## Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>MSc in Early Years Practice (Health Visiting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCQF Level:</td>
<td>11</td>
</tr>
<tr>
<td>SCQF Credit Value:</td>
<td>180</td>
</tr>
</tbody>
</table>

### 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 an enhanced and applied knowledge base 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 advanced knowledge and skills within the changing context of community public health.
- Apply a detailed advanced knowledge, skills and competence that are a pre-requisite for future Health Visiting practice roles and responsibilities.
- Define and conceptualise 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
- Demonstrate the ability to use a range of advanced and specialised skills in the surveillance and assessment of children's and families’ health and wellbeing.
- Demonstrate advanced knowledge and skills in 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
- Demonstrate personal organisation, planning and evaluation skills
- Manage own learning, reflect on it critically and seek and use constructive feedback
- Demonstrate an inquiry based approach to practice
- Critically reflect on individual and peer working practices
- Demonstrate advanced communicative skills including the ability to construct a reasoned argument, synthesise relevant information, exercise critical judgement and communicate effectively both orally and in writing.
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.
- An extensive range of teaching and learning resources will be provided to encourage further self-directed learning, peer discussion and review. Face to face seminars, small group work and lectures will be integral to the programme.
- The assessment strategy provides opportunity for students to engage in a range of assessments which demonstrate a critical depth of theoretical understanding at SCQF levels 10 and 11 and its application to the delivery of optimum 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 practice 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/postgraduate/how-to-apply
Programme structure: http://www.calendar.stir.ac.uk/
Relevant Subject Benchmark statement (if applicable):
http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx
Scottish Credit and Qualifications Framework: http://www.scqf.org.uk/The%20Framework/
Introduction/revision date: