

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Title of Module: Enhancing Wellbeing in Children & Young People
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Code: NURS11131	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Ruth Astbury		

Summary of Module

This module aims to equip SCPHN (School Nursing) students with the knowledge and skills to promote the health and well-being of children and young people (5-19 years) using a child-centred public health approach. The module focuses on the emotional, social and physical development of children and young people and addresses nationally identified public health priorities. The syllabus will include child development, families, parenting, chronic disease management, health promotion theories and models. Key health improvement themes such as mental health promotion, alcohol, drugs, gender-based violence, breast feeding sexual health and sexual abuse, oral health, nutrition and physical activity will be investigated. Professional issues including confidentiality and information sharing will be explored as part of the child protection process. Contemporary issues that currently affect children and young people such as bullying and social media will be included within the key health improvement themes.

As a result this module will support students to develop characteristics which can contribute to the UWS graduate attributes of Universal – critical thinking and culturally aware, work ready – knowledgeable and problem solving and successful, Innovative and transformational.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Demonstrate a critical understanding of the factors that influence the development of children and young people.
- L2. Critically discuss the concept of the family within the context of equality, diversity and social inclusion
- L3. Critically analyse contemporary health promotion theories and models which underpin the promotion of health and well-being in children and young people.
- L4. Critically analyse the impact of family and social circumstances on the health, development and safety of children and young people within the context of contemporary child protection policy and procedures

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. The development of critical body of knowledge and understanding of the factors that impact upon the health and well-being of children and young people.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Learning to apply the new knowledge and skills gained as a result of this module to the health improvement and child protection agendas; including research, investigation or practice development.
Generic Cognitive skills	SCQF Level 11. The development of proficiency when dealing with a range of complex issues which may require decision making either with or without complete information or data. Students will develop strategies or original and creative responses to respond to issues or problems.
Communication, ICT and Numeracy Skills	SCQF Level 11. Advanced communication skills required for SCPHN (SN) practice in order to communicate effectively to a range of audiences. ICT skills will be developed to enable the student to use a wide range of ICT applications for use in the academic and practice setting.
Autonomy, Accountability and Working with others	SCQF Level 11. Reflection: analysing own role and the roles within wider multidisciplinary team in the pursuit of Enhancing Well-Being in Children and Young People.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
This module is taught on campus with opportunities for those further afield to join virtually. A variety of specialist speakers will contribute to teaching on the module. A variety of teaching methods will be adopted including lectures, student led seminars and case studies. Directed study using the library and the UWS virtual learning environment (VLE) will be promoted. Students also have access to a variety of learning and teaching materials which are available through the VLE.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Personal Development Plan	10
Lecture/Core Content Delivery	50
Independent Study	125
Asynchronous Class Activity	15
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bee H. Boyd D. (2014) Developing Child (13 ed) Pearson Education Ltd Harlow England</p> <p>Bradshaw, J.(2016) The Well-Being of Children in the UK 4th ed, Policy Press, Bristol</p> <p>British Journal of Child Health https://www.magonlinelibrary.com/toc/bjsn/current [Accessed 9th March 2022]</p> <p>Centre for Evidence-based Child Health Care https://www.ucl.ac.uk/child-health/support-services/library/resources-z/evidence-based-resources [Accessed 9th March 2022]</p> <p>Devarakonda, C. (2013) Diversity & Inclusion in Early Childhood: An Introduction London: Sage</p> <p>Hallet, E. (2013) The Reflective Early Years Practitioner London: Sage</p> <p>Horwath, J. Platt D. '(2019) (ed) The Child's World 3rd ed. Jessica Kingsley London</p> <p>Levine,L.E and Munsch, J (2018) Child Development: An Active Learning Approach 3rd ed London: Sage</p> <p>Naidoo, J and Wills, J.(2016) Foundations for Health Promotion (Public Health & Health Promotion) 4th Ed, Elsevier</p> <p>NSPCC (2011) Sexual Abuse: A Public Health Challenge https://www.nspcc.org.uk/services-and-resources/ [Accessed 9th March 2022]</p> <p>Royal College of Nursing (2009) Mental health in children and young people: An RCN Toolkit for nurses who are not mental health specialists London: RCN</p> <p>Schacter,D., Gilbert, D and Wegner, D. (2012) Psychology Hampshire: Palgrave MacMillan</p> <p>Smith H.; McGrandles A. (2018)(eds) The impact of mental health and wellbeing on effective learning and teaching Book 1 Swan & Horn Scotland</p>

Smith H.; McGrandles A. (2018)(eds) The impact of mental health and wellbeing on effective learning and teaching Book 2 Swan & Horn Scotland

Stewart, J and Cornish, Y. (2009) (eds) Professional Practice in Public Health Exeter: Reflect Press

Taggart, L and Cousins, W. (2013) (eds) Health Promotion for People with Intellectual and Developmental Disabilities. Maidenhead: Open University Press.

Trodd, L. (2013) Transition in the Early Years London: Sage

Valentine, K and Lowes, L. (2007) Nursing Care of Children and Young People with Chronic Illness Oxford: Blackwell Publishing

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L9-11
Moderator	Maureen Bell
External Examiner	K Guest
Accreditation Details	Nursing and Midwifery Council
Changes/Version Number	1.09

Assessment: (also refer to Assessment Outcomes Grids below)

Teaching presentation to assess Learning Outcome 3 (25%)

On-line Invigilated Class Test to assess Learning Outcome 1,2,4 (75%)
Both formative and summative assessment strategies will be used within the module.

A formative assessment will be scheduled early within the module to provide the students with the opportunity for feedback and feed forward.

This assessment has 2 components. To successfully complete the assessment both components must be individually passed at 50% and an aggregate pass mark of 50% achieved.

This is to comply with NMC Quality Assurance Framework for Nursing and Education (2013, updated 2017) and in line with the UWS Regulatory Framework

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation			✓		25	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓		✓	75	0
Combined Total For All Components					100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality of care.

Within the module, quality of care, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to students and prospective students
- Promotion of confidence and knowledge of their rights as a student and employee
- Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module.

Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)