticus.	
Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Achieve prescribed NMC competencies as identified in the Ongoing Achievement Record	Pass/Fail	
2. Successful completion of Basic Life Support, Manual Handling and numeracy	Pass/Fail	
Component B Description of each element	Element weighting (as % of component)	
1. OSCE	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Achieve prescribed NMC 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	
Component B Description of each element	Element weighting (as % of component)	
1. OCSE	100%	
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.		
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		