



Higher National Unit specification

General information

Unit title: Children and Young People's Nursing: An Introduction (SCQF level 7)

Unit code: H5XH 34

Superclass: PH

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Version: 01

Unit purpose

Through this Unit the candidate will gain an understanding of the role of the child and young people's (CYP) nurse/carer and the partnership that exists between the child, young person, parents and carers in the delivery of safe and effective care. In addition the candidate will understand current approaches to holistic assessment and planning of care in the context of child and family centred care. The candidate will investigate factors that influence children and young people's health in terms of illness, long term or congenital conditions and injury and the effects that these have on families and carers. Socioeconomic factors and barriers to health and wellbeing will be researched and current government policies and health promotion strategies explored. Finally the Unit will investigate evidence based practice and its importance in terms of professional regulation and continuing professional development.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explain the role of the CYP nurse/carer in delivering safe and effective practice.
- 2 Develop a knowledge and understanding of factors which affect the health and wellbeing of children, young people and families or carers.
- 3 Investigate the health promotion strategies designed to promote the health and wellbeing of CYP and their families or carers.
- 4 Explain the importance of evidence-based practice in children and young people's care.

Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Although entry is at the discretion of the centre, it is recommended that candidates should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualifications for example Higher English or a qualification equivalent to SCQF level 6 or by the completion of a pre-course interview part of which could take the form of a written assignment. In addition to this, candidates should preferably work in a related field or have undertaken some work experience, paid or voluntary, in a care setting.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

If it is being delivered as part of a Professional Development Award (PDA) it should be taught and assessed within the subject area of that PDA.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the role of the CYP nurse/carer in delivering safe and effective practice.

Knowledge and/or Skills

- ◆ The evolving role of the CYP nurse/carer
- ◆ Approaches to family centred care
- ◆ Holistic assessment and planning of care
- ◆ Methods of evidence gathering and recording.
- ◆ Ethical issues.

Outcome 2

Develop a knowledge and understanding of factors which affect the health and wellbeing of children, young people and families or carers.

Knowledge and/or Skills

- ◆ Key health factors that affect growth and development in CYP
- ◆ Range of childhood illness/injury and their effects on CYP and their families or carers
- ◆ Screening and immunisation programmes
- ◆ Range and consequence of congenital/long term conditions and acute emergency presentations on CYP and their families
- ◆ Effects of admission into care on the development and wellbeing of CYP

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Investigate the health promotion strategies designed to promote the health and wellbeing of CYP and their families or carers.

Knowledge and/or Skills

- ◆ Range of socio-economic factors affecting the development and wellbeing of children and young people
- ◆ Barriers to health and wellbeing in children and young people
- ◆ Government policies in relation to the health and wellbeing of children and young people
- ◆ Health promotion strategies to support the family and young person

Outcome 4

Explain the importance of evidence-based practice in children and young people's care.

Knowledge and/or Skills

- ◆ Evidence based care practice
- ◆ The importance of maintaining good practice
- ◆ Regulations, standards and methods of updating professional practice

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ explain the evolving role of the CYP nurse/carer.
- ◆ explain the importance of partnership working with parents and carers.
- ◆ explain the concept of family centred care.
- ◆ describe the principles of assessment and approaches to planning care.
- ◆ identify methods of evidence gathering and recording.
- ◆ investigate two ethical issues facing CYP nurses.
- ◆ identify and explain four health factors that affect normal growth and development in children and young people.
- ◆ demonstrate an understanding of health screening.
- ◆ describe three immunisation programmes.
- ◆ identify two common illness and two long-term or congenital conditions in children and young people.
- ◆ describe and explain the occurrence two common injuries experienced by children and young people.
- ◆ develop an awareness of the characteristics and treatment of two long-term conditions.

Higher National Unit specification: Statement of standards (cont)

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- ◆ describe the possible consequences of these illnesses, injuries or long-term/ congenital conditions on the child, young person and family.
- ◆ describe the effects that admission into care may have on the development, health and wellbeing of the child or young person.
- ◆ explore socio-economic factors that impact on the development, health and wellbeing of CYP.
- ◆ investigate the barriers to the health and wellbeing of CYP.
- ◆ investigate two current government policies/legislation in relation to health and wellbeing of CYP.
- ◆ describe the implications of two pieces of policy or legislation on CYP nursing practice.
- ◆ describe the influence of health promotion and illness prevention strategies on their health and wellbeing.
- ◆ explain evidence based practice and its importance in the delivery of quality care.
- ◆ explain the importance of maintaining good practice.
- ◆ demonstrate an understanding professional regulation, maintaining professional practice and an understanding of how to access continuing professional development opportunities.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

Whilst it is not an identified learning Outcome it is strongly recommended that the delivery of this Unit is based upon the candidate having an understanding of the **10 Essential Shared Capabilities**:

- ◆ Working in Partnership
- ◆ Respecting diversity
- ◆ Practising ethically
- ◆ Challenging equality
- ◆ Promoting recovery, wellbeing and self- management
- ◆ Identifying people's needs and strengths
- ◆ Providing person-centred care
- ◆ Making a difference
- ◆ Promoting safety and risk enablement
- ◆ Development planning

It is recommended that the candidates gain a knowledge and understanding of the capabilities and can see how these apply in the context of their professional practice and working environment.

The 10 Essential Shared Capabilities can be accessed at:

http://www.nes.scot.nhs.uk/media/351385/10_essential_shared_capabilities_2011.pdf

In addition it is fundamental to the concept of safe and effective children and young people's care that the nurse or carer must understand that the child or young person differs emotionally, physiologically and anatomically from the adult.

Higher National Unit Support Notes (cont)

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Outcome 1

The candidate should be able to explain the evolving role of the CYP nurse or carer and the contemporary issues affecting this. Understand the implications of a partnership philosophy and a family centered care approach to care delivery. The candidate should understand the 'continuum of care' and that their role of supporting the child, young person, parents or carers may change as the needs of each individual within the partnership changes. The fact the "partnership" is negotiated and that there is a consequent shared responsibility between the child, young person, family/carer and nurse must be understood by the candidate. The candidate therefore requires understanding that CYP and families require to be empowered to achieve this. This is in keeping with the principles of child-centred care as it recognises the right of the child to be informed and have a voice in their care. The concept of empowered service users should also have a positive effect on minimising misuse of power within the care setting. An understanding of the rights of the CYP is fundamental to this process.

In addition the candidate should be aware of the range of settings in which the CYP nurse works.

The candidate must understand that effective communication is key to developing an effective, trusting relationship within the partnership or team.

The candidate must be familiar with and able to implement assessment approaches such as observation, questioning, diaries as well as the more traditional assessment and evidence gathering tools such as; locally-devised checklists, Paediatric Early Warning Scores (PEWS) assessment chart, Situation, Background, Assessment, centile charts, Recommendation (SBAR) communication tool and appropriate recording documentation. This should also include an understanding of Data Protection legislation.

The candidate will gain an understanding of the various Models of Care relating to the care process within the context of child and family centred care.

Candidates must be aware of the needs of the individual across the aspects of physical, cognitive, social, emotional and cultural, spiritual and linguistic development. The candidate should be able to recognise the various aspects of these within each category as well as being able to understand the inter-relationship between them. This will allow the candidate to be able to understand the holistic needs of the individual, which will ensure better service delivery.

In meeting the above the candidate should be ensuring the establishment and maintenance of a positive care environment. The delivery of the values including promotion of individual rights, confidentiality, dignity, privacy, anti-discriminatory practice, etc. will assist this process. Candidates should be aware of the policies that underpin good practice and have an understanding that a safe environment is not simply one, which is physically safe but emotionally safe and socially supportive.

In addition the candidate will develop and knowledge and understanding of a range of health and social care settings and the role of the nurse or carer within these settings, this should include; hospital, community care, home based care, respite and hospice care, residential care, foster care and special guardians.

Higher National Unit Support Notes (cont)

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Due to the age of the individuals in their care the CYP nurse faces different ethical issues to those faced by the adult nurse. The candidate must explore these issues for example, disclosure of abuse by the child or young person or confidentiality difficulties and understand their responsibility in safeguarding the child or young person whilst recognising their professional role and responsibilities and adherence to legislation such as Data Protection.

Outcome 2

The candidate should have an understanding of factors that affect children and young people's health and wellbeing and the benefits of prevention or early intervention in diagnosing and treating illness. The candidate should explore a range of key influencing factors such as genetic, developmental factors and illness. The candidate should also understand for example the importance of good nutrition and exercise to children and young people's health and wellbeing. This could include looking at the infant feeding strategy and breast feeding versus bottle feeding. The candidate should be familiar with the routine health screening and immunisation programmes appropriate to children, such as Phenylketonuria test (PKU), Congenital hypothyroidism (CHT), Sickle cell disease (SCD), Cystic fibrosis (CF) and immunisations such as; Measles, Mumps, Rubella (MMR), diphtheria, tetanus, pertussis (whooping cough), polio and Haemophilus influenzae type b (Hib) meningitis C, pneumococcal (PCV) vaccine and Rotavirus vaccine.

In addition the candidate should be able to describe two common illnesses and two injuries that affect children and young people and be able to describe how these affect the individual child or young person and their families, this also should include intentional injury. This should also include 2 congenital and long term conditions and emergency presentations. They need to develop an understanding of emergency first aid care such as CPR, recovery position and care of the unconscious casualty, bleeding, seizures, meningitis, and also an awareness of the characteristics and treatment of two long-term conditions for example asthma, diabetes, cystic fibrosis, or exceptional health care needs such as epilepsy or a childhood cancer such as acute myeloid leukaemia.

Admission to a care setting is often traumatic for the CYP and their families/carers and the candidate will explore the effect that admission into care has on the health and wellbeing of that individual and what can be done to support the individual and their families/carers through this experience. This could include looking at effects on relationships and social skills, disruption to education, effects on physical activity, support groups.

Outcome 3

The candidate should have an understanding of a range of socioeconomic factors that influence health and wellbeing this should include health inequalities and contributing factors/influences and the importance of working with families and carers in the best interests of CYP. It should be acknowledged that influences can be positive as well as negative. Within this context the candidate could explore parenting styles as contributing to the health and wellbeing of CYP. The candidate will explore barriers to health and wellbeing for example; contemporary cultural issues such as drugs, diet, alcohol, peer pressure, media influences, ignorance, sexual behavior including teenage pregnancy and sexually transmitted diseases and CYP mental health.

Higher National Unit Support Notes (cont)

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It is important to emphasise that throughout this Outcome the candidate must understand the importance of their own values in terms of being accepting and non-judgemental in their approaches to the individuals in their care and their families or carers.

Current Scottish Government policies to promote CYP health and wellbeing should be researched such as:

Equally Well: Report of the Ministerial Task Force on Health Inequalities
Achieving our Potential: A Framework to Tackle Poverty and Income Equality in Scotland
Early Years Framework
Child Poverty Act 2010
Children and Young People's Bill
Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families
Maternal and Infant Nutrition Framework for Action
National Parenting Strategy
Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families (2010)
Getting it Right for Every Child (GIRFEC)
Curriculum for Excellence
National Guidance for Public Protection in Scotland
A Refreshed Framework for Maternity Care in Scotland
Children (Scotland) Act 1995

The candidate should understand the implications of a range of legislation for CYP nursing and the individual child or young person.

Finally this Outcome should explore current local and national health promotion strategies to support the health and wellbeing of CYP and their families/carers

Outcome 4

The candidate will develop an understanding of evidence based care and its importance in quality care delivery. The student must understand what evidence based practice means in that they must use research based information to make decisions about care delivery to individuals or groups of patients. This has implications for computer literacy and the candidate's ability to determine reliable sources of information. In addition the candidate must understand what counts as evidence. The candidate should understand that all nurses should be able to understand research, be aware of current policies and procedures and know that recommendations and standards are all part of a nurse's role. The candidate should also understand that it is essential to use appropriate evidence to inform practice and policy. The candidate should understand that the bodies that inform evidence based practice in the UK is the National Institute for health and Care Excellence (NICE) and the Scottish Intercollegiate Guidelines Network (SIGN). In order to be a competent and current practitioner the candidate must understand that they must incorporate evidence based practice into everyday care delivery. In addition candidates are required to have an awareness of the use and importance of quality indicators such as: quality audit, Care Inspectorate reports, Performance indicators, clinical governance and National Care Standards.

Higher National Unit Support Notes (cont)

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In addition the candidate should have an understanding of the importance of maintaining good practice and how this relates to professional regulation and standards. The candidate should understand that this includes keeping up-to-date with current practice in order to deliver safe and effective evidence based care. The candidate must understand the importance of maintaining professional boundaries, which can be particularly challenging in CYP nursing. In addition the candidate must understand professional regulation, for example that the Nursing and Midwifery Council (NMC) requirement for maintaining current knowledge and skills is essential for registration and that it is also necessary for each practitioner to maintain a record of learning and reflection as a method of evidencing professional practice and Continuing Professional Development (CPD).

Guidance on approaches to delivery of this Unit

When delivered as part of the HNC Care and Administrative Practice achievement of this Unit and the single credit Unit; *Child Development; Theory into Practice*, may give candidates the knowledge and understanding to apply for entry to Year 2 of the Children and Young People's (CYP) nursing degree programme. As part of the PDA in Developing Professional Practice in Health and Social Care it will equip candidates with the knowledge and understanding to work in a supporting role with children and young people to promote development, health and wellbeing.

The knowledge and understanding highlighted in this Unit provide a theoretical base for further study and the Outcomes are written to be delivered in sequence.

It is expected that candidates who are undertaking this PDA whilst in practice will evidence their ability to link theory to practice and record their clinical competence through either a:

- ◆ Record of Achievement
- ◆ Skills passport
- ◆ Competency Framework
- ◆ Learning Contract
- ◆ Reflective Portfolio

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Higher National Unit Support Notes (cont)

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Assessment for this Unit could be:

Outcomes 1 and 2 could be assessed through a reflective account or case study based on an individual the candidate has cared for. Where there is no placement linked to this Unit the candidate could submit an essay or a devised case study with questions could be used to assess knowledge and understanding.

Outcomes 3 and 4 could be assessed through a group or individual project. If a group project is the assessment approach chosen then the Centres must ensure that each candidate supports their contribution to the project with an individual submission, this could be through a written submission of 500–750 words or individual input could be assessed through a one to one interview with the assessor.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of:

Communication at SCQF level 6

Problem Solving at SCQF level 5

Working with Others at SCQF level 6

Information and Communication Technology (ICT) at SCQF level 5

in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

Communication — will be evidenced via the candidate's work with individuals and groups as well as within written assessments.

Problem Solving — Critical Thinking, Planning and Organising, Reviewing and Evaluating will be evidenced through supervision in the candidate's workplace and within written assignments.

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Working with Others — will again be evidenced in the candidate's ability to interact, communicate and negotiate with those with whom they come into contact.

Information and Communication Technology (ICT) — could be evidenced by the use of standard applications to obtain and process information and data for assignments.

Suggested Reading

Brooker, C., Waugh, A., 2007, *Foundations of Nursing Practice: Fundamentals of Holistic Care*. Mosby Ltd, UK.

Children (Scotland) Act 1995, 1995. [Internet]. (Published 1995). Available at: <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Eddy, L.L., 2013, *Caring for Children with Special Healthcare Needs and Their Families: A Handbook for Healthcare Professionals*, 1st edition, Wiley-Blackwell, Oxford

Glasper, E.A. & Richardson, J., 2010, *A Textbook of Children's and Young People's Nursing*, 2nd edition, Churchill Livingstone, England.

Hall, M.B., Ellum, D., 2006, *Health for all Children*, Revised 4th Edition, Oxford University Press. Oxford.

NHS Education for Scotland, 2011, *Meeting the needs of children, young people and their families and carers in Scotland*, A learning resource based on The Ten Essential Shared Capabilities, NHS Education for Scotland, Edinburgh

Spotting the Sick Child, DVD. An educational tool for Healthcare professionals to aid recognition of serious illness in children
Department of Health. <https://www.spottingthesickchild.com>
-being: A guide to measuring meaningful

Scottish Government. 2013. *Wellbeing: a guide to measuring meaningful Outcomes.*

Available from:

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/background/wellbeing>
(Accessed on 2nd August 2013)

Scottish Government. 2004, *Protecting Children and Young People – The Charter*. (Scottish Government Publication) [Internet]. Edinburgh, SG (Published 2004). Available at: <http://www.scotland.gov.uk/Publications/2004/04/19082/34410> (Accessed 5 September 2013)

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Scottish Government. 2007, '*Delivering a Healthy Future*' (Scottish Government Publication) [Internet]. Edinburgh, SG (Published 2007). Available at: <http://www.scotland.gov.uk/Publications/2007/02/14154246/0> (Accessed 2nd September 2013)

Scottish Government. 2005, '*Health for all children 4*' (Scottish Government Publication) [Internet]. Edinburgh, SG (Published 2005). Available at: <http://www.scotland.gov.uk/Publications/2005/04/15161325/13269> (Accessed 2nd September 2013)

Scotland's Commissioner for Children & Young People [online]. Available from: <http://www.sccyp.org.uk/> (Accessed 2nd September 2013).

Sheridan. M, Sharma. A, Cockerill. H, 2008, *From Birth to Five Years: Children's Developmental Progress*, Routledge Taylor and Francis Group, London and New York

Smith. L. & Coleman. V, 2009, *Child and Family-Centred Healthcare: Concept, Theory and Practice*. 2nd edition, Palgrave Macmillan, London.

United Nations Convention on the Rights of the Child (UNCRC), 1991, [online]. Available from: <http://www.unicef.org/crc/> (Accessed 2nd September 2013)

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Children and Young People's Nursing: An Introduction (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

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This is a Unit that covers interesting and current areas relating to children and young people's (CYP) health and wellbeing.

The first area you will explore is the role of the CYP nurse and how to maintain safe and effective practice. You will learn the changing role of the CYP nurse and that theirs is a partnership between the child or young person, the other health professionals involved in the care and also the parents or carer.

You must also understand the importance of developing a trusting, compassionate relationship with the child or young person and their family or carer and the part communication plays in this.

In order to care for CYP in any care context you need to understand the principles and application of care planning so you will learn about current approaches to care planning and how to implement this in a range of health and social care and community settings. Admission into care is a traumatic event for anyone but it can have significant effects on a child or young person and you will explore what these may be and what can be done to support that individual and their family/carer.

You will start by looking at factors that affect health and wellbeing of CYP and their families and carers. This could include genetic factors such as cystic fibrosis, illnesses such as measles, meningitis or long term conditions such as diabetes. Next you will learn about screening and immunisation programmes appropriate to children and young people. You will also look at emergency situations and the action you need to take such as resuscitation and care of the unconscious casualty. You will learn how to recognise conditions such as meningitis and what you need to do to care for the child or young person.

For the second part of the Unit you will research socio-economic factors that affect the health and wellbeing of CYP and barriers to achieving good health and wellbeing, this could include for example; poverty, poor diet, drugs, alcohol, teenage pregnancy, media or peer pressure. Linked to this you will look at government policies relating to these issues and research associated health promotion strategies to overcome some of these challenges.

The final part of the Unit looks at how you gather information about the health and wellbeing of the child or young person in your care and you will be introduced to routine assessment documentation and data protection legislation. This Unit looks at evidence based practice and why it is important in providing good quality care. You will also learn about the importance of keeping yourself up-to-date with current practice to ensure you meet professional body standards and regulations and provide the best care for your patient.

General information for learners (cont)

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The assessment for this Unit could be divided into two assessments. The first assessment could be a reflective account or case study if you are in placement or an essay if you are not and the second assessment could be a group or individual research project.

If you are completing this Unit as part of the HNC Care and Administrative Practice then you may be able to apply for a place in Year 2 of the CYP nursing degree programme, if it is part of the PDA in Developing Professional Practice in Health and Social Care then you will be able to apply for work as a care support worker with children and young people.