University of the West of England BRISTOL

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Implementing Children's Nursing Practice				
Module Code	UZUSQR-30-2		Level	2	Version	1
Owning Faculty	Health and Applied Sciences		Field	Maternal and Child Health	
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Nursing (Children's) Graduate Diploma Nursing (Children's)				
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 2017		Valid to		

CAP Approval Date	5 April 2017

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Organise and present written documentation based on the findings of physical assessment and clinical reasoning (Component A) • Recognise and interpret findings from clinical history and physical assessment and demonstrate how to communicate this information to appropriate staff (Component A) • Demonstrate competence in professional practice (Component A) • Contribute to effective inter-professional and interagency team working • Reflect, respond and act on formal and informal feedback (Component A) • Evaluate the role of the children's nurse within the context of service delivery (Component A) • Demonstrate knowledge of key policies, legislation, children's rights and ethical frameworks (Component A) • Discuss the ethical, legal and policy issues which impact the child, young person (Component A) • Work within relevant codes of conduct, policy and guidance; recognising the ethical issues in practice (Component A)
Syllabus Outline	**Professional Values** • Advocacy, partnership and family centred care • Informed consent • Equality and diversity in health care • Biomedical Ethics • Duty of care **Communication and Interpersonal skills** • Interpersonal skills • Building therapeutic relationships with service users and carers • Promoting children's voices

	• Female Genital Mutilation as safeguarding **Nursing Practice and Decision Making** • Nursing Skills and Learning Outcomes for practice as identified in the Ongoing Achievement Record (OAR) • The role of risk and resilience in childhood • Implementation of planned and negotiated care • Writing and maintaining records appropriate to care management. • Safeguarding and recognition of child abuse and neglect in clinical practice • Measuring and administering complex medicines through a variety of routes • Implementing infection control • Treatment of pain in children • Basic Life Support • Manual Handling **Leadership, Management and Team Working** • Recognition of own attitudes values and beliefs • Interprofessional / interagency working • Sharing ideas and experiences with others and other professionals **Health Sciences through Case based enquiry** • Pharmacology
Contact Hours/Scheduled Hours	Whilst on placement you will attend the University for scheduled `Supervision of Learning Days' (SoLD). These days are practice orientated, including the use of simulation and skills teaching. They are also embedded with reflection, allowing students to reflect on and in their practice placements in year 2 and share learning. The module includes Mandatory training. Whilst on placement you will spend normally one day fortnight learning with your peers. These days are called `Supervision of Learning Days' (SoLD). These days are practice orientated, including the use of simulation.
Teaching and Learning Methods	A variety of approaches will be used which may include: • Practice experience • Simulation and Clinical skills • Technology enhanced learning • Lectures and SoLD • Case based learning The approach for this module is based upon the model of adult education. Teaching strategies that value student's previous learning and placement experiences are applied throughout the module. The focus of the module will be upon the practical application of the skills required to delivery effective nursing care.
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	787.5	**937.5**	✅

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

Coursework: Ongoing Achievement Record (OAR), competencies

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		0%
Practical exam assessment percentage		p/f
		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

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.

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. |
|---|---|
| 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 <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Applied Sciences.

Beauchamp, T.L. and Childress, J.F. (2009) Principles of Biomedical Ethics. 6th Edition. Oxford: Oxford University Press

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 20th June 2016].

Dimond, B (2011) Legal aspects of nursing [online] London: Pearson Education

Griffith, R and Tengnah, C (2014) Law and Professional Issues in Nursing. 3rd Edition. London: Sage.

Macqueen, S. Bruce, E. and Gibson, F. (2012) *The Great Ormond Street Hospital Manual of Children's Nursing Practices.* [online]. Oxford: Blackwell. [Accessed 20th June 2016].

Samuels, H. and Wieteska, S. (2011) *Advanced Paediatric Life Support: The Practical Approach* [online]. 5TH Ed Chichester, West Sussex. Wiley. [Accessed 20th June 2016].

Trigg, E. and Mohammed, T. (2010) *Practices in Children's Nursing: Guidelines for Hospital and Community*. [online]. 3rd ed. London: Churchill Livingstone. [Accessed 20th June 2016].

Journals

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

Part 3: Assessment	
Assessment Strategy	This module is assessed with 1 component split into 2 elements. **Component A element 1** Is assessed via a competency framework (Ongoing Achievement Record) to ensure students meet Nursing and Midwifery Council outcomes, skills and knowledge relevant to Children's Nursing. The final summative assessment takes place at the end of placement 5 in year 2. Students have opportunities for formative Grading in Practice, with feed-forward comments, from both mentors and Academic Personal Tutors (APT's). **Component A element 2** Students complete Multiple Choice Questionnaires (MCQs) in relation to • Basic Life Support, • Manual Handling Students are required to achieve a minimum prescribed percentage in each MCQ in order to access associated practical sessions where they are required to demonstrate safe practice in Basic Life Support, and Manual Handling. **Component A element 2** **Numeracy**

	There is a minimum pass mark for numeracy which must be achieved by the end of the module. The number of attempts and the pass mark are indicated in the module handbook. All elements must be passed to pass the module overall		

Identify final assessment component and element	**A**		

		A:	**B:**
% weighting between components A and B (Standard modules only)			

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