Bournemouth University

UNIT SPECIFICATION				
Unit title Paediatric Presentations in urgent and primary care				
Level	Level 7	**Credit value** Guidance for completion	20 (10 ECTS)	
Is this a common unit? Guidance for completion		No	**Expected contact hours for unit** Guidance for completion	30
Owning Department Nursing Science, HSS				

Pre and co-requisites
Applicants must be registered healthcare professionals working in urgent or primary care settings with at least on year's post registration experience. All applicants must have identified a practice assessor upon application. Level 7 applicants should have evidence of Level 6 study.

Aims
This unit has been designed for registered healthcare professionals in primary care and urgent care services caring for both adults and children. It will help practitioners to develop their knowledge and skills in the assessment, planning and treatment of a range of minor ailments commonly presenting in children. It will also enable students to evaluate the evidence base for practice, thereby enhancing their clinical reasoning skills. Students will complete a Clinical Practice Portfolio which will be assessed their own place of work by a practice assessor.

Intended learning outcomes (ILOs)

Having successfully completed this unit the student is expected to:

1. Critically reflect on their ability to confidently approach a child and perform a thorough history taking with parental involvement as relevant.
2. Implement and evaluate a full assessment of the presenting child, applying their skills and systematic understanding of the relevant pathophysiology and child development to synthesise a diagnosis.
3. Critically appraise the evidence-base to create a treatment plan that is patient-focused, ensures personalised care and and safety netting of the child
4. Critically evaluate and reflect upon their personal abilities, knowledge, skills and levels of professional competence, recognising when to act independently, interdependently or when to be dependent on the interventions of other team members.

Learning and teaching methods
The unit will use a blended learning approach comprising a mixture of lectures, workshops, tutorials, on-line materials and work based learning. Students will be required to undertake group work and benefit from interprofessional peer learning.

Assessment

Formative assessment/feedback
In pairs, students will start a thread on a paediatric ailment on Brightspace and moderate a discussion with other students through the thread. The Unit leader will offer feedback through the discussion board

Summative assessment Guidance for completion			**Indicative assessment** Guidance for completion
Assessment	**ILOs assessed**	**Percentage weightings**	Students will complete a clinical practice portfolio which includes both clinical competency and reflective pieces on their development within the competence (3000 word equivalent)
Coursework 1	1-4	100%	

Indicative unit content
Child Development – anatomy and physiology, functional, behavioural , motor & social
History taking, Physical assessment and triage of children
Recognition of red flags for referral
Management of commonly presenting childhood ailments and injuries in primary and urgent care
Recognising & responding to the sick child in the primary & urgent care environment.
Legal & ethical issues
Paediatric Early warning systems
Safety netting

Indicative learning resources
Key texts

Brown L and Miller T (2018) BRS Pediatrics (Board Review Series)

Department of Health and Health Educatuon England (2020) Spotting the Sick Child

Snelson E (2016) The Essential Handbook for Common Paediatric Cases, second edition, December Lula Press

Davies F (2017) Emergency care of Minor Traum in Children A practical Handbook, third edition London : Hodder Arnold

Davies F & Bruce CE (2017) Emergency Care of Minor Trauma in Children, Third Edition. London: CRC Press

Barkin RM & Rosen P (2003) Emergency pediatrics: a guide to ambulatory care. St Louis: Mosby

Royal College of Nursing ( ) Standards for Assessing, Measuring and Monitoring Vital Signs in Infants, Children and Young People https://www.rcn.org.uk/professional-development/publications/pub-005942

Podcasts/Videos
Fontanelle Paediatric education found at https://www.piernetwork.org/fontanelle.html
Alder Hey Childrens Hospital Trust Clinical Paediatric Lecture Series found at https://alderhey.nhs.uk/healthier-future/education/alder-hey-academy/courses-events/global-paediatric-lecture-series?q=%2Fhealthier-fu

Unit number	Guidance for completion	**Version number**	1.0	**Date Effective from**	Jan 2021

COMPILING UNIT SPECIFICATIONS

1. GENERAL GUIDANCE FOR CREATING A UNIT SPECIFICATION

1.1 The information in blue italics has been added to aid completion of the template. **Please delete all blue text once the template has been completed.** A worked example is available for reference here.

1.2 Units should be designed to be delivered and assessed within one semester (often referred to as 'short-fat' units). Units may be delivered over a longer period but all exceptions must be formally approved during the internal Faculty consideration. See *2B – Programme Structure and Curriculum Design Characteristics: Procedure* for more information on exceptions to the Common Academic Structure.

1.3 Programmes may share units with other programmes, normally referred to as 'common' units. Such common units are characterised by having the same unit title, level, credit value, aims, intended learning outcomes (ILOs), learning and teaching methods and assessment (assignment briefs or examination content) (excluding formative).

1.4 If units do not align with all of the characteristics set out above, they cannot be considerd common and should be differentiated by different titles (which will generate different unit codes). Faculties may still choose to continue to deliver joint teaching and learning activities. Units cannot be 'common' if the assessment is different (differing assignment briefs or examination content).

1.5 Only certain sections of the unit specification can be altered without requesting approval from Faculty Academic Standards and Education Committee via a formal modification. These are:

- indicative assessment;
- formative assessment;
- indicative unit content;
- indicative resources.

Return to unit spec

2. SPECIFIC GUIDANCE

2.1 Unit title

Unit titles should be unique except in generic cases such as the dissertation, work-based learning (WBL) or study skills units.

Return to unit title

2.2 Credit Value

2.2.1 The minimum credit value of a unit is 20 credits, above which credit values increase at 20-point intervals.

2.2.2 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent reading.

2.2.3 Units should record the University credit value and the equivalent European Credit Transfer System (ECTS) value in brackets. 20 University credits are equivalent to 10 ECTS credits.

Return to credit value

2.3 Is this a common unit?

Is the unit delivered on more than one programme? State 'Yes' or 'No'.

Return to is this a common unit?

2.4 Expected contact hours for unit

Contact hours that a student should expect for the unit. Please refer to the guidance and definition in the programme specification template.

Return to contact hours

2.5 Owning Department

Specify the department that 'owns' the unit.

Return to owning department

2.6 Pre and co-requisites

These should only be added if essential. If there are no pre-requisites or co-requisites state 'None'.

Return to pre and co-requisites

2.7 Aims

Detail why this unit is included in the curriculum and what, in terms of academic development, it aims to achieve. This may include reference to academic and professional contexts. These aims must relate not only to the unit ILOs and assessment but also to level and programme aims.

Return to aims

2.8 Intended Learning Outcomes

2.8.1 In order to meet the aims of the unit, ILOs are framed to specify the various knowledge and skills that students should be able to demonstrate on completion of the unit.

2.8.2 ILOs are always specified at threshold level.

2.8.3 Typically a 20-credit unit has 4-6 ILOs, but this is not prescriptive.

2.8.4 The unit ILOs must relate directly to the aims, assessment and indicative content sections of the Unit Specification. Unit ILOs must also relate to programme and level outcomes and be phrased in such way that they can be assessed.

2.8.5 Unit ILOs for Foundation degrees must clearly demonstrate how work-based learning is incorporated. For more detailed guidance, refer primarily to *2B – Programme Structure and Curriculum Design Characteristics: Procedure* and *6F – Generic Assessment Criteria: Procedure*.

Return to ILOs

2.9 Learning and teaching methods

2.9.1 Briefly list learning and teaching methods that will be employed to deliver this unit. Refer to blended learning approaches, lectures, seminars, work-based learning, student-centred

learning, on-line, fieldwork, lab-work, tutorials, group work etc. Identify the balance between face-to-face teaching and self-managed approaches.

2.9.2 Where common units are delivered in multiple modes of delivery (i.e. online and traditional delivery), the different teaching and learning approaches should be specified in this section.

Return to learning and teaching methods

2.10 Formative assessment/feedback

Provide details of formative assessment/feedback. Formative assessment may be modified from time to time, to accommodate the needs of the programme.

Return to formative assessment/feedback

2.11 Summative assessment

The summative assessment breakdown must match the Assessment Element Weightings columns in the programme structure table in the Programme Specification

Please refer to *6C – Principles of Assessment Design: Policy* for guidance on BU policy with regard to assessment (please contact Academic Quality for guidance in cases where modifications affect cohorts that have not adopted the revised assessment policy).

The summative assessment section must specify:

- *the number and nature of formal assessment element(s);*
- *the percentage weightings between formal assessment element(s);*
- *the ILOs addressed by each formal assessment element.*

Use the table in the unit specification to set this information out, as per the following example:

Assessment	**ILOs assessed**	**Percentage weighting**
Examination	N/A	N/A
Coursework 1	ILOs 1 and 4	50%
Coursework 2	ILOs 2 and 3	50%

Note that all summative elements of assessment must be passed in order for the student ot pass the unit.

Return to summative assessment

2.12 Indicative assessment

Indicate:

- the nature of assessments (e.g. type of coursework/exam) if not outlined in summative assessment (see examples below);
- the typical size of the assessment in terms of the student workload/word equivalence. Please see section 5.5 of *6C – Principles of Assessment Design: Policy* for details of BU policy on assessment workload (please contact Academic Quality for guidance in cases where modifications affect cohorts that have not adopted the revised assessment policy).

Example 1

The coursework comprises an essay of 3000 words.

Example 2
The coursework is a reflective report (50%) equivalent to 1500 words. The examination is an unseen paper (2 hours).

Return to indicative assessment

2.13 Indicative unit content

2.13.1 note key content that underpins the intended learning outcomes;

2.13.2 any work-based learning dimension should be specified, particularly for units on Foundation Degrees;

2.13.3 this section can be subject to updates to maintain curriculum currency without requiring a formal modification.

Return to indicative content

2.14 Indicative learning resources

2.14.1 list the key learning resources available in terms of books, journals, and web-based sources;

2.14.2 it is recommended that approximately ten key learning resources are listed;

2.14.3 use the Harvard referencing style. Guidance is available from: https://www.bournemouth.ac.uk/students/library/using-library/how-guides/how-cite-references;

2.14.4 this section can be subject to updates when reproduced in the Student Handbook/unit information issued to students in order to maintain curriculum currency, without requiring a formal modification.

Return to indicative learning resources

2.15 Unit number

2.15.1 The unit number is generated by the Student Records System. This field will be populated by Academic Quality.

Return to unit number

2.16 Version number

2.16.1 The version should consist of a whole number in series following approval/review;

2.16.2 Decimal point numbers should be allocated following modifications (e.g. 1.1, 1.2);

2.16.3 After periodic review, the re-approved unit specification becomes version 2, then version 3 and so on;

2.16.4 On rare occasions, it may be necessary to introduce a third decimal number to differentiate between cohorts on different versions of the same unit.

Return to version number

2.17 Date effective from

2.17.1 The month and year from which this unit will first be delivered.
Return to date effective from