



Module Specification

Promoting Health in the Early Years

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	5
Part 5: Contributes towards	6

Part 1: Information

Module title: Promoting Health in the Early Years

Module code: UZVRWQ-20-M

Level: Level 7

For implementation from: 2024-25

UWE credit rating: 20

ECTS credit rating: 10

College: College of Health, Science & Society

School: CHSS School of Health and Social Wellbeing

Partner institutions: None

Field: Health, Community and Policy Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The module focuses on the early years and infant and child development from pre-birth to 5 years.

This is a core module to the Health Visiting field of practice of the SCPHN Programme.

Features: Not applicable

Educational aims: Science demonstrates that life is a story for which the beginning sets the tone. This makes the early years of childhood a time of great opportunity, but also great risk. Children's brains are built, moment by moment, as they interact with their environments. The quality of a child's early experiences makes a critical difference as their brains develop, impacting on foundations for learning, health and behaviour throughout life.

To equip and enable post-graduate learners to take a lead role in early identification and intervention through theory practice integration; focusing on pre-birth and the first five years of life. The overall purpose being to improve health and social outcomes and reduce health inequalities through the life span, starting from the crucial early years.

Integrated into the above are the Sustainable Development Goal (SDG) 3 of Good Health and Wellbeing and 10, Reduced Inequalities.

For SCPHN students the module supports achieving the NMC (Nursing and Midwifery Council) Standards of Proficiency for Specialist Community Public Health Nurses (2022). This enables entry to the third part of the NMC register.

This also includes SCPHN's who wish to change their field of practice to Health Visiting.

Outline syllabus: The module typically includes:

Neuroscience, genomics and early brain development beginning in pregnancy and following through the first 5 years of life.

Transition to parenthood including support to parents and carers.

Promotion of infant mental and emotional health.

Understanding attachment and development in the early years.

Adverse childhood experiences and the impact on the infants physical and emotional development using theoretical underpinning.

Trauma Informed approaches (builds on underpinning practice module).

Integrated throughout are critical discussions around child health, wellbeing and development.

This module has clear links with the Specialist Practice in Health Visiting module.

Part 3: Teaching and learning methods

Teaching and learning methods: This module engages with a mixed methods learning approach that offers flexibility and encourages a universal design for learning approach to accommodate all learners needs and abilities.

This includes face to face contact hours as well as virtual learning and will incorporate teacher led and learner led activities. Further directed and self-directed study will be set on the university digital platform.

The online format will mirror the face-to-face contact in terms of structure and integrate shared learning activities. All lectures presented face to face will be available as recordings post sessions and all materials uploaded to the university digital platform.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrates specialist knowledge of early emotional health and wellbeing in order to assess, plan and implement interventions that promote positive outcomes

MO2 Apply specialist knowledge and understanding of infant and child anatomy, physiology, genetics, genomics and development when undertaking programmed health assessment and developmental reviews

MO3 Critically analyse and evaluate child developmental theories including the early years and the short and longer term impact of adverse childhood experiences on the infant, child and family outcomes

MO4 Critically appraise the determinants of health in relation to pre-birth, the early years and vulnerable children

Hours to be allocated: 200

Contact hours:

Independent study/self-guided study = 152 hours

Face-to-face learning = 48 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/715C836D-E749-62E7-BDBE-F237567CD45B.html?lang=en) via the following link <https://rl.talis.com/3/uwe/lists/715C836D-E749-62E7-BDBE-F237567CD45B.html?lang=en>

Part 4: Assessment

Assessment strategy: Presentation - 15 minutes in length followed by 10 minutes of questions.

Learners are required to prepare and deliver an individual presentation, which will demonstrate their learning and ability to critically analyse key areas outlined in the learning outcomes.

A formative aspect of assessment will be incorporated by providing individual feedback on plans. Content will be assessed for originality, accuracy and clarity. Presentation skills will also be assessed for clarity and effectiveness.

The learning and feedback for this assessment will feed forward into the presentation assessment for the Collaborative and Compassionate leadership in Public Health module on the programme.

Assessment tasks:

Presentation (First Sit)

Description: 15-minute presentation followed by 10 mins of questions (25 mins total)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: 15-minute presentation followed by 10 mins of questions (25 mins total)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Specialist Community Public Health Nursing (Health Visiting) [Glenside] MSc 2024-25