

## Module specification

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Module Code	NHS7F5
Module Title	Improving health outcomes through health visiting
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100295
Cost Code	GANG

### Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Postgraduate Diploma in Specialist Community Public Health Nursing (Health Visiting)	Core
*Standalone module aligned to PG Dip Specialist Community Public Health Nursing (Health Visiting)	Option

\*Credit is awarded for a standalone module. As a standalone module it is not eligible for a WU exit award or registration with the NMC.

### Pre-requisites

Students on the **PGDip SCPHN (Health Visiting)** will have met the entry requirements for admission to and be enrolled on the programme.

**Standalone module:** This module may be taken as a Welsh funded CPD module with written employer support. Students will be registered nurses (level one) or midwives and be working within a Welsh SCPHN health visiting service.

### Breakdown of module hours

Learning and teaching hours	40hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>40 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	160 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	07/11/2024
With effect from date	06/01/2025
Date and details of revision	
Version number	1

## Module aims

This module aims to support students to develop an in-depth understanding of the factors influencing human growth and development, including the application of genomics. It will build their ability to work in partnership with families, carers and other professionals, using and evaluating approaches to public health, health promotion, prevention and early intervention in health visiting. Throughout the module students will draw on national public health frameworks to deliver developmental assessment and the early identification of atypical development, ill health or disability.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Systematically apply advancing knowledge of biopsychosocial development and identity across the life course to the delivery of health visiting assessment and practice for children, parents and families (SPSCPHN A3, D2, D4, D7, D9, D13, E1, CHV1, DHV1, DHV2)
2	Critically evaluate the impact of evidence, legislation and policy in providing a framework to support equitable and positive health outcomes for infants, parents and families (SPSCPHN A4, A5, B1, B2, B3, B5, B8, B9, C1, D3, D14)
3	Work in partnership to systematically communicate, plan and justify health promotion and early health visiting interventions that empower and support children, parents and families (SPSCPHN A6, A11, C5, C6, C7, C8, C10, D5, D6, D9, DHV9, E2, F5, F8, CHV2, CHV4, DHV3, DHV4, DHV5, DHV6, DHV10, DHV13, DHV14, EHV1, EHV3, FHV1, FHV5, FHV6)
4	Critically evaluate family access to culturally sensitive support networks, health visiting and inter agency interventions for children, parents and families including where there is atypical development and/or disability and/or other life changing and vulnerable circumstances (A8, A9, A10, C4, C11, D10, F7, CHV3, CHV5, CHV6, CHV7, CHV8, DHV9, DHV11, DHV12, DHV16, FHV4)

## Assessment

Indicative Assessment Tasks:

*This section outlines the type of assessment task the student will be expected to complete. More details will be made available in the relevant academic year module handbook.*

### Formative Assessment:

Students will present a health visiting assessment with a plan for an aspect of health improvement. Presentations will be made to a facilitated peer group with collective formative feedback

### Summative Assessment:

**Assessment 1:** Written case study (4000 words).

The case study will be based on a health visiting assessment and planned interventions aimed at improving health for a family or group of families within a health visiting caseload. The chosen case study should enable all module learning outcomes to be met.



Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Written Assignment	100%

## Derogations

The student must pass all assessment elements in order to pass the module. No compensation is allowed.

## Additional Requirements

All students must abide by “The Code” (NMC, 2018) including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

## Learning and Teaching Strategies

The module will be delivered via a ‘blended learning, flipped classroom’ approach. On campus learning and teaching will comprise 50% of the total contact hours with the other 50% using synchronous and asynchronous learning activity. Supervised asynchronous learning will include the delivery of recorded lectures, the use of parents and children’s stories and digital storytelling, discussion forums, quizzes, group tasks, workbooks and key readings. Synchronous online learning is used for live lectures, discussion, live group tasks and reflective or debriefing activity. On campus activities will be focused on enquiry-based learning using case studies, seminars and peer presentations. Specialist practitioners and interagency experts will also inform the student’s learning either through the virtual learning environment or within the classroom.

## Indicative Syllabus Outline

- Biopsychosocial, emotional and moral human development and genomics. Impact on the life course
- Health visiting assessment, surveillance and use of validated tools
- Strengths based health promotion and prevention.
- Health literacy
- Normal and atypical human development and genomics
- Infection control, immunisation programmes.
- Developmental programmes and assessment. Childhood measurement
- Speech and language development
- Childhood ailments, illness and/or disability
- Infant feeding and nutrition. Breast feeding promotion, support and the UNICEF breast feeding initiative
- Promoting family safety
- Parenting and family relationships.
- Contraception
- Ante natal care.



- Perinatal and family mental health
- Social prescribing

## **Indicative Bibliography:**

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Please note the essential reads and other indicative reading are subject to annual review and update.

### **Essential Reads**

Thomas, A. and Lewis, A. (2023), *Child development from birth to 8 years. An interdisciplinary approach*. London: SAGE.

### **Other indicative reading**

Holland, A et al (2022), *Fundamentals for public health practice*. London: SAGE.

Sharma, A. and Cockerill, H. (2022), *Mary Sheridan's from Birth to Five years. Children's developmental progress*. 5th edition.