Module Descriptor

Title	Enhancing Wellbeing in Health Visiting		
Session	2026/27	**Status**	Published
Code	NURS11166	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Ruth Alexander		

Summary of Module

The module provides Health Visiting (HV) students with the opportunity to critically examine theories, concepts and principles underpinning child development and HV practice. It is underpinned by Children's Rights, enabling students to develop a critical understanding of how these influence the global and national policy, and legislative context which influences contemporary HV practice. The module builds on the students' prior knowledge of child development and creates opportunities to examine and critically appraise the evidence base to develop an in-depth knowledge and understanding of how key family adversity and resilience-promoting factors impact on this. The learning and teaching critically explores factors that influence the abilities and capacity of parents to respond to the needs of infants and children during their formative years which are necessary to promote optimal development. There is a focus on infant feeding preparing students to practice in accordance with UNICEF UK Baby Friendly Initiative. Students will be prepared to apply the evidence base when working in partnership with families facing adversity to undertake complex assessments of risk and need that require professional judgements to make safe, child-centred decisions. With the knowledge and understanding from this module they will become a trauma-informed/skilled HV.

The module adopts a social justice lens, supporting HV students to critically examine the complexity of their practice context, enabling them to challenge and mitigate health and social inequalities. Students will adopt a salutogenic approach that enables them to develop personcentred inputs that meet the unique needs of their clients.

This module embraces the concept of Mastersness described in the QAA Scotland (2013) 'Facets of Mastersness' toolkit. Students are encouraged to reflect on learning achievements, experiences, and the implications these have for their future development. Further, the module embraces the three overarching UWS Graduate Attributes that state that our students on graduation will be Universal, Work-ready and Successful. This includes being critical, analytical, and inquiring with cultural awareness. Students will be research minded, digitally literate, motivated, creative, and resilient, leading to success and enhanced work-related opportunities.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Evidence the ability to critically apply theory, policy, national guidelines, and legislative frameworks to promote and protect the rights, health and wellbeing of infants, pre-school children and families which minimise the impact of health and social inequalities.
L2	Demonstrate a critical understanding of the impact of family and social adversity on the development and wellbeing of infants and children in the early years.
L3	Reflecting a social justice lens, demonstrate the ability to apply a strengths-based approach to the assessment of risk and need which enables and empowers families to respond within their personal capacity.
L4	Demonstrate a critical understanding of trauma and of strategies that promote resilience.
L5	

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 11** Critically appraise theories, concepts, principles, and models underpinning Specialist Community Public Health Nursing (Health Visitor). Demonstrate a critical understanding of the influence and impact of policy and legislation within Specialist Community Public Health Nursing (Health Visitor).

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Synthesise theoretical knowledge and understanding to articulate a social justice approach to Specialist Community Public Health Nursing (Health Visitor).
Practice: Applied Knowledge and Understanding	**SCQF 11** Demonstrate originality, creativity, and innovation in the critical application of theories, concepts, principles, and models underpinning Specialist Community Public Health Nursing (Health Visitor).
Generic Cognitive skills	**SCQF 11** Synthesise information from research and other forms of evidence to inform professional judgement, decision making and strategic leadership in Specialist Community Public Health Nursing (Health Visitor). Evidence competence in literature retrieval, appraisal, and academic writing.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrate digital literacy and numeracy skills to inform critical appraisal in practice and professional and personal development. Use advanced communication skills to communicate effectively with audiences from diverse backgrounds and with different levels of knowledge / expertise. Apply a wide range of ICT skills to inform Public Health Nursing (Health Visitor).
Autonomy, Accountability and Working with Others	**SCQF 11** Critically reflect on own and others' roles and responsibilities to inform Specialist Community Public Health Nursing practice (Health Visitor) and to build professional resilience. Demonstrate the ability to work creatively and collaboratively with multidisciplinary and multi-agency partners. Practice in ways that demonstrate competence in critical analysis and decision making. Demonstrate accountability for own practice, learning and continuous professional development

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. A range of learning and teaching strategies will be used to support student learning, enabling the achievement of module learning outcomes. A Distance learning/ online approach (UWS Curriculum Framework, 2022) will be applied, reflecting a flexible student-centred philosophy, where authentic and inclusive learning activities are used for the delivery of module content, using the UWS Virtual Learning Platform. Students will be required to participate in collaborative, curricular co-creational learning opportunities, with their peer group and academic staff for the duration of the module. This includes activities such as;

critical discussion groups, case study and scenario-based problem solving, case reviews, and group tutorials.

Work-based learning is a key component of learning within this module. Students will participate in work-based learning within their own area of practice and continue to build on their knowledge and understanding of their professional role with the application of theoretical knowledge into the clinical realm. This work-based learning is supported in the clinical field with a Practice Assessor and a Practice Supervisor.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	18
Lecture / Core Content Delivery	24
Work-based Learning	80
Asynchronous Class Activity	6
Independent Study	72
n/a	
TOTAL	200

Indicative Resources

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

Featherstone, B., Gupta, A. Morris, K. and White (2018) Protecting Children A Social Model.

Bristol: Policy Press

Legislation.Gov.UK Children (Scotland) Act 2020 https://betaproxy2.parliament.scot/bills-andlaws/bills/united-nations-convention-on-the-rights-of-the-child-incorporation-scotland-bill

Munro, E. (2020) Effective Child Protection. London: SAGE.

Rollnick S, Miller W, Butler C (2022) Motivational Interviewing in Health Care. Helping Patients

Change Behavior (Applications of Motivational Interviewing). 2nd edn. Routledge Taylor & Francis

Scottish Government (2021) National Guidance for Child Protection in Scotland 2021 Available at: HTTPs://www.gov.scot/publications/national-guidance-child-protection-scotland2021/documents/

Scottish Government: Getting it Right for Every Child (GIRFEC) Online https://www.gov.scot/policies/girfec/

Scottish Government (2012) National risk framework to support the assessment of children and young people http://www.gov.scot/Publications/2012/11/7143/0

(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)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** A range of learning and teaching strategies will be used to support student learning, enabling the achievement of module learning outcomes. A Hybrid approach (UWS Curriculum Framework, 2022) will be applied, reflecting a flexible student-centred philosophy, where authentic and inclusive learning activities are used for the delivery of module content, using the UWS Virtual Learning Platform, with the opportunity for students to attend Campus for optional collaborative learning opportunities. Students will be required to participate in collaborative, curricular co-creational learning opportunities, with their peer group and academic staff for the duration of the module. This includes activities such as; critical discussion groups, case study and scenario-based problem solving, case reviews, and group workshops. Work-based learning is a key component of learning within this module. Students will participate in work-based learning within their own area of practice and continue to build on their knowledge and understanding of their professional role. This work-based learning is supported in the clinical field with a Practice Assessor and a Practice Supervisor.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Adult Nursing Community Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to**

	programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Community and Health
Moderator	Laura Hampson
External Examiner	M Fish
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Assessment (3,200 words) 100% weighting of the final module mark
Assessment 2
Work Based Learning Portfolio: assessed against NMC (2022) Standards of Proficiency For Specialist Community Public Health Nurses. Pass / Fail
Assessment 3
(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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☒	☒	☒	☒	☐	0	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Update for QAA Desktop	April 2025	Debbie Waddell