



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Prehospital Emergency Care of the Child				
Module Code	UZYSVF-15-2	Level	2	Version	1
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			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2014		Valid to	September 2020	

<b>CAP Approval Date</b>	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse the anatomical, physiological and developmental differences between the child and adult (Component A)</li> <li>2. Understand the principles and practice of the assessment and management of child emergencies (Component A)</li> <li>3. 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).</li> <li>4. Demonstrate insight in to the science and pathophysiology underpinning current understanding of child emergency care practice (Component A)</li> <li>5. Critically appraise the current evidence base for child emergency and urgent care</li> <li>6. Demonstrate awareness of the principles of safeguarding of children and the medico-legal and ethical basis of their care (Component A)</li> <li>7. Consider how the sudden death of a child affects families, carers and the wider healthcare team. (Component A)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Why treat children differently? <ul style="list-style-type: none"> <li>○ Child development and anatomical and physiological differences between the child and adult</li> </ul> </li> <li>• Recognising and assessing the sick child</li> <li>• Safeguarding children</li> <li>• The child in trauma</li> <li>• Medical emergencies in children</li> <li>• Ethical and medico-legal issues</li> <li>• The child with learning difficulties</li> </ul>

	<ul style="list-style-type: none"> <li>Death of a child and end of life care</li> </ul>																															
Contact Hours	<ul style="list-style-type: none"> <li>Students will engage in twelve, 3-hour interactive lecture and seminar days. Group sizes on the module vary but groups are typically up to 30. 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.</li> </ul>																															
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures and seminars, also tutorials.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, reflective, comprehensive interactive online learning materials, revision etc.</p>																															
Key Information Sets Information	<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> <table border="1" data-bbox="459 835 1370 1227"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">15</td> </tr> <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> <tr> <td>150</td> <td>36</td> <td>74</td> <td>40</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Coursework:</b> Production of a teaching pack</p> <table border="1" data-bbox="571 1413 1264 1648"> <tbody> <tr> <td>Total assessment of the module:</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	74	40	150	Total assessment of the module:		Coursework assessment percentage	100%		100%
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Reading Strategy	<p><b>Core readings</b> 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><b>Further readings</b> 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>																															

	<p><b>Access and skills</b> 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><b>Indicative reading list</b> 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"> <li>• Advanced Life Support Group (2005) <i>Pre Hospital Paediatric Life Support: The Practical Approach</i>. BMJ Publishing</li> <li>• Fuchs, S. Pante, M. (2013) <i>Paediatric Education for Prehospital Professionals</i>. Jones and Bartlett.</li> <li>• Gasper, E. McEwing, G. Richardson, J. (2011) <i>Emergencies in Children's and Young People's Nursing</i>. Oxford University Press</li> <li>• Mackway-Jones, K. (2012) <i>Advanced Paediatric Life Support: the Practical Approach</i>. BMJ Publishing</li> </ul>

<b>Part 3: Assessment</b>	
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	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
<b>First Sit</b>		
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%	
<b>Resit (further attendance at taught classes is not required)</b>		

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. The development of a workbook/resource/teaching pack supported by an annotated bibliography	100%
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	