Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>Graduate Diploma in Early Years Practice (Health Visiting)</th>
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<tbody>
<tr>
<td>UCAS code:</td>
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<tr>
<td>SCQF Qualification Level:</td>
<td>10</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>120</td>
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**Educational aims of the programme:**
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- This new programme is designed to equip nurses and midwives to develop contemporary knowledge and skills in Health Visiting Practice allowing them to exit with the required Nursing and Midwifery Council (NMC) registrable qualification as a Specialist Community Public Health Nurse (SCPHN) (NMC 2004).

**Intended programme learning outcomes:**
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

**Knowledge and understanding**
- Gain and demonstrate contemporary knowledge and skills within the changing context of community public health.
- Develop knowledge, skills and competence that are a pre-requisite for future Health Visiting practice roles and responsibilities.
- Apply a critical understanding of the current health and social care legislative and policy landscape.
- Develop skills that will enable and further support personal and professional development through lifelong learning.
- Demonstrate personal organisation, planning and evaluation skills.
- Critically reflect on own learning, seek and use constructive feedback.

**Subject-specific skills and other attributes**
- Undertake surveillance and assessment of children’s and families health and wellbeing.
- Collaborative working with multi-disciplinary teams and communities to promote, support and protect children’s health and wellbeing.
- Develop original and creative responses to challenging/complex situations and make informed decisions/judgements.
- Plan, deliver and evaluate interventions to improve the health and wellbeing of children and their families.
- Develop, implement, evaluate and improve practice on the basis of research, evidence and evaluation.

**Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes**
- Reflect, seek and use constructive feedback on own learning.
- Apply skills and understanding in communicating with children and young people, parents/carers and other professionals.
- Reflect on own interpersonal and inter-professional communication skills
- Demonstrate personal organisation, planning and evaluation skills

**Learning, teaching and assessment strategies:**
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- The programme will comprise 50% practice learning and 50% theory as prescribed by NMC which is reflected in the inclusion of a practice based module (Health Visiting in Practice) and theoretical based modules.
The assessment strategy provides opportunity for students to engage in a range of assessments which demonstrate their theoretical understanding and how this knowledge impacts on Health Visiting practice.

The inclusion of Masterclasses provided by keynote experts in the field of children and early years practice will enhance opportunities for expert practice to be debated, encouraging class discussion, peer review and consolidation of theory/practice.

The development of the role of practicer teacher as part of this programme will provide support, guidance and direction for students learning in practice.

### Professional/statutory body accreditation or recognition:

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

### Further details:

Entry requirements: [http://www.stir.ac.uk/undergraduate-study/entry-requirements/general-entry-requirements](http://www.stir.ac.uk/undergraduate-study/entry-requirements/general-entry-requirements)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement: [http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx)


Introduction/revision date: