



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Learning Disabilities Nursing Practice 3				
Module Code	UZZSNU-45-3	Level	3	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	

<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>• Appraise current professional codes of conduct, ethical and legal principles which protect people with learning disabilities, carers and the public (Component A and B)</li> <li>• Evaluate and compare the diverse nature of service provision and the effectiveness of service improvement initiatives (Component A and B)</li> <li>• Critically evaluate and reflect on the contribution and barriers of interprofessional/inter-agency practice (Component A and B)</li> <li>• Appraise, share and actively promote evidence based approaches to nursing care delivery and health outcomes (Component A and B)</li> <li>• Demonstrate the skills required to safely manage and co-ordinate high quality care to people with learning disabilities whilst employing effective resource management (Component A and B)</li> <li>• Demonstrate effective teaching and learning skills to facilitate the development of others (FLAP) (Component A and B)</li> <li>• Act as a resource, contributing to an effective learning environment in which safe evidence based practice is fostered, implemented and evaluated (Component A and B)</li> <li>• Apply and appraise own skills in involving people with learning disabilities and their carers in planning and delivering care by fostering client autonomy and independence (Component A and B)</li> <li>• Analyse current research and literature that underpins interprofessional practice and leadership (Component A and B)</li> <li>• Reflect on own practice and develop leadership skills to enhance interprofessional team working (Component A and B)</li> <li>• Analyse the principles and practices of effective learning and assessment in the workplace(FLAP) (Component A and B)</li> <li>• Demonstrate professional liaison and collaborative skills in the delivery and management of care in a multi-disciplinary health and social care</li> </ul>


	<ul style="list-style-type: none"> <li>• setting (Component A and B)</li> <li>• Utilise skills to teach, coach and supervise others (Component A and B)</li> <li>• Critically evaluate the effectiveness of quality assurance systems in a variety of clinical settings (Component A and B)</li> <li>• Demonstrate the ability to use a variety of interpersonal communication strategies (Component A and B)</li> <li>• Demonstrate flexibility and innovation when seeking resolutions to conflicts, ethical dilemmas and the management of change (Component A and B)</li> <li>• Utilise available information technology whilst adhering to local and national information governance (Component A and B)</li> <li>• Appraise organisational change utilising change, learning organisation and leadership theories (Component A and B)</li> <li>• Establish effective working relationships that facilitate personal development in self and others (Component A)</li> </ul> <p>All learning outcomes relate to the care of People with Learning Disabilities and their families.</p>
Syllabus Outline	<p><b>Professional Values</b>  Legal and Ethical Dilemmas in complex care settings  Issues of vulnerability, abuse and exploitation of people with learning disabilities</p> <p><b>Communication and Interpersonal Skills</b>  Managing violence and aggression  Involve people with learning disabilities and their carers  Autonomy and independence  Relevant psycho-motor skills  Health promotion</p> <p><b>Nursing Practice and Decision Making</b>  Assessment, planning, implementation and evaluation of care for service users with complex care needs  Managing complex needs  Present and future developments in the organisation and delivery of learning disability care  Basic Life Support  Manual Handling  Numeracy and pharmacology</p> <p><b>Leadership, Management and Team working</b>  Team Building and Development  Quality and audit in service for people with learning disabilities  Stress management and supervision  Resource management and commissioning services  Transition to Registration: the roles &amp; responsibilities of the qualified nurse, supported supervision  Continued Professional Development  Teaching and Learning  Public health policy  Evidence based nursing care: critical analysis of evidence of interventions</p>
Contact Hours/Scheduled Hours	<p>Whilst on placement you will spend 11 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 Management of complex situations in services for 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"> <li>• Practice</li> <li>• Simulation of scenarios through TEL based platforms</li> <li>• Simulation and skills</li> </ul>

- Workshops
- Enquiry based learning
- Person centred focused learning
- E learning (Blackboard)
- Role play

**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.

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				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 -

**Assessment : OAR grading of practice**

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	0%
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.

<p>Indicative Reading List</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>Burton, R. and Ormrod, G. (2011) <i>Nursing: Transition to Professional Practice</i>. Oxford: Oxford University Press.</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>Chaplin, E., Henry J. and Hardy, S. (2009) <i>Working with People with Learning Disabilities and Offending Behaviour: a Handbook</i>. Brighton: Pavilion Press.</p> <p>Pawlyn, J. and Carnaby, S. eds. (2009) <i>Profound Intellectual and Multiple Disabilities: Nursing Complex Needs</i>. [online]. Oxford: Wiley Blackwell. [Accessed 15 February 2013].</p> <p>Royal College of Psychiatrists, British Psychological Society, and Royal College of Speech and Language Therapists (2007) <i>Challenging behaviour: a unified approach (CR144)</i>. [Online] Royal College of Psychiatrists, British Psychological Society, and Royal College of Speech and Language Therapists [Accessed 29<sup>th</sup> January 2013].</p> <p><b>Further reading</b></p> <p>Cleaver, H. and Nicholson, D. (2007) <i>Parental Learning Disability and Children's Needs: Family Experiences and Effective Practice</i>. [online]. London: Jessica Kingsley. [Accessed 15 February 2013].</p> <p>Department of Health (2007) <i>Good practice in learning disability nursing (Brimblecombe Report)</i>. [Online] London: DH publications. [Accessed 15 February 2013].</p> <p>Emerson, E. and Einfeld, S. (2011) <i>Challenging Behaviour</i>. [online]. 3<sup>rd</sup> ed. Cambridge: Cambridge University Press. [Accessed 15 February 2013].</p> <p>Field, L. and Smith, B. (2011) <i>Nursing Care: An Essential Guide for Nurses and Healthcare workers in Primary and Secondary Care</i>. [online]. 2<sup>nd</sup> ed. Harlow: Pearson Education. [Accessed 15 February 2013].</p> <p>Gates, B. and Barr, O. (2009) <i>Oxford Handbook of Learning and Intellectual Disability Nursing</i>. Oxford: Oxford University Press.</p> <p>Hinchliff, S., Norman, S., and Schober, J. (2008) <i>Nursing Practice and Health Care</i>. [online]. 5<sup>th</sup> ed. London: Hodder Arnold. [Accessed 15 February 2013].</p> <p>Jukes, M. (2009) <i>Learning Disability Nursing Practice</i>. London: Mark Allen.</p> <p>Naidoo, J. and Wills, J. (2008) <i>Health Studies: An Introduction</i>. 2<sup>nd</sup> ed. Basingstoke: Palgrave.</p> <p>Prasher, V. and Janicki, M. (2002) <i>Physical Health of Adults with Intellectual Disabilities</i>. [online]. Oxford: Blackwell Publishing. [Accessed 15 February 2013].</p> <p>Race, D. (2007) <i>Intellectual Disability: Social Approaches</i>. Maidenhead: Open University Press.</p> <p>Raghaven, R., and Patel, P. (2005) <i>Learning Disabilities and Mental Health</i>. [online]. Oxford: Blackwell Publishing. [Accessed 15 February 2013].</p> <p>Shorvan, S. (2010) <i>Handbook of Epilepsy Treatment</i>. [online] 3<sup>rd</sup> ed. Oxford: Wiley Blackwell. [Accessed 29 January 2013].</p>
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	<p>Turnbull, J. (2004) <i>Learning Disability Nursing</i>. [online]. Oxford: Blackwell Publishing. [Accessed 15 February 2013].</p> <p><b>Journals</b></p> <p>Advances in Mental Health and Learning Disabilities</p> <p>Dementia</p> <p>Dysphagia</p> <p>Disability in Society</p> <p>Epilepsia</p> <p>Epilepsy and Behaviour</p> <p>Epilepsy Currents</p> <p>Epilepsy Research</p> <p>Journal of Applied Research in Intellectual Disabilities</p> <p>Journal of Intellectual Disability Research</p> <p>Journal of Policy and Practice on Intellectual Disabilities</p> <p>Learning Disability Practice</p> <p>Learning Disabilities Research and Practice</p> <p>Nursing Administration Quarterly</p> <p>Tizard Learning Disability Review</p>
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Part 3: Assessment		
Assessment Strategy	<p>This module is assessed with a competency framework (Ongoing Achievement Record) to ensure students meet NMC skills and knowledge relevant to Learning Disabilities Nursing. The final summative assessment takes place at the end of placement 6 in year 3. See OAR document for competencies.</p> <p>There are two components which are assessed by nurse mentors</p> <ul style="list-style-type: none"> <li>○ OAR pass/fail</li> <li>○ Grading of practice</li> </ul> <p>Students have three opportunities for formative assessment with feed-forward comments. This is structured to take place at midpoint of placements 5, end of placement 5, and midpoint of placement 6. The students also has the opportunity to speak with the Academic Personal Tutor after placement 1 to review progress</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>	
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</b> <b>(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>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Grading of practice	100%

<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</b> <b>(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
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Grading of practice	100%
<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>	