



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Promoting the Health of School-aged Children in the Community				
Module Code	UZVRTQ-20-3	Level	3	Version	1
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	NO
Owning Faculty	Health and Applied Sciences	Field	Health Community and Policy Studies		
Department	Health and Social Science	Module Type	Standard		
Contributes towards	BSc (Hons) Public Health: Specialist Community Public Health Nurse Programme (School Nursing)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	Level M version of this module	Module Entry requirements	Students should have prior academic learning at an appropriate level, and experience of, or be working in, an appropriate environment to meet the learning outcomes.		
		Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

<b>Review Date</b>	
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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"> <li>Analyse the complexities of partnership working to promote the health of school-aged children. (Component A)</li> <li>Interpret and apply policy and legislation; taking into account professional and ethical considerations when working with children and young people. (Component A)</li> <li>Evaluate methods of communicating with young people to provide information and access to services and demonstrate an understanding of the Internet and social media use by children and young people. (Component A)</li> <li>Analyse the determinants of health in relation to adolescence and hard to reach or vulnerable children and young people. (Component A)</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate the knowledge and ability to present information clearly and effectively. Consider and evaluate how the intended message has been heard and understood. (Component A)</li> <li>•</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Working in partnership with parents and agencies such as education to promote the health and well-being of the school-age population.</li> <li>• Professional, ethical and legal principles when working with school aged children and young people. (<i>For example; children's rights, consent and confidentiality</i>)</li> <li>• Development in adolescence (<i>e.g. social determinants, cognitive development, key transition points, lifestyle choices and promoting health</i>)</li> <li>• Communicating with children and young people; including use of texting, Internet and social media. (<i>e.g. innovation in providing access to services, media influences, exploitation and safeguarding, social marketing, body image</i>).</li> <li>• Principles of sexual health for young people (<i>including relationships, and teenage pregnancy</i>)</li> <li>• Issues in emotional health and well-being and mental health in children and young people.</li> <li>• Working with vulnerable or hard to reach children and young people (<i>for example; children not in school, young carers, looked- after children, complex needs, young offenders</i>)</li> </ul>
Contact Hours	30 hours (4 days teaching and 1 day assessment)
Teaching and Learning Methods	<p>A variety of approaches will be used which may include; lectures, seminars, group work, problem solving based learning and master classes. A blended approach will be included with learning material available via blackboard.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>
Key Information Sets Information	<p>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.</p>

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				
				20
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
200	30	170	0	200

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

**Practical Exam:** Oral Assessment and/or presentation,

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		
Coursework assessment percentage		
Practical exam assessment percentage	100%	
		100%

Reading Strategy

**Core reading**

Any core reading for the module and the method for accessing it will be indicated clearly in the Module handbook which will also reflect the range of reading to be carried out.

**Further reading**

Further reading will be required to supplement any core reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources, many of which can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

**Access and skills**

The development of literature searching skills is supported by Library workshops. Additional support is also available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing, the HAS Library Online Workbook and Ask a Librarian, which offers live chat with a librarian and is a 24 hour service staffed by UWE and our partner libraries. Students can also contact the library by e-mail or phone.

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. However, as indicated above, current advice on readings will be available via the module handbook.

	<p>British Youth Council (2011). <i>Our School Nurse</i>. [online]. London: British Youth Council. Available from:  <a href="http://www.byc.org.uk/media/75447/byc_school_nurse_report_web.pdf">http://www.byc.org.uk/media/75447/byc_school_nurse_report_web.pdf</a></p> <p>DeBell, D. (2007) <i>Public Health Practice and the School-Age Population</i>. London: Hodder Arnold.</p> <p>Department of Health (2010) <i>The Healthy Child Programme 5 – 19 years</i>. London: Department of Health.</p> <p>Department of Health (2011) <i>Quality Criteria for Young People Friendly Health Services</i>. London, Department of Health.</p> <p>Department of Health (2012) <i>Getting it right for children young people and families</i>. London: Department of Health.</p> <p>Martin, P. Eldridge, K. (2006) <i>Partnerships in Health Care</i>. London: Quay Books.</p> <p>Thurtle, V. and Wright, J. (2008) <i>Promoting the Health of School age children</i>. London: Mark Allen.</p> <p>Wright, J. (2012) <i>The School Nurse Survival Guide</i>. London: Quay Books.</p>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>The module is assessed through one component.</p> <p>Students are required to prepare and deliver an individual presentation, which will demonstrate their learning and ability to critically analyse key areas outlined in the learning outcomes.</p> <p>The presentation will be a maximum of 30 minutes, and this must include an opportunity for questions.</p> <p>A formative aspect of assessment will exist with feedback given on planning and preparation. Content will be assessed for originality, accuracy and clarity. Presentation skills will also be assessed for clarity and effectiveness. Questions will allow for an opportunity to clarify the student's knowledge and understanding.</p>

Identify final assessment component and element		
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Individual presentation (a maximum of 30 minutes in length).	100%	
<b>Component B</b>		
<b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.		
2.(etc)		

<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. Individual presentation (a maximum of 30 minutes in length)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1.	
2.(etc)	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	