



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leadership in Learning Disabilities Nursing				
Module Code	UZZSRK-30-3	Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No*
Owning Faculty	Health and Applied Sciences	Field	Mental Health and Learning Disabilities		
Department	Nursing and Midwifery	Module Type	Project		
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	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Identify and apply the legislative framework supporting Capacity, Consent, Best interest and Mental Health Care and ethical issues (Component A) Explore the nature of complex health needs and their impact on individuals, carers and services (Component A) Identify and evaluate a range of theories and strategies related to leadership and management in and of organisations (Component A) Analyse a range of evidence based interventions for developing competencies (Component A) Critically appraise personal and societal attitudes, beliefs and values in relation to people with complex needs (Component A) Examine the impact of service design, improvement and quality monitoring and delivery on people with learning disabilities and carers (Component A) Manage risks related to the care of people with complex needs (Component A) Appraise the literature and key tenets of collaborative inter-professional / intra-agency working (Component A) Reflect on own practice and develop leadership skills to enhance inter-professional team working (Component A)
Syllabus Outline	<p>Professional Values Ethical and legal issues, e.g. Mental Health Act (2007), Mental Capacity Act (2005), Best Interest, Deprivation of Liberties (2008)</p> <p>Communication and Inter-professional Skills Emotional intelligence Reflection Advanced communication skills</p>

Nursing Practice and Decision Making

Care planning to meet complex needs
 Pain management
 Palliative Care / End of life care
 Risk management
 Autistic Spectrum Disorders
 Intractable epilepsy
 Forensic and prison healthcare
 Mental Health
 Placement breakdown
 De-briefing

Leadership, Management and Team Working

National and international policy impacting on people with learning disabilities
 Safeguarding
 Challenging poor practice and managing change
 Management of staff
 Team-working
 Sociology of Organisations
 Leadership
 Audit and Clinical Governance
 Outcome measures and commissioning in learning disabilities services
 People with learning disabilities and carers as leaders and commissioners
 Staff development and teaching
 Critical Incidents and reflective practice
 Management of self
 Time management
 Role Modelling

Contact Hours

72 hours contact as described below

Teaching and Learning Methods

Scheduled learning includes lectures, seminars, tutorials, problem based learning, role play, and workshops

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

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				
<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	228	0	300



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

Coursework: portfolio, assignment

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		0%	
Coursework assessment percentage		100%	
Practical exam assessment percentage		0%	
		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

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.

Core reading

Broussine, E. and Scarborough, K. (2012) *Supporting People with Learning Disabilities in Health and Social Care*. [online] London: Sage. [Accessed 29 January 2013].

Jukes, M. (2013) *Practice Leadership in Mental Health and Intellectual Disability Nursing* London: Quay Books

Further reading

Atherton, H. and Crickmore, D. (2011) *Learning Disabilities: Towards Inclusion*. [Online] 6th ed. London: Churchill Livingstone. [Accessed 29 January 2013].

Burton, R. and Ormrod, G. (2011) *Nursing: Transition to Professional Practice* Oxford: Oxford University Press.

	<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>Emerson, E. and Einfield, S.L (2011) <i>Challenging Behaviour</i>. [online]. 3rd ed. Cambridge: Cambridge University Press. [Accessed 15 February 2013].</p> <p>Jukes, M. (2013) <i>Practice Leadership in Mental Health and Disability Nursing</i> London: Quay Books</p> <p>Shorvan, S. (2010) <i>Handbook of epilepsy treatment</i>. [online] 3rd ed. Oxford: Wiley Blackwell. [Accessed 29 January 2013].</p> <p>Standing, M. (2014) <i>Clinical Judgement and Decision Making for Nursing Students</i> 2nd ed London: Sage</p> <p>Journals</p> <p>Dementia</p> <p>Dysphagia</p> <p>Disability and Society</p> <p>Epilepsia</p> <p>Epilepsy and Behavior</p> <p>Epilepsy Research</p> <p>Health Service Journal</p> <p>Learning Disabilities Research and Practice</p> <p>Nursing Administration Quarterly</p> <p>Journal of Adult Protection</p> <p>Tizard Learning Disability Review</p>
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Part 3: Assessment	
Assessment Strategy	<p>Critically analyse your professional development against the four domains of professional practice (NMC 2010):</p> <p>Domain 1. Professional Values Domain 2. Communication and interpersonal skills Domain 3. Nursing practice and decision making Domain 4. Leadership, management and team working</p> <p>Drawing on excerpts from your personal professional portfolio you will be required to use evidence from throughout the three years to critically reflect on experiences that have influenced you against each of the four domains.</p> <p>The action plan needs to consider your future career aspirations, learning needs and the inter-professional context as explored through the portfolio. In this way the portfolio of evidence will capture the past and present and the action plan is the future.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	

1. 3000 word critical evaluation of a portfolio of evidence	100
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 3000 word critical evaluation of a portfolio of evidence	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	Link to RIA 11818