University of the West of Scotland

Module Descriptor

Session: 2022/23

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Title of Module: Contemporary Health Visiting

Code: NURS11097	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:	Fiona Stuart		

Summary of Module

21st century Health Visiting is an evolving specialist nursing discipline which changes and progresses in response to political, social, and health service development (Luker et al., 2012). It is built on long standing traditions that are underpinned by key principles and domains (NMC, 2004) influenced by knowledge from nursing, health promotion, public health, epidemiology, psychology and sociology.

The aim of the module is to prepare students for the universal aspects of the Health Visiting role. The module utilises teaching, learning and assessment strategies that enable students to critically explore a range of theories and concepts, and critically analyse them in the context of modern healthcare as driven by political policy. The module will explore global and national policy relating to equality, e.g. Equality Act, the Convention on the Rights of the Child, and Getting it Right for Every Child (GIRFEC), establishing the role the Health Visitor has in informing and delivering services within this framework. It will introduce students to the principles of the named person as outlined through the Children and Young People (Scotland) Act 2014.

The module is core for students undertaking the SCPHN pathway. It can also be selected as an optional module in other pathways within the MSc Health Studies portfolio. The above skills acquisition contributes to **UWS Graduate Attributes**: **Universal** - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; **Work-Ready** -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and **Successful** -autonomous, incisive, creative, resilient and daring.

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 current local, national and global policy drivers that influence Public Health and Health Visiting

L2. Critically evaluate principles, theories and concepts of contemporary Health Visiting practice.

L3. Critically appraise evidence from a variety of sources that may be applied to positively influence health and wellbeing

L4. Demonstrate critical awareness of inter-professional working and the impact this will have on meeting the needs of service users.

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. Demonstrate a critical understanding of contemporary principles and theories that influence Health Visiting practice in 21st century health care.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Demonstrate competency and proficiency in critically interpreting sometimes conflicting research to effectively search out and recognise the health needs of people in community settings Utilise in-depth knowledge, high order thinking skills and professional values to develop and provide safe, effective, individual, family or community-centred health enhancing activities. Demonstrate advanced communication skills when working collaboratively with individuals, families, communities and other professionals to stimulate awareness of health need. Report on need assessments to highlight areas of concern to local, organisational and national policy planners.
Generic Cognitive skills	SCQF Level 11.

	Demonstrate a critically analytic and reflective approach to address the identified health needs of individuals, families and communities
	Critically appraise evidence from a range of sources to synthesise ideas and concepts suitable for application in practice to promote positive health outcomes
	Critically understand methods used to evaluate outcome interventions in health care.
Communication, ICT and Numeracy Skills	SCQF Level 11.
	Utilise advanced communication skills and knowledge of an asset based healthcare approach to complete assessments in partnership with families, communities and, when required, partner agencies
	Critically analyse the most effective use of information technology in modern health care
	Demonstrate in-depth knowledge about the safe administration and use of prescribed or over the counter medication, taking into account the child's age for all numerical calculations of dosage and frequency.
Autonomy, Accountability and Working with others	SCQF Level 11.
	Demonstrate a commitment to and, initiative in, remaining professionally safe by engaging with self-regulatory practice
	Illustrate extensive knowledge of legal and ethical policies that are in place to ensure all planned healthcare provision is accessible

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	Active registration on the Nursing and Midwifery Council professional register as a Nurse or Midwife
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching
A range of learning and teaching methods are utilised within the module to enable learners to achieve the set learning outcomes. Methods employed throughout the module are set to facilitate student development; building on existing knowledge and stimulating higher order thinking skills. The learning outcomes set for the module take cognisance of the Scottish Credit Qualification Framework (SCQF) statements for level 11 study. The module enjoys hybrid delivery with online and on-campus teaching and learning opportunities. There is a focus upon collaborative group working. It also has aligned practice based hours. The virtual learning environment (VLE) is used to support learning through the sharing of materials. It also supports the development of an online learning community through the use of discussion forums.

There are extensive online and hard copy library resources available to students. Student support services are accessible to ensure effective learning. |

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)
Lecture/Core Content Delivery	50
Tutorial/Synchronous Support Activity	10
Personal Development Plan	10
Independent Study	130

200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Aveyard, H., Payne,S. and Preston, N. (2016) A Post-graduate's Guide to Doing a Literature Review in Health and Social Care. Maidenhead: Open University.

Cottrell, S. (2017) Critical Thinking Skills: Developing Effective Argument and Analysis. 3rd ed. Hampshire: Palgrave MacMillan.

Community Practitioners and Health Visitors Association (2006) Principles of Health Visiting. London: CPHVA.

Luker, K.A., McHugh, G.A. and Bryar, R.M. (2017) Health Visiting: Preparation for Practice. 4th ed. West Sussex: John Wiley & Sons Ltd.

Nursing and Midwifery Council (2004) Standards of Proficiency for Specialist Community Public Health Nurses. London: NMC.

Pollard, M. (2018)Evidence-based Care for Breastfeeding Mothers: A Resource for Midwives and Allied Healthcare Professionals. 2nd ed. Abingdon: Routledge.

Scottish Executive (2008) Early Years Framework. Edinburgh: The Scottish Government.

Scottish Government (2012) A guide to Getting it Right for Every Child. [Online]. Available: http://www.gov.scot/Topics/People/Young-People/gettingitright/publications/practice-guide [Accessed 31 January 2019].

Sharma, A. and Cockerill, H. (2014) Mary Sheridan's From Birth to Five Years: children's developmental progress. 4th ed. London: Routledge.

Howarth, J. and Platt, D. (2019) The Child's World Third Edition The Essential Guide to Assessing Vulnerable Children, Young People and their Families. London. Jessica Kingsley Publishers.

Doherty, J. and Hughes, M. (2014) Child Development Theory and Practice 0-11 2md Edition. Harlow: Pearson.

UNICEF (n.d.) The Convention on the Rights of the Child. [Online]. Available: http://www.unicef.org.crc/ [Accessed 31 January 2019].

(**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	Sonia Steenson
External Examiner	K Guest
Accreditation Details	Nursing and Midwifery Council
Changes/Version Number	1.13 Teaching and learning: updated to reflect hybrid delivery Module delivery: updated from face-to-face to blended Assessment: Removed reference to aggregated marks as both assessment components must be passed individually at 50% as per NMC requirements Indicative resources: Updated to include Doherty and Hughes

Assessment: (also refer to Assessment Outcomes Grids below)
Formative assessment: Students will submit an outline plan for their literature review and poster by week 3/4 in Term One. This assessment is for information and to support students with their ongoing study for this module.
The summative assessment has two components. To successfully complete the assessment all components must be individually passed at 50%. This is to comply with NMC quality Assurance Framework for Nursing and Education (2012, updated 2017) and in exception to UWS regulatory framework. Summative assessment 1: Literature review of 3,500 words (+10%) The literature review will provide a critical analysis of current policies, evidence and research influencing Health Visitors' work with individuals, families and communities and will provide the basis of the poster presentation. The literature review will be presented in essay format and will focus on ascertaining the students learning in relation to the module learning outcomes. The assessment will promote critical analysis and the ability to synthesise a critical argument. The literature review will be submitted before the term assessment diet. Summative assessment 2:Poster presentation of 1,000 words (+10%). The topic presented will be guided with evidence from a literature review. The poster will be on the role of the Health Visitor in 21st Century healthcare.
(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
Review/ Article/ Critique/ Paper	✓	✓		✓	75	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
Demonstrations/ Poster presentations/ Exhibitions			✓		25	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 this 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, taking cognisance of students individual needs in relation to VLE.   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 are supported by staff belief in fairness and equal opportunities and thus guide the content, teaching and learning, assessment and evaluation.   Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module to enable support structures to be put in place. However, emphasis is placed on the confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced by the student.   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.   Further detail is available in the specific section of the programme specification
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)