



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Participation in the Practice of Children's Nursing				
Module Code	UZUSN5-30-1	Level	1	Version	1
Owning Faculty	Health and Life Sciences	Field	Maternal and Child Health		
Contributes towards	BSc (Hons) Nursing (Children's Nursing)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	9 May 2013
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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"> • Recognise the effect that the environment has on health and wellbeing (Component A) • Demonstrate an understanding of the diverse nature of service provision (Component A) • Apply holistic principles to nursing practice (Component A) • Demonstrate the ability to engage with Children, young people, families and carers to meet individual needs (Component A) • Demonstrate an understanding of Peer Assisted Learning (PAL) • Demonstrate understanding of how different sources of knowledge and evidence can inform practice (Component A) • Recognise the contribution of different roles in health and social care (Component A) • Use the skills of reflection to explore learning opportunities for personal and professional development (Component A) • Participate in applying a person centred approach to care (Component A) • Demonstrate an ability to safely perform essential nursing skills (Component A) • Work within relevant codes of conduct, policy and guidance (Component A) • Demonstrate the ability to accurately calculate and safely administer medicines (Component A) • Demonstrate professional ethical and legal principles which underpin clinical practice (Component A) • Demonstrate the ability to communicate with service users, carers and colleagues with sensitivity, accuracy and respect (Component A) • Demonstrate an understanding of peer assisted learning

	<ul style="list-style-type: none"> • Reflect and respond to formal and informal feedback identifying areas for personal, professional and academic development (Component A) • Participate in the use of available information and technology (Component A) <p>All learning outcomes relate to the care of children/young people and their families.</p>
Syllabus Outline	<p>Professional Values</p> <ul style="list-style-type: none"> • Confidentiality • Policies and regulations that drive and influence care delivery • Diversity in care settings • 6 C's of Nursing (compassion, courage, competency, commitment, care and communication) <p>Communication and Interpersonal skills</p> <ul style="list-style-type: none"> • Effective interpersonal/relationships skills • Partnership working • Health care informatics • Health care technologies • Peer Assisted Learning <p>Nursing Practice and Decision Making</p> <ul style="list-style-type: none"> • Recognition of clinical change • Nursing Skills and Learning Outcomes for practice as identified in the Ongoing Achievement Record (OAR) • Care delivery in diverse settings • Assessment skills using a range of tools and frameworks • Participation in delivery of planned care • Medicines and Management • Calculations and numeracy skills for safe administration of medicines • Ongoing monitoring and observation • Assessment of pain in children • Record keeping • Health and Welfare promotion • Infection control • End of Life • Basic Life Support • Manual Handling <p>Leadership, Management and Team working</p> <ul style="list-style-type: none"> • Interprofessional and interagency working • Self-awareness in learning and development needs • Receiving and implementing feedback • Reflection
Contact Hours/Scheduled Hours	<p>This module will deliver 'Preparation for Practice' weeks and 'Clinical Skills' weeks. Whilst on placement you will spend one day a fortnight learning with your peers. These days are called 'Supervision of Learning Days' (SoLD). These days are practice orientated, including the use of simulation. There will be 72 hours contact at UWE, plus mentor supervised practice. The module will be delivered in conjunction with Understanding Children's Lives.</p>
Teaching and Learning Methods	<p>A variety of approaches will be used which will include:</p> <ul style="list-style-type: none"> • Practice experience • Technology enhanced learning

- Simulation and clinical skills
- Workshops
- Enquiry based learning
- Case based learning
- Role play

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.

<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	78	150	300	

The table below indicates as a percentage the total assessment of the module which constitutes **Coursework**: Ongoing Achievement Record (OAR)

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	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

Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.

Access and skills

Formal opportunities for students to develop their library and information skills are provided within the induction period. 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>	<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 Life Sciences.</p> <p>Chamley, C., Carson, P., Randall, D. and Sandwell, M. (2005) <i>Developmental Anatomy and Physiology of Children</i>, London: Churchill Livingstone.</p> <p>Coyne, I., Timmins, F. and Neill, F. (2010) <i>Clinical Skills for Children's Nursing</i>; London: OU Press.</p> <p>Davies, R. and Davies, A. (2011) <i>Children and Young People's Nursing: Principles for Practice</i>. [online]. London: Hodder Arnold. [Accessed 17 February 2013].</p> <p>Great Britain. Department for Education and Skills (2004) <i>Every Child Matters: Change for Children</i>. London: The Stationery Office.</p> <p>Devitt, P. and Thain, J. (2011) <i>Children and Young People's Nursing Made Incredibly Easy (UK edition)</i>. London: Lippincott Williams & Wilkins.</p> <p>Glasper, A. and Richardson, J. (2010) <i>A textbook of Children's and Young Peoples Nursing</i>. [online]. 2nd ed. London: Churchill Livingstone. [Accessed 17 February 2013].</p> <p>Glasper, A., Aylott, M. and Battrick, C. (2009) <i>Developing Practical Skills for Nursing Children and Young People</i>. [online]. London: Hodder Arnold. [Accessed 17 February 2013].</p> <p>Hughes, P. (2010) <i>Children, Play and Development</i>. 4th ed. California: Sage.</p> <p>Jones, P., Moss, D., Tomlinson, P. and Welch, S. (2008) <i>Childhood: services and provision for children</i>. [online]. London: Pearson Prentice Hall. [Accessed 17 February 2013].</p> <p>Keenan, T. And Evans, S. (2009) <i>An Introduction to Child Development</i>. 2nd ed. London: Sage.</p> <p>Kelsey, J and McEwing, G. (2008) <i>Clinical Skills in Child Health Practice</i>. London: Churchill Livingstone.</p> <p>Lefevre, M. (2010) <i>Communicating with Children and Young People</i>. Bristol: The Policy Press.</p> <p>Macqueen, S. Bruce, E. and Gibson, F. (2012) <i>The Great Ormond Street Hospital Manual of Children's Nursing Practices</i>. [online]. Oxford: Blackwell. [Accessed 17 February 2013].</p> <p>Macgregor, J. (2008) <i>Introduction to the anatomy and physiology of children: a guide for students of nursing, child care and health</i>. [online]. London. Routledge Ltd. [Accessed 17 February 2013].</p> <p>Moules, T. and Ramsey, J. (2008) <i>The Textbook of Children's and Young People's Nursing</i>. Oxford: Blackwell.</p> <p>Schaffer, H.R. (2006) <i>Key Concepts in Developmental Psychology</i>. London: Sage.</p> <p>Trigg, E. and Mohammed, T. (2010) <i>Practices in Children's Nursing: Guidelines for Hospital and Community</i>. [online]. 3rd ed. London: Churchill Livingstone. [Accessed 17 February 2013].</p>
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	<p>Journals</p> <p>Journal of Child Health Care – e journal Nursing Children and Young People – e journal British Journal of Nursing – e journal Nursing Standard – e journal</p>
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Part 3: Assessment

Assessment Strategy	<p>This module is assessed by nurse mentors with a competency framework; Ongoing Achievement Record, (OAR) to ensure students meet Nursing and Midwifery Council skills and knowledge.</p> <p>The final summative assessment takes place at the end of placement 2 in year 1.</p> <p>Students have opportunities for formative assessment with feed-forward comments, from both mentors and Academic Personal Tutors (APT's).</p> <p>Students complete three Multiple Choice Questionnaires (MCQs) in relation to Basic Life Support, Manual Handling and Numeracy. Students are required to achieve a minimum percentage in each MCQ in order to access associated practical sessions where they are required to demonstrate safe practice in Basic Life Support, Manual Handling and Medications Administration</p>
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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 (as % of component)
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 (as % of component)
1. Achieve prescribed NMC competencies as identified in the Ongoing Achievement Record (At the discretion of the Award Board)	Pass/fail
2. Successful completion of Basic Life Support, Manual Handling and Numeracy	Pass/fail

If a student is referred/failed in practice they will be required to attend a further placement opportunity at the discretion of the award board. They do not attend other components of the module.

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.