Module Descriptor

Title	Specialist Health Visiting		
Session	2026/27	**Status**	Published
Code	NURS11170	**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

This module enables students to critically engage with contemporary leadership theories, concepts, and principles and develop their professional leadership to promote healthful workplace cultures and support the delivery of effective health visiting services. Recognising both the autonomous and collaborative role of the health visitor, the module explores management of self, alongside the characteristics, dynamics, and leadership of multidisciplinary and multi-agency teams. Students build upon previous learning, extending their critical understanding of global and national policy and research, applying this to their management of the health visiting caseload. There will be a focus on the management of complexity and uncertainty.

Students build upon their knowledge of child development and critically explore trauma skilled approaches to supporting families impacted by adversity, for example, poverty, complex health issues, mental health issues, substance misuse, domestic abuse, loss and bereavement, or disability. Students critically engage with a broad evidence base, including models of judgment and decision-making, to develop critical, creative, innovative, and evidence-based approaches to care. Alongside, students identify gaps in research, policy, and practice, and use these insights to drive forward the health visiting role. This module enables students to develop their critical insight into the management of complexity, and to draw upon their professional leadership skills to lead multi-disciplinary and multi-agency colleagues in the delivery of strengths-based, person-centred programmes of care that promote children's rights and a social justice agenda.

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	Demonstrate professional leadership, driving the role of the Specialist Community Public Health Nurse (Health Visitor) within the wider public health arena.
L2	Critically apply contemporary leadership theories, concepts and principles in the promotion of a supportive workplace culture and in the development of an effective Specialist Community Public Health Nursing (Health Visiting) team.
L3	Work within complex and evolving public health arenas, demonstrating originality, creativity, innovation, and a high level of autonomy in judgement and decision-making whilst delivering ethical programmes of evidence-based care.
L4	Use an advanced range of communication skills and technologies to lead and collaborate in the delivery of programmes of care that promote human and children's rights and that reflect a social justice approach.
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** Demonstrate a critical understanding of global and national policies and research that promote the role of the Specialist Community Public Health Nurse (Health Visitor), and which support the management of the health visiting caseload within the wider multi-disciplinary, multiagency public health arena.

[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

	Appraise contemporary leadership theories, concepts and models relevant to the role of the Specialist Community Public Health Nurse, recognising and developing both the autonomous and collaborative role of the health visitor. Appraise judgement and decision-making theories, tools and models used to support public health nursing practice, particularly in the context of adversity, complexity and uncertainty.
Practice: Applied Knowledge and Understanding	**SCQF 11** Synthesise, interpret, and apply research and information from a range of sources to promote the role of the Specialist Community Public Health Nurse and to support the effective management of the health visiting caseload. Apply contemporary leadership theories, concepts, and models to develop and lead multi-disciplinary and multi-agency programmes of care to promote and protect the health and wellbeing of infants, children, families, communities, and populations. Use advanced communication skills to promote healthful workplace cultures and lead and deliver socially just programmes of care.
Generic Cognitive skills	**SCQF 11** Critically analyse and evaluate information from a range of sources to make professional judgements and decisions whilst managing complexity and uncertainty within the health visiting caseload. Critically analyse and evaluate information from a range of sources to propose, develop and lead multi-agency and multi-disciplinary.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate using advanced skills and appropriate methods to a range of audiences with different level of knowledge / expertise to enable the delivery of strengths-based, person-centred programmes of care. Use a wide range of ICT to access and share relevant research, data, and information to support the management of the health visiting caseload.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate the ability to work creatively and collaboratively with multi-disciplinary and multi-agency partners in the delivery of programmes of care to those impacted by adversity. Practice in ways that demonstrate competence in critical analysis and decision-making. Critically reflect on own and others' roles and responsibilities to inform the management of complex health visiting caseloads.

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 teaching and learning strategies will be used to support student learning and to enable the achievement of module learning outcomes. Together, these strategies will reflect the Curriculum Framework (UWS, 2022). A hybrid O approach will be taken, meaning there will be on-campus, active and collaborative learning activities that can be accessed digitally by those unable to attend in person. The Virtual Learning Environment (VLE) will be used to deliver core content (pre-recorded lecture material / guided self-study) and will also support further collaborative learning strategies.

Student-centred, authentic learning experiences will be the focus e.g. small group work, peer discussion, case studies, simulation, problem-based learning. Students will have options for creative and collaborative projects. Guest speakers from practice and subject specialists will be involved where appropriate.

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 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)
Lecture / Core Content Delivery	18
Tutorial / Synchronous Support Activity	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:

Barr, J. and Dowding, L. (2019) Leadership in Health Care. London: SAGE.

Dickson, G. and Tholl, B. (2020) Bringing leadership to life in health. Cham, Switzerland: Springer.

Ellis, P. (2022) Leadership, Management & Team working in Nursing. London: SAGE.

Featherstone, B., Gupta, A., Morris, K. and White, S. (2018) Protecting Children A Social Model. Bristol: Policy Press.

Meyer, S. and Frost, A. (2019) Domestic and Family Violence. London: Routledge.

Munro, E. (2020) Effective Child Protection 3rd edn. London: SAGE.

Treanor, M.C. (2020) Child Poverty Aspiring to Survive. Bristol: Policy Press.

(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. s
(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
Case Study (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**
Case study	☒	☒	☒	☒	☐	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