To see full details of the item just click on the link.

**Department of Health written question – answered on [27th April 2016](https://www.parliament.uk)***

**Lord Bradley Labour**

To ask Her Majesty's Government which universities provide specific courses for learning disability nurses, and how many places on such courses were available at each university in each of the last five years.

- [Hansard source](https://www.parliament.uk) (Citation: HL Deb, 27 April 2016, cW)

**Lord Prior of Brampton**
The Parliamentary Under-Secretary of State, Department of Health

The information by university is only available for the last three years and is given below:

<table>
<thead>
<tr>
<th>University</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
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<tr>
<td>Northumbria University</td>
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<td>28</td>
<td>28</td>
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<tr>
<td>Teesside University</td>
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<tr>
<td>University of Cumbria</td>
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<tr>
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<td>University of Chester</td>
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<tr>
<td>University</td>
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<td>Edge Hill University</td>
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<td>Sheffield Hallam University</td>
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<td>University of Huddersfield</td>
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<td>University of York</td>
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<td>De Montfort University</td>
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<td>Birmingham City University</td>
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<td>University of Wolverhampton</td>
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<td>University of Hertfordshire</td>
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<td>University of West of England</td>
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<td>London South Bank University</td>
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<td>32</td>
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<tr>
<td>Kingston &amp; St Georges University</td>
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<td>20</td>
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<tr>
<td>University of West London</td>
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<tr>
<td>University of Greenwich</td>
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<tr>
<td>Sum of above</td>
<td>597</td>
<td>662</td>
<td>658</td>
</tr>
</tbody>
</table>

Source: HEE Local Education and Training Boards – local reports.
Why revalidation, why now?

Over recent months, RCNi editorial director Graham Scott has given a series of popular seminars and online webinars about revalidation. Here, he gives an overview of what you need to know

Graham Scott RCNi editorial director and editor of Nursing Standard.
Learning Disability Practice. 19, 4, 34-35. http://dx.doi.org/10.7748/ldp.19.4.34.s23
Published in print: 26 April 2016
THE CURRENT system, known as post-registration education and practice (prep), has fallen into disrepute. This is partly because it relies entirely on nurses and midwives self-certifying that they have completed 450 hours in practice and 35 hours of continuing professional development (CPD) every three years.
Read More: http://journals.rcni.com/doi/abs/10.7748/ldp.19.4.34.s23

The Nursing and Midwifery Council (NMC) has published information on the success of the first round of revalidation, which begun in April.

The introduction of revalidation for nurses and midwives has been a major success, with the majority of those due to renew their registration revalidating successfully.
Latest figures show 90.48% (14,362) of the 15,873 due to revalidate in April 2016 have successfully renewed their registration through revalidation and only 1,401 have left the register. This is in line with the number of registrants we would normally expect to leave the register in any given April.
Journal articles

If you wish to see the full text, please reply to this email or contact your local health or workplace library.

Journal of Intellectual Disabilities and Offending Behaviour

The support needs of learning disability nurse facilitators of sex offender treatment programmes: a discussion

Keeley Catherine Smith (5 Boroughs Partnership NHS Merseyside United Kingdom of Great Britain and Northern Ireland)

Citation:
Keeley Catherine Smith, (2016) "The support needs of learning disability nurse facilitators of sex offender treatment programmes: a discussion", Journal of Intellectual Disabilities and Offending Behaviour, Vol. 7 Iss: 2, pp. -

Abstract:
Purpose
The role of the learning disability [LD] nurse has developed and expanded significantly within recent years, especially their responsibility for delivering a variety of specialist treatment programmes. This paper discusses the facilitation of Sex Offender Treatment Programmes [SOTP] and the issues this raises in providing support for LD nurses.

Design/methodology/approach
This is an opinion paper and the views and opinions expressed are solely those of the author and do not necessarily reflect the views of any organisation or group with which the author is affiliated. The aims of this paper are: 1) to explore the support needs of the LD nurse facilitators of SOTPs; 2) to consider the practical implications of providing clinical supervision and support for LD nurse facilitators of SOTPs; and 3) to highlight the need for further research in this area.

Findings
Findings: This paper does not contain original research findings but offers a discussion of the support needs of the LD nurse who facilitate SOTP, concentrating on the specific themes of training, clinical supervision and support.

Practical implications
Implications for clinical practice are identified and recommendations for further research are made.
Originality/value
Originality/value: Whilst this is not the first consideration of the support needs of facilitators of SOTPs, it offers a contribution to the discussion of how best to support the LD nurse to continue to deliver the high-quality, specialist care for people with learning disabilities.

Publisher:
Emerald Group Publishing Limited

Title: Implementation of an evidence-based seizure algorithm in intellectual disability nursing: A pilot study

Citation: Journal of Intellectual Disabilities, March 2016, vol./is. 20/1(55-64), 1744-6295;1744-6309 (March 2016)

Author(s): Auberry K., Cullen D.

Language: English

Abstract: Based on the results of the Surrogate Decision-Making Self Efficacy Scale (Lopez, 2009a), this study sought to determine whether nurses working in the field of intellectual disability (ID) experience increased confidence when they implemented the American Association of Neuroscience Nurses (AANN) Seizure Algorithm during telephone triage. The results of the study indicated using the AANN Seizure Algorithm increased self-confidence for many of the nurses in guiding care decisions during telephone triage. The treatment effect was statistically significant -3.169(p < 0.01) for a small sample of study participants. This increase in confidence is clinically essential for two reasons. Many individuals with ID and epilepsy reside within community-based settings. ID nurses provide seizure guidance to this population living in community-based settings via telephone triage. Evidenced-based training tools provide a valuable mechanism by guiding nurses via best practices. Nurses may need to be formally trained for seizure management due to high epilepsy rates in this population.

Publication Type: Journal: Article

Source: EMBASE

Full Text:
Liaison and diversion services: embedding the role of learning disability nurses

Abstract:
Purpose
The aim of liaison and diversion services is to improve the health and criminal justice outcomes for people who come into contact with the criminal justice system. People with learning disabilities (LD) are particularly vulnerable to health and social inequalities within the criminal justice system.

Design/methodology/approach
Using examples from practice, this paper discusses some of the challenges and achievements experienced by a LD nurse employed within a liaison and diversion service within the North-West of England.

Findings
Whilst the specific functions of liaison and diversion practitioners are detailed by National Health Service (NHS) England (2014), complexities in communication, multi-disciplinary working and role recognition affect the embedment of the role in practice.

Research limitations/implications
The implications for practice are identified and recommendations for further research made. These seek to evaluate the impact of liaison and diversion services from the perspectives of LD nurses within liaison and diversion services, people with LD, their families and the wider multi-disciplinary team.

Originality/value
NHS England (2015) are in the process of evaluating of liaison and diversion services. This paper adds to the evaluation by discussing the experiences of a LD nurse within a liaison and diversion service through the inclusion of activity data and illustrative examples.
VIP care in learning disability nursing

Owen Doody discusses elements of care that are central to learning disability nurses’ work with clients who have recently transferred to community based-care

Owen Doody Lecturer. Department of Nursing and Midwifery at the University of Limerick
Correspondence to: owen.doody@ul.ie

Learning Disability Practice. 19, 4, 29-33. http://dx.doi.org/10.7748/ldp.19.4.29.s22
Accepted: 24 February 2016 Published in print: 26 April 2016 Submitted date: 17 November 2015

Double blind peer review

Over recent years there have been changes to service provision for people with learning disabilities and their families; moving from the outdated custodial model to a social model that supports the person to live a life of their choosing. Nurses can play an important part in this and this article highlights the specific contribution of the learning disability nurse. Based on a study conducted by the author that captured the views of families of clients who moved from a long-stay psychiatric institution to a community-based learning disability service. This article discusses the concept of VIPs that arose from interviews with family members and shows four distinct themes that can be explored under the VIP acronym: very important people; various individual plans; visibly integrated people; and versatile interactive professionals. The importance of person-centred care alongside a family-centred approach is also discussed.

Read More: http://journals.rcni.com/doi/abs/10.7748/ldp.19.4.29.s22

Title: Student nurse selection and predictability of academic success: The Multiple Mini Interview project.

Citation: Nurse education today, May 2016, vol. 40, p. 123-127, 1532-2793 (May 2016)

Author(s): Gale, Julia, Ooms, Ann, Grant, Robert, Paget, Kris, Marks-Maran, Di

Abstract: With recent reports of public enquiries into failure to care, universities are under pressure to ensure that candidates selected for undergraduate nursing programmes demonstrate academic potential as well as characteristics and values such as compassion, empathy and integrity. The Multiple Mini Interview (MMI) was used in one university as a way of ensuring that candidates had the appropriate numeracy and literacy skills as well as a range of communication, empathy, decision-making and problem-solving skills as well as...
ethical insights and integrity, initiative and team-work. To ascertain whether there is evidence of bias in MMIs (gender, age, nationality and location of secondary education) and to determine the extent to which the MMI is predictive of academic success in nursing. A longitudinal retrospective analysis of student demographics, MMI data and the assessment marks for years 1, 2 and 3. One university in southwest London. One cohort of students who commenced their programme in September 2011, including students in all four fields of nursing (adult, child, mental health and learning disability). Inferential statistics and a Bayesian Multilevel Model. MMI in conjunction with MMI numeracy test and MMI literacy test shows little or no bias in terms of ages, gender, nationality or location of secondary school education. Although MMI in conjunction with numeracy and literacy testing is predictive of academic success, it is only weakly predictive. The MMI used in conjunction with literacy and numeracy testing appears to be a successful technique for selecting candidates for nursing. However, other selection methods such as psychological profiling or testing of emotional intelligence may add to the extent to which selection methods are predictive of academic success on nursing. Copyright 2016 Elsevier Ltd. All rights reserved.

Source: Medline