Programme Specification ARO 034a

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities provided.

This document is published on the University website and will be a publicly available record of the named programme.

The information contained in this form should be included in the Programme Handbook, either as presented below or in a format determined by the Faculty.

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td></td>
</tr>
<tr>
<td>Programme Name</td>
<td>Early Years Practice (Health Visiting)</td>
</tr>
<tr>
<td>Award</td>
<td>e.g. BSc (Hons), MA etc. MSc</td>
</tr>
<tr>
<td>Faculty</td>
<td>Health Sciences and Sport</td>
</tr>
<tr>
<td>Division (if applicable)</td>
<td></td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td></td>
</tr>
<tr>
<td>Programme Code</td>
<td></td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time ☒ Part Time ☒ (if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK ☐ International ☐ Where: Online ☒ Blended ☒</td>
</tr>
<tr>
<td>Admission Points</td>
<td>September ☐ January ☒ Other (if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
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<tr>
<td>Length of Programme</td>
<td>One Year Fulltime and Two Years Part-time to exit with PGDip and an additional year part time to complete the dissertation</td>
</tr>
<tr>
<td>SCQF Level</td>
<td>11</td>
</tr>
<tr>
<td>Total Credit Value</td>
<td>180</td>
</tr>
<tr>
<td>ECTS Credit Value</td>
<td></td>
</tr>
<tr>
<td>Relevant QAA Subject Benchmark</td>
<td></td>
</tr>
<tr>
<td>Professional Body Accreditation (all relevant accreditations to be listed)</td>
<td>Name of accrediting body: NMC Required for programme: Yes (delete as appropriate) Date of Accreditation: 26 / 11 / 2014 Date of Renewal: XX / XX / 2020</td>
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</tbody>
</table>
Section 2 Overview

PROGRAMME SUMMARY

A comprehensive summary of the programme.
This one year full-time, or two year part-time course will provide you, as a registered nurse or midwife on Part 1 or Part 2 on the Nursing and Midwifery Council (NMC) register, with the opportunity to influence the health and social care provision of children and families. The course will equip you with the higher level knowledge and skills to deliver safe and best practice in the role of Health Visitor as defined in the NMC Standards of Proficiency for Specialist Community Public Health Nurses (NMC, 2004).

The development and delivery of the course is supported by a multi-disciplinary collaboration with our NHS Health Board and Local Authority partners. This reflects the growing priorities that have been identified to provide an improved and more responsible level of care to support, protect and improve the health and wellbeing of children, young people and their families.

You will be taught by a group of world-leading academics and your experience is enhanced by working in collaboration with other faculties and researchers. The course features an equal split of theory and practice to ensure you can put everything you learn straight to work in a professional setting.

The course includes six core modules specifically designed to enhance your knowledge and expertise in the care of children, young people and their families. On successful completion of these modules you can exit with a Postgraduate Diploma and professional registration as a Specialist Community Public Health Nurse—Health Visiting on Part 3 of the NMC Register. If you want to gain the award of Masters/MSc, you’ll be required to complete the dissertation module.

Key Features of the Programme (including what makes it distinctive)
A unique feature of our course is the provision of master classes delivered by expert and key note speakers. You will also benefit from a varied approach to teaching that includes online guided study, traditional face-to-face lectures, group-work, podcasts and experiential learning. Support and guidance is on hand from your personal tutor, as well as your supervising practice teacher.

PROGRAMME AIMS

Overarching Programme Aims
The attainment of the programme aims are underpinned by the achievement of the ten key principles of public health practice in the context of Community Public Health Nursing and Standards of Proficiency, as articulated within the four domains of the standards (NMC 2004).

On successful completion of this programme, you should be able to:

1. Search for health needs
2. Stimulation of awareness of health needs
3. Influence on policies affecting health
4. Facilitation of health enhancing activities
WHAT WILL I BE EXPECTED TO ACHIEVE?

Detailed Learning Outcomes
On successful completion of this programme, you should be able to:

Knowledge and Understanding:
1. Demonstrate advanced knowledge and skills within the changing context of public health
2. Apply a detailed knowledge, skills and competence that are a pre-requisite for future health visiting practice roles and responsibilities
3. Apply a critical understanding and skills to work collaboratively with multi-disciplinary teams and communities to promote, support and protect children’s health and wellbeing
4. Demonstrate advanced knowledge and skills in original and creative responses to challenging/complex situations and make informed decisions/judgements.
5. Define and conceptualise the current health and social care legislative and policy landscape

Intellectual, Practical and Transferable Skills and other graduate attributes:
1. Develop skills that will enable and further support personal and professional development through lifelong learning.
2. Demonstrate personal organisation, planning and evaluation skills,
3. Manage your own learning, reflect on it critically and seek and use constructive feedback.
4. Demonstrate the ability to use a range of advanced and specialized skills in the surveillance and assessment of children and families health and wellbeing.
5. Plan, deliver and evaluate interventions to improve the health and wellbeing of children and their families.
6. Develop, implement, evaluate and improve practice on the basis of research, evidence and evaluation

Values and Attitudes:
1. Caring and compassionate
2. Non-judgemental
3. Person and child centred
4. Positive regard for others (human valuing)
5. Reflective
6. Is salutogenic (health creating) which involved being proactive, identifying and building strengths and solution focused

HOW WILL I LEARN?

Outline of the teaching methods and approach to be used on the programme.

The course takes a blended approach to learning, with content supported by web-based materials, including podcasts and discussion forums. In addition to e-learning, students will attend face-to-face seminars, small-group work and lectures. A unique feature of the course is the provision of masterclasses. These classes are delivered by keynote speakers recognised for their expertise in the field of child health and wellbeing.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Outline of the assessment methods and approach to be used on the programme.

Assessment and Assessment Criteria
A combination of assessment methods will be used across the modules of the course reflecting the Scottish Credit and Qualifications Framework (SCQF) level of the course of study. Assessment methods can include: essays, examinations, observations of practice
Feedback on Assessment
You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here; http://www.stir.ac.uk/academicpolicy/handbook/assessment/

Assessment Regulations
Highlight any exceptions to the assessment regulations for this programme
n/a

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at:
Undergraduate
Postgraduate – Taught
Postgraduate - Research

WHAT WILL I STUDY?
Outline Programme Structure
The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.
- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below
- For year 1 and 2 where “Any Module” is used it means that you can choose from all modules available to the year group and you can see the full list by following these links:

Undergraduate
Postgraduate

Fulltime Route
Year 1
Total year 1 credit value = 120
Compulsory credits = 120
Option credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIRFEC</td>
<td>EYPP01</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Principles and Practice of Child and Family Health and Wellbeing</td>
<td>EYPP02</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Understanding Children’s Experiences: Assessment and Decision Making</td>
<td>ASPG02</td>
<td>20</td>
<td>Summer</td>
<td>11</td>
</tr>
<tr>
<td>Improving Outcomes for Children and Young People</td>
<td>ASPG03</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Contemporary Leadership in Practice</td>
<td>EYPP03</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Health Visiting in Practice</td>
<td>NURU236</td>
<td>10</td>
<td>Spring/Summer/Autumn</td>
<td>10</td>
</tr>
</tbody>
</table>
### Year 2

Total year 1 credit value = 120  
Compulsory credits = 60  
Optional credits = 0

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Research Dissertation</td>
<td>EYPP10</td>
<td>60</td>
<td>Spring/Summer/Autumn</td>
<td>11</td>
</tr>
</tbody>
</table>

### Part-time Route

**Year 1**

Total year 1 credit value = 60  
Compulsory credits = 60  
Optional credits = 0

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
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<th>SCQF Level</th>
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<td>NURU237</td>
<td>20</td>
<td>Spring/Summer/Autumn</td>
<td>10</td>
</tr>
</tbody>
</table>

### Year 2

Total year 1 credit value = 60  
Compulsory credits = 60  
Optional credits = 0

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<td>NURU237</td>
<td>20</td>
<td>Spring/Summer/Autumn</td>
<td>10</td>
</tr>
</tbody>
</table>

### Year 3

Total year 1 credit value = 120  
Compulsory credits = 60  
Optional credits = 0

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
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<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<td>EYPP10</td>
<td>60</td>
<td>Spring/Summer/Autumn</td>
<td>11</td>
</tr>
</tbody>
</table>
READING LIST

Required and Recommended Reading for the Programme:


Section 3 Student Support [PLEASE UPDATE AS NEEDED FOR THE STUDENT COHORT]

SUPPORT FOR STUDENT LEARNING

Induction
You will receive an induction during the first days of your programme. This includes a range of social events, information sessions and activities to help you orientate yourself at Stirling and access the services available to you. These are opportunities to meet staff and other students from across the university, in the Faculty and on the programme.

Study Skills Support
Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

What SLS are able to do:

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/

STEER
STEER is a University-wide peer support scheme linking in returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.
The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: https://www.stirlingstudentsunion.com/representation/studentsupport/steer/

**Stirling Graduate School**
For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/

**Academic and Pastoral Support**

**Adviser of Studies:** Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: http://www.stir.ac.uk/registry/advisers/

**Personal Tutor:** The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: http://www.stir.ac.uk/tse/personal-tutor/

**Support and Wellbeing:** At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: http://www.stir.ac.uk/campus-life/support-and-wellbeing/

**Student Union:** you can also access support through the Students’ Union, more information can be found here: https://www.stirlingstudentsunion.com/representation/studentsupport/

**Accessibility and Inclusion (A&I)**
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/

**Learning Resources**
You can find out more about the resources available to support your learning here: http://www.stir.ac.uk/campus-life/learning-support/

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**Section 4 Programme Evaluation and Enhancement**

**METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

**Module Evaluation**
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/
Programme Review
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/

External Examiner(s) (To be added following Stage 2 approval)
Name of External Examiner: Amanda Drye
Institution: Anglia Ruskin University
Please add as required.

Section 5 My Future

WHAT KIND OF CAREER MIGHT I GO ON TO?
What career avenues does this qualification open up to the student?

Our MSc/PgDip in Early Years Practice (Health Visiting) is a Nursing and Midwifery Council approved and accredited health visitor course. After completing it, you'll be eligible for employment as a qualified Health Visitor or Specialist Community Public Health Nurse. You'll have advanced knowledge and skills in public health, leadership and assessment and decision making. Career opportunities can include advanced specialist practice, leadership and academic roles.

How does this programme facilitate your development of the Graduate Attributes?

Connected
Communication and teamwork
Innovative
Analytical thinking
Research
Transformative
Leadership
Decision making

WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?
N/A

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?
You will complete a work-based “Health Visiting in Practice” module which spans the entire duration of your studies. You will be assessed throughout it by a Practice Teacher who determines your eligibility for part-3 NMC registration. Health Visiting in Practice is designed in collaboration with practice partners via a working group of practice teachers, lead nurses and practice education facilitators from the NHS.

WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?
What programmes of study could the student go on to after successfully completing this one?
Clinical Doctorate
PhD
**WHAT OTHER INFORMATION DO I NEED TO KNOW?**

Information that should be displayed at module registration and/or on the Degree Programme Table webpages to help students understand any programme specific requirements or agreed exceptions to regulations. This could also include useful information that will enable a student to decide to take this programme, prepare for the programme, or that will be useful to them on completion of the programme e.g. professional recognition/accreditations etc.

This course leads to both an academic award and a professional qualification. It’s made up of 50% practice learning and 50% theory which are equally distributed across the course as prescribed by the Nursing and Midwifery Council (NMC). The course length is 52 weeks full-time and 104 weeks part-time.

The course includes six core modules specifically designed to enhance your knowledge and expertise in the care of children, young people and their families. On successful completion of these modules you can exit with a Postgraduate Diploma and professional registration as a Specialist Community Public Health Nurse-Health Visiting on Part 3 of the NMC Register. If you want to gain the award of Masters/MSc, you’ll be required to complete the dissertation module.

**Section 6 Admissions**

**HOW DO I ENTER THE PROGRAMME?**

**Admissions Criteria**

To gain entry to the MSc/PGDip Early Years Practice (Health Visiting), you must meet the following requirements:

- Valid registration as a nurse or midwife on either parts 1 or 2 of the NMC professional register
- The ability to study at degree level (minimum academic level SCQF Level 9) (NMC 2004; Standard 5)
- Demonstrate knowledge, skills and competence beyond your initial NMC registration, i.e. normally two years’ post registration experience as a registered nurse or midwife-however, other relevant professional experience can be considered.

Before you apply you will need agreement from a Health Board that they can provide a practice placement and access to a practice teacher who can supervise and assess your practice learning throughout the course. To support this process, the University of Stirling and partner Health Boards/Local Authorities will hold joint interviews for both the University selection process and Health Board provision of practice placements and supervising practice teachers. There can be secondment opportunities.

In Scotland, Practice Teachers are currently supplied by NHS Health Boards and local authority partners – who have advised that they are only able to provide this support to students that are fully seconded by a Health Board. As a result, we’re not in a position to recruit any independent students.

To apply for a trainee health visitor post, applicants are encouraged to visit the recruitment pages of the NHS SHOW website for Health Board and the MyjobScotland website for Local Authority Student Health Visitor adverts.