

Module specification

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Module Code	NUR518
Module Title	Meeting the needs of children and families in acute and chronic illness
Level	5
Credit value	40
Faculty	FSLS
HECoS Code	100280
Cost Code	GANG
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BN (Hons) Adult Nursing	Core

Breakdown of module hours

Learning and teaching hours	84 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	84 hrs
Placement hours	See Programme Specification
Guided independent study hours	178.5 hrs
Module duration (Total hours)	262.5 hrs

Module aims

This module aims to equip children's nursing students with knowledge and skills to enable them to deliver child/family centred care for acutely and chronically ill infants, children and young people and their families.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Demonstrate effective communication skills in the health care process to establish effective partnerships with children, their families and relevant others. (NMC 1.1,1.2,1.11,1.12, 1.20, P2 2.9,2.10, P4 4.3)
2	Demonstrate and apply health promotion strategies and care policies to promote a level of self-care/family care and quality of life responsive to an individual's needs. (NMC P1 1.12, P2 2.1, 2.2, 2.8, 2.11, P3 3.6, P5 5.6 P7 7.2, 7.8)
3	Interpret and apply the principles of the child and family- centred framework for nursing as it applies to both acutely and chronically ill infants, children and young people and their families. (NMC 1.4,1.8, 1.9, 1.16, 1.18, P2 2.7, P3 3.1, 3.4, 3.5, 3.8, 3.10, 3.15, P4 4.1,4.2, 4.6, 4.7, 4.8,4.12, 4.13, 4.14, 4.15, 4.18, P5 5.2, 5.7, 5.9, P6 6.2, P7 7.10)
4	Interpret and implement differing approaches to the assessment and management of acutely ill children including investigations, pharmacological interventions, clinical management and psychological support. (NMC P3 3.3, 3.11, 3.12, 3.13, 3.16, P4 4.4, 4.5, 4.10, 4.11, P5 5.4, 5.11, P6 6.11, P7 7.1, 7.6, 7.7)
5	Relate the physiology and understand the impact of common symptoms experienced by individuals with long term/life-limiting conditions. (NMC P3 3.2, 3.14, P4 4.9, P7 7.5, 7.9, 7.10)

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1:

The student will be required to work as part of a small team in presenting their 20-minute discussion and findings around a simulated field specific scenario and provide the supporting evidence for the decisions made through the individual submission of a plan of care of 500 words.

Assessment 2:

A project developing a health education resource (e.g. booklet/ leaflet) for a child/young person or family who is living with a long-term condition, outlining the rationale for health promotion intervention (1,500 words). The project must highlight an aspect of the long-term condition that requires intervention (for example, constipation) and the rationale must include the physiology and effect of the identified problem, relevant policy and appropriate interventions.

Clinical Practice Outcomes in the 'Ongoing Record of the Achievement of Proficiencies for Registration' are formatively assessed throughout the academic year, and summatively

assessed in the end module of each year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 3, & 4	Coursework	20 minutes / 500 words	50%	
2	2, 5	Coursework	1,500 words	50%	

Derogations

Students wishing to RPL will be subjected to the University RPL regulations and the subject level RPL policy. The NMC permit only 50% of the programme to be achieved via RPL (unless an NMC registered nurse where more than 50% of the programme is permitted). All those who have used the RPL process will have to demonstrate that they have achieved the clinical proficiencies (capable of being mapped to the Standards of proficiency for registered nurses and complies with Article 31 (3) of Directive 2005/36/EC (Adult field)) and theoretical learning outcomes in accordance with the part they are wishing to RPL. Applicants will still need all the necessary screening processes as outlined in the University Pre-registration Nursing Selection and Recruitment policy and includes an interview.

Learning and Teaching Strategies

Lectures, seminars, workbooks, simulation participation and group work. Students will also be supported through the Moodle™ virtual learning environment and tutorial supervision.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, work placements and personal tutorials in Welsh.

Indicative Syllabus Outline

The content will include the following:

Acutely Ill

Care and management of a child with a range of acute medical and surgical conditions including pathophysiology and related pharmacology and principles of pathogenesis examples such as: respiratory, endocrine, musculo-skeletal, gastro-intestinal, shock/sepsis, Dehydration, Thermoregulation, Fever management, Burns, Altered consciousness – meningitis and head injury/Recognition and management of the unwell infant, child, young person/ Assessment strategies -ABCDE approach, AVPU/Monitoring in acute care-PEWS/ Oxygenation, oxygen therapy and nebuliser devices/ Care Planning – develop, prioritise and review person centred care plans relating to commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments when undertaking full and



accurate assessments of nursing care needs/Resuscitation / BLS update/ Self-harm, suicide in an emergency context/Surgical pre/post-operative care (including wound and drain care and management) Investigations / Catheterisation /Intravenous therapy/Assessment and management of acute pain/Introduction to neonatal care/Psychological support in acute illness/Communication strategies - support for families and carers of an acutely ill child/ Preparation for retrieval/transfer/ Application of ethical and legal issues including consent /safeguarding/Mental Capacity/competence to make care decisions in relation to acute care / withdrawal of care or limitation of treatment, Impact of learning disabilities / A proactive approach to the management of violence and aggression.

Chronic Illness

Causes of long-term conditions / common long term conditions in childhood - examples such as: neurological (e.g. Epilepsy), musculo-skeletal osteogenesis imperfecta, Juvenile Idiopathic Arthritis), Respiratory (Asthma/Cystic fibrosis), skin (Eczema), endocrine (Diabetes)/ Related pharmacology, effects of medicines, allergies, drug sensitivities, side effects, contraindications, adverse reactions, incompatibilities, prescribing errors and poly pharmacy Self-management plans/Public health and health promotion strategies compliance/Partnership approach – family, care givers and multi professional approach

Caring for the child in the community/role of the Community Children’s Nurse

Causes of common health conditions and the interaction between physical and mental health and illness/Transition to adult services/ formative and summative assessment preparation.

(Development of communication and relationship management skills in Annex A/Development of Nursing Procedures in Annex B).

The above syllabus takes account of the following:

NMC Future Nurse Standards of Proficiency for registered nurses

Platform 1 Being an accountable professional (NMC 1.1, 1.2, 1.3, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.18, 1.19, 1.20)

Platform 2 Promoting health and preventing ill health (NMC 2.1,2.2, 2.7, 2.8,2.9, 2.10, 2.11)

Platform 3 Assessing needs and planning care (NMC 3.1, 3.2, 3.3, 3.4,3.5, 3.6, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16)

Platform 4 Providing and evaluating care (NMC 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8,4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.18)

Platform 5 Leading and managing nursing care and working in teams (NMC 5.2, 5.4, 5.6,5.7, 5.9, 5.11)

Platform 6 Improving safety and quality of care (NMC 6.2, 6.11)

Platform 7 Coordinating care (NMC 7.1, 7.2, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10)

QAA Standards

5.2 iii, x, xviii



Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Advanced Paediatric Life Support Group (2016), *Advanced Paediatric Life Support: A practical approach to emergencies*. Chichester: John Wiley & sons Ltd.

Glasper, A., Richardson, J. & Randall, D. (2021), *A Textbook of Children's and Young People's Nursing*. 3rd ed. London: Elsevier

McCance, K. and Heuther, S. (2019) *Pathophysiology: The Biologic Basis for Disease in Adults and Children*. 8th ed. St. Louis: Elsevier.

Brimble, M & McNee, P. (2021), *Nursing Care of Children and Young People with Long-Term Conditions*. 2nd ed. Chichester: Wiley Blackwell.

Other indicative reading:

Naidoo, J. & Wills, J. (2016), *Foundations for Health Promotion*. 4th ed. London: Bailliere Tindall Elsevier.

Neal, M.J. (2016), *Medical Pharmacology at a Glance*. 8th ed. Chichester: John Wiley & Sons Ltd.

Valentine, F & Lowes, L (2007), *Nursing care of children and young people with chronic illness*. Oxford: Blackwell publishing Ltd.

Administrative Information

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Initial approval date	19/05/2022
With effect from date	09/2023
Date and details of revision	10/2025: Revision to the Module Specification to relocate Learning Outcome 5 from Assessment 1 to Assessment 2, and to make minor administrative amendments to the Assessment Two description to clarify the booklet/leaflet example.
Version number	2