



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Understanding Children's Lives				
Module Code	UZUSN4-30-1	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	Project
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"> • Discuss how care delivery is informed / influenced by family, society and policy using a variety of evidence (Component A) • Explore children's lives within contemporary society (Component A) • Demonstrate an understanding of models of nursing and the nursing process (Component A) • Demonstrate knowledge and understanding of homeostatic imbalance and its implications for nursing practice (Component A) • Demonstrate an understanding of the need to be flexible and adaptable when meeting the care needs of children and families (Component A) • Develop the knowledge, skills and attributes to care for children and families (Component A) • Explore the role of the children's nurse to meet the needs of children and families (Component A) • Demonstrate awareness of the current trends in practice for children's nursing and for the nursing profession (Component A) • Reflect, respond and act on formal and informal feedback (Component A) • Explore, collate and utilise a range of evidence to support and inform care delivery (Component A) <p>All learning outcomes relate to the care of children / young people and their families</p>

Syllabus Outline	<p>The five outcomes from Every Child Matters have been used to structure the syllabus content (DfES 2004).</p> <p>Being healthy</p> <ul style="list-style-type: none"> • Understanding the diverse nature of childhood within the contemporary world • Normal growth and development (physical/social/psychological) • Health sciences relating to childhood • Promoting children's physical and mental health • Promoting a positive sense of self, identity and belonging in children <p>Stay safe</p> <ul style="list-style-type: none"> • Safeguarding children • Empowering children's decision making processes • Childhood safety • Working with others to safeguard children • Developing healthy lifestyles • Within the context of cultural, religious and ethnic diversity • Communicating with and listening to children and others <p>Enjoy and achieve</p> <ul style="list-style-type: none"> • Assessment and early recognition of potential changes in development • Maximising children's potential • Play, work and school • Moving out of childhood • Establishing and maintaining peer and social relationships • Maximising widening participation <p>Make a positive contribution</p> <ul style="list-style-type: none"> • Explore the notion of independence in childhood and adolescence • Facilitating decision making through empowerment of children and families • Recognising and celebrating the positive contribution of diversity • Introducing a social model of disability • Social inclusion and changing children's lives • Promoting children as agents of change • Examine the impact of environmental factors on children's lives (e.g. housing, access to services and resources, family dynamics and sustainability) <p>Achieving economic well being</p> <ul style="list-style-type: none"> • Recognising the impact on childhood of living in poverty • Helping children to learn to adapt to an ever changing world • Helping children develop a healthy lifestyle balance • Supporting the child and family to maintain independence • Utilising resources effectively to deliver quality care • Recognising the impact of family form and functioning on children's health and well-being (e.g. parental mental health and learning disabilities) <p>Children's Nursing</p> <ul style="list-style-type: none"> • Supporting and caring for children and families • The role of the children's nurse Children's nursing history • The diverse roles of children's nursing • Principles of Professional Governance • 6 C's of Nursing (compassion, courage, competency, commitment, care and communication)
Contact Hours	72 contact hours in the form of seminars, lectures and online activities
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Practice experience • Simulation • Clinical and skills

- Technology enhanced learning
- Workshops and Master classes
- Lectures and Seminars
- 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.

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	78	150	300

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

Course Work: Written Assessment

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	100%
Practical exam assessment percentage	0%
	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.

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 Life Sciences.

Chamley, C., Carson, P., Randall, D. and Sandwell, M. (2005) *Developmental Anatomy and Physiology of Children*, London: Churchill Livingstone.

Coyne, I., Timmins, F. and Neill, F. (2010) *Clinical Skills for Children's Nursing*; London: OU Press.

Davies, R. and Davies, A. (2011) *Children and Young People's Nursing: Principles for Practice* [online]. London: Hodder Arnold. [Accessed 14 February 2013].

Devitt, P. and Thain, J. (2011) *Children and Young People's Nursing Made Incredibly Easy (UK edition)*. London: Lippincott Williams & Wilkins.

Glasper, A. and Richardson, J. (2010) *A Textbook of Children's and Young Peoples Nursing*. [2nd ed. London: Churchill Livingstone.

Glasper, A., Aylott, M. and Battrick, C. (2009) *Developing Practical Skills for Nursing Children and Young People* [online]. London: Hodder Arnold. [Accessed 14 February 2013].

Great Britain. Department for Education and Skills (2004) *Every Child Matters: Change for Children*. London: The Stationery Office.

Hughes, P. (2010) *Children, Play and Development*. 4th Edition. California: Sage.

Jones, P., Moss, D., Tomlinson, P. and Welch, S. (2008) *Childhood: services and provision for children*. London: Pearson Prentice Hall.

Keenan, T. And Evans, S. (2009) *An Introduction to Child Development*. 2nd Edition. London: Sage.

Kelsey, J and McEwing, G. (2008) *Clinical Skills in Child Health Practice*. London: Churchill Livingstone.

Lefevre, M. (2010) *Communicating with Children and Young People*. Bristol: The Policy Press.

Macqueen, S. Bruce, E. and Gibson, F. (2012) *The Great Ormond Street Hospital Manual of Children's Nursing Practices* [online]. Oxford: Blackwell.[Accessed 14 February 2013].

Macgregor, J. (2008) *Introduction to the anatomy and physiology of children: a guide for students of nursing, child care and health* [online]. London: Routledge Ltd. [Accessed 14 February 2013].

Moules, T. and Ramsey, J. (2008) *The Textbook of Children's and Young People's Nursing*. Oxford: Blackwell.

Schaffer, H.R. (2006) *Key Concepts in Developmental Psychology*. London: Sage.

Trigg, E. and Mohammed, T. (2010) *Practices in Children's Nursing: Guidelines for Hospital and Community*. [online]. 3rd ed. London: Churchill Livingstone. [Accessed 14 February 2013].

Journals

Journal of Child Health Care – e journal
 Nursing Children and Young People – e journal
 British Journal of Nursing – e journal
 Nursing Standard – e journal

Part 3: Assessment

Assessment Strategy	3000 word case based assignment as defined within the module handbook. This will test the students' ability to consider all aspects of nursing care from a bio-psycho-social perspective.
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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. 3000 word assignment	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 3000 word assignment	100%	
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.		