




STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|-----------------------|--|--------------------|---------------------------|-------------|---------|
| Module Title | Pre Hospital Emergency Care of the Child | | | | |
| Module Code | UZYSVF-15-2 | Level | 2 | Version | 3 |
| Owning Faculty | Health and Applied Sciences | Field | Allied Health Professions | | |
| Contributes towards | BSc (Hons) Paramedic Science | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Project |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | None | |
| Valid From | September 2018 | | | | |

| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> Analyse the anatomical, physiological and developmental differences between the child and adult (Component A) Understand the principles and practice of the assessment and management of child emergencies (Component A) Demonstrate awareness of how the serious illness or injury of a child has psychosocial impact on the family and the need for holistic care (Component A). Demonstrate insight in to the science and pathophysiology underpinning current understanding of child emergency care practice (Component A) Critically appraise the current evidence base for child emergency and urgent care Demonstrate awareness of the principles of safeguarding of children and the medico-legal and ethical basis of their care (Component A) Consider how the sudden death of a child affects families, carers and the wider healthcare team. (Component A) |
| Syllabus Outline | <ul style="list-style-type: none"> Why treat children differently? <ul style="list-style-type: none"> Child development and anatomical and physiological differences between the child and adult Recognising and assessing the sick child Safeguarding children The child in trauma Medical emergencies in children Ethical and medico-legal issues The child with learning difficulties Death of a child and end of life care |
| Contact Hours | <ul style="list-style-type: none"> Students will engage in twelve, 3-hour interactive lecture and seminar days. |

| | <p>Students are also given access to bespoke, interactive learning resources for the module, containing audios, games and quizzes giving opportunities to develop knowledge and understanding as they progress through the module. In addition, email contact with staff is available throughout the module and during scheduled tutorial time.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching and Learning Methods</p> | <p>Scheduled learning includes lectures and seminars, also tutorials.</p> <p>Independent learning includes hours engaged with essential reading, reflective, comprehensive interactive online learning materials, revision etc.</p> <p>Although the module does not include a practice placement or placement hours, it draws on practice experiences from other modules.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Key Information Sets Information</p> | <p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, this 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> <p><u>Key Information Set - Module data</u></p> <p><i>Number of credits for this module</i> 15</p> <table border="1" data-bbox="459 987 1230 1182"> <thead> <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> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Production of a teaching pack</p> <table border="1" data-bbox="571 1408 1262 1641"> <tr> <td>Total assessment of the module:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table> | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 150 | 36 | 114 | 0 | 150 | Total assessment of the module: | | | | | | | | | | Coursework assessment percentage | | | | 100% | | | | | | | | | | 100% |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 150 | 36 | 114 | 0 | 150 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Coursework assessment percentage | | | | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Reading Strategy</p> | <p>Core readings</p> <p>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.</p> <p>Further readings</p> <p>All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Access and skills Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. 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> <p>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. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages</p> |
| Indicative Reading List | <ul style="list-style-type: none"> • https://uwe.rl.talis.com/lists/0389F231-91CB-0BF2-09DF-ED50162922EF.html |

| Part 3: Assessment | |
|---------------------------|--|
| Assessment Strategy | <p>Summative assessment</p> <p>Component A(100%): A workbook/resource/teaching pack supported by an annotated bibliography</p> <p>Rationale; to provide an opportunity to assess the student's knowledge and understanding of emergency care of the child.</p> <p>Formative assessment will take place through skills supervision and feedback, also tutorial support and reading by a personal tutor of draft work.</p> |

| Identify final assessment component and element | Component A | |
|---|--|-----------|
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 100% | |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting <i>(as % of component)</i> | |
| 1. The development of a workbook/resource/teaching pack supported by an annotated bibliography | 100% | |
| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting <i>(as % of component)</i> | |
| 1. The development of a workbook/resource/teaching pack supported by an annotated bibliography | 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. | | |

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| First CAP Approval Date | 28/03/2014 | | | |
| Revision ASQC Approval Date | 30 May 2018 | Version | 3 | Link to RIA 12578 |