

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Learning Disabilities Nursing Practice 3					
Module Code	UZZSRB-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	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"> Appraise current professional codes of conduct, ethical and legal principles which protect people with learning disabilities, carers and the public (Component A and B) Evaluate and compare the diverse nature of service provision and the effectiveness of service improvement initiatives (Component A) Critically evaluate and reflect on the contribution and barriers of inter-professional/ inter-agency practice (Component A and B) Appraise, share and actively promote evidence based approaches to nursing care delivery and health outcomes (Component A and B) 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) 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) Demonstrate professional liaison and collaborative skills in the delivery and management of care in a multi-disciplinary health and social care setting (Component A) Demonstrate flexibility and innovation when seeking resolutions to conflicts, ethical dilemmas and the management of change (Component A) Appraise organisational change utilising change, learning organisation and leadership theories (Component A)
Syllabus Outline	

	<p>Professional Values</p> <ul style="list-style-type: none">• Legal and Ethical Dilemmas in complex care settings• Issues of vulnerability, abuse and exploitation of people with learning disabilities <p>Communication and Interpersonal Skills</p> <ul style="list-style-type: none">• Managing violence and aggression• Involve people with learning disabilities and their carers• Autonomy and independence• Relevant psycho-motor skills• Health promotion <p>Nursing Practice and Decision Making</p> <ul style="list-style-type: none">• 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>Leadership, Management and Team working</p> <ul style="list-style-type: none">• Team Building and Development• Quality and audit in service for people with learning disabilities• Stress management and supervision• Resource management• Evidence based nursing care: critical analysis of evidence of interventions																									
Contact Hours	72 hours contact as described below																									
Teaching and Learning Methods	<p>Scheduled learning includes seminars, tutorials, supervision in practice, skills demonstration, workshops</p> <p>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.</p> <p>Placement learning: includes two practice placements.</p>																									
Key Information Sets Information	<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><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>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>300</td><td>72</td><td>114</td><td>862.5</td><td>1048.5</td></tr></table>	Key Information Set - Module data					Number of credits for this module									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	114	862.5	1048.5
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	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Practical Exam: Ongoing achievement record, competencies, grading in practice</p> <p>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:</p> <table><tr><td colspan="4">Total assessment of the module:</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="4">Written exam assessment percentage</td><td>0%</td></tr><tr><td colspan="4">Coursework assessment percentage</td><td>0%</td></tr><tr><td colspan="4">Practical exam assessment percentage</td><td>100%</td></tr><tr><td colspan="4"></td><td>100%</td></tr></table>	Total assessment of the module:										Written exam assessment percentage				0%	Coursework assessment percentage				0%	Practical exam assessment percentage				100%					100%
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Reading Strategy	<p>Core readings</p> <p>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.</p> <p>Further readings</p> <p>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.</p> <p>Access and skills</p> <p>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>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 Applied Sciences.</p> <p>Core reading</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>Jukes, M. (2013) <i>Practice Leadership in Mental Health and Intellectual Disability</i> Nursing London: Quay Books</p> <p>Further reading</p> <p>Emerson, E. and Einfeld, S.(2011) <i>Challenging Behaviour</i>. [online]. 3rd 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</i></p>																														

	<p><i>Healthcare works in Primary and Secondary Care</i>. [online]. 2nd 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]. 5th ed. London: Hodder Arnold. [Accessed 15 February 2013].</p> <p>Royal College of Psychiatrists and the British Psychological Society on behalf of the Learning Disabilities Professional Senate (2016) <i>Challenging behaviour: a unified approach – update : clinical and service guidelines for supporting children, young people and adults with intellectual disabilities who are at risk of receiving abusive or restrictive practices</i>. Available from : http://www.rcpsych.ac.uk/pdf/FR_ID_08.pdf [Accessed 29 July 2016].</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 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 in 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>Component A Element 1 A competency framework (Ongoing Achievement Record) to ensure students meet NMC, outcomes, skills and knowledge relevant to Learning Disabilities Nursing, at the final progression point of registration.</p> <p>The final summative assessment takes place at the end of placement 6 in year 3.</p> <p>Component A Element 2 Students complete Multiple Choice Questionnaires (MCQs) in relation to</p> <ul style="list-style-type: none"> • Basic Life Support, • Manual Handling

	<p>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.</p> <p>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.</p> <p>Component B Grading of practice consists of observation of practice and critical questioning / reflection related to practice. Assessment will involve mentors.</p> <p><i>Failure to achieve a pass in either element of Component A will preclude the student from being summatively assessed in Component B; in this circumstance a refer for the module will be recorded.</i></p> <p><i>Students may engage in formative assessment of Component B.</i></p> <p>All components and elements must be passed to pass the module overall</p>
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Identify final assessment component and element	Component A element 1	
% 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. Achieve prescribed competencies as identified in the Ongoing Achievement Record	Pass/fail	
2. Successful completion of Basic Life Support, Manual Handling	Pass/fail	
Component B Description of each element	Element weighting (as % of component)	
1. Grading of practice	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 competencies as identified in the Ongoing Achievement Record	Pass/fail	
2. Successful completion of Basic Life Support, Manual Handling	Pass/fail	
Component B Description of each element	Element weighting (as % of component)	

1. Grading of practice	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	