



## Faculty of Health and Social Care

# NM6139 - Principles to Forensic Learning Disability Practice

20 credits Level 6

### Rationale

The relationship between learning disability, offending behaviour and practitioner approaches has increased in significance over recent years, culminating in the publication of the Bradley Report in 2009. This module seeks to outline the fundamental principles required for working with people with a learning disability and an offending background. It will investigate various dimensions of the legal framework, the policy context of care and the services available for this service user group. The module will require participants examine the nature of care in relation to individual support, particularly the multi-disciplinary approach, the nature and extent of offences committed and the risk taking framework.

### Module Aims:

The relationship between learning disability, offending behaviour and practitioner approaches has increased in significance over recent years, culminating in the publication of the Bradley Report in 2009. This module seeks to outline the fundame

### Module Outcomes (summary)

- Critically appraise the relationship between services dealing with patients with a forensic history and other learning disability services, purchasers, the community and the wider society.
- Discuss key themes from policy, literature and practice, which demonstrate contemporary perspectives on the care of the offending patient.
- Discuss and evaluate contemporary legal and ethical issues which have an impact on forensic services, and the patients and staff therein.
- Critically evaluate the differing multi-disciplinary and multi-agency perspectives involved in the management of forensic patients, highlighting their scope for enhancing or impairing the experience of the patient.

- Examine the relationship between learning disability and particular types of criminal offence associated with this group.
- Critically evaluate the role of risk in the consolidation of contemporary forensic learning disability services.

### KSF – Core dimensions

This module contributes to the following core dimensions:

- |                                   |   |
|-----------------------------------|---|
| 1 Communication                   | ✓ |
| 2 Personal and People Development | ✓ |
| 3 Health, Safety and Security     | ✓ |
| 4 Service Improvement             | ✓ |
| 5 Quality                         | ✓ |
| 6 Equality and Diversity          | ✓ |

### Who to contact:

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