



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Learning Disabilities Nursing Practice 2				
Module Code	UZZSR8-30-2	Level	2	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	Professional Practice		
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"> • Demonstrate knowledge and understanding of the skills and clinical reasoning tools underpinning basic physical assessment and clinical reasoning (Component A) • Work within relevant codes of conduct, policy and guidance and recognise their pivotal role in maintaining standards of care (Component A) • Demonstrate skills in risk appraisal, positive risk taking and risk management (Component A) • 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 knowledge of how to document and communicate findings appropriately (Component A) • Demonstrate the ability to accurately calculate and safely administer medication (Component A) • Apply skills required to effectively engage using person centred, partnership approaches with service users and carers to meet individual needs (Component A) • Articulate skills in the promotion of client autonomy and empowerment (Component A)
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
 - Compliance, consent and capacity
- Communication and Interpersonal Skills**
- The biological, psychological and sociological underpinning of care
 - Theories of abuse and their application to practice
 - Negotiation skills
 - Advanced communication skills
- Nursing Practice and Decision Making**
- 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
- Leadership, Management and Team Working**
- Reflection of personal and professional development
 - Using supervision as an effective learning strategy
 - Peer assisted learning

Contact Hours 72 hours contact as described below

Teaching and Learning Methods

Scheduled learning includes lectures, seminars, tutorials, practical classes and workshops; skills development, Online learning.

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.

Placement learning: will include two practice placements

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	787.5	1087.5

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

Practical Exam: Ongoing Achievement Record; completion of competencies

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		0%	
Practical exam assessment percentage		100%	
		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

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

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].

Simon, C. and Ward, S. (2010) *Does Every Child Matter?* : understanding New Labour's social reforms [online] Abingdon: Routledge [Accessed 29 January 2013].

Further Reading

Cleaver, H. and Nicholson, D. (2007) *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].

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].

Standing, M. (2014) *Clinical Judgement and Decision Making for Nursing Students* 2nd ed. London: Sage

Journals

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

Assessment Strategy

This module is assessed with 1 component split into 2 elements.

Component A element 1

Is assessed via a competency framework (Ongoing Achievement Record) to ensure students meet Nursing and Midwifery Council outcomes, skills and knowledge relevant to Learning Disabilities Nursing. The final summative assessment takes place at the end of placement 5 in year 2. Students have opportunities for formative Grading in Practice, with feed-forward comments, from both mentors and Academic Personal Tutors (APT's).

Component A element 2

Students complete Multiple Choice Questionnaires (MCQs) in relation to

- Basic Life Support,
- Manual Handling

Students are required to achieve a minimum prescribed percentage in each MCQ in order to access associated practical sessions where they are required to demonstrate safe practice in Basic Life Support, and Manual Handling.

Component A element 2

Numeracy

There is a minimum pass mark for numeracy which must be achieved by the end of the module. The number of attempts and the pass mark are indicated in the module handbook.

	All elements must be passed to pass the module overall
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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 <i>(as % of component)</i>	
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	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
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	
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.		

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