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Health Education England

Lifelong Learning in Health Visiting

Your 3 step guide to personalising your Continuing Professional Development (CPD)

A photograph of two women in a professional setting. The woman on the left is smiling and holding a white mug and a clipboard. The woman on the right is seen from the back, looking at the first woman. A red-bordered box is overlaid on the image, containing text.

Updated for new NMC
Revalidation requirements

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Excellence in Practice

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This is an updated version of the original document first published in January 2015. Changes have been introduced in order to align the information with the requirements of NMC Revalidation, so as to support practitioners undertaking CPD to underpin renewal of their registration.

Introduction

The health visiting profession has evolved; the workforce is now increasingly diverse in their professional background, skills and knowledge since the unprecedented recent expansion.

Practitioners' journeys into practice now vary as widely as do their lengths of experience and associated skillsets. Additionally, the national service model in England (NHS England, 2014) offers health visitors renewed autonomy and authority in working with children, families and communities.

The requirement is now greater than ever to maintain professional momentum and lead innovative public

health practice through a personalised approach to continuing professional development (CPD) to address health visitors' multiplicity of learning needs. Revalidation will replace Prep and the current requirements for CPD for renewing professional registration with the Nursing and Midwifery Council (NMC) from April 2016. More information is available at: bit.ly/1EsTZ6w

About this guide

This guide has been written to support you to remain at the leading edge of the profession, refreshing and enhancing your capabilities through a lifelong approach to practice. Evidencing your continued fitness to practise (through updated knowledge and skills) is a core aim of the new NMC Revalidation model. The information in this guide has been updated and revised in order to include reference to the new NMC Revalidation requirements for CPD, which is accompanied by the newly refreshed and strengthened NMC Code: Professional standards of practice and behaviour (2015).

You will find it helpful to use this guide in conjunction with the following publications and sources of information:

- **iHV Professional Guidance – Getting ready for Revalidation** which underlines the background to the change to the NMC renewal process and its significance for health visitors;
- **iHV Route to Revalidation handbook** which underlines how to meet the NMC requirements for Revalidation with specific examples for health visitors;
- **iHV National Standards Frameworks for Continuing Professional Development for Health Visitors** which outlines the expected knowledge, skills and attitudes to underpin contemporary practice priorities;
- **iHV online CPD Directory** which highlights a wide range of formal and informal professional development opportunities for health visitors available at: www.ihv.org.uk.

Newly qualified health visitors and those newly returned to practice will find further information on professional development through induction and preceptorship in the **iHV National Induction Framework and iHV National Preceptorship Framework for Health Visiting** available at: www.ihv.org.uk.

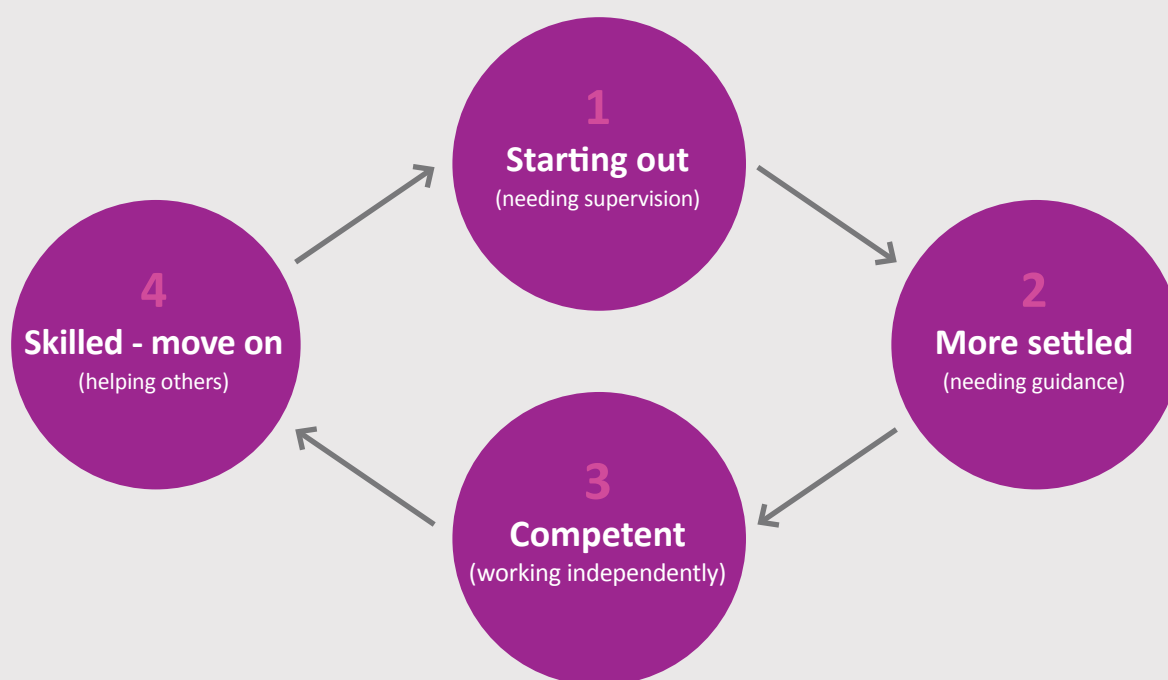
Lifelong learning

Lifelong learning can be viewed as a perpetual circle

The purpose of NMC Revalidation is to improve public protection by making sure that nurses and midwives continue to practise safely and effectively throughout their career (see bit.ly/1EsTZ6w).

“Nurses and midwives (and health visitors) should stay up to date in their professional practice. They need to develop new skills, keep informed on standards and understand the changing needs of the public they serve and fellow healthcare professionals with whom they work” (NMC, 2015).

Figure 1: An Illustration of Lifelong Learning – adapted from Kolb (1984)



Throughout your health visiting career you will need to revisit different areas of practice as new evidence emerges, new service specifications are written, or as you progress in your career and your role and associated responsibilities change. Your position within the learning cycle will change to adapt and accommodate these new situations.

Some of the updated learning will be provided for you, through professional development activity provided for you by your employing organisation. However, some of the learning will be individual to you - and you will need to take steps to ensure that you personalise your continuing professional development activity, so that it meets your needs and keeps you safe and effective in your health visiting practice.

Remember:

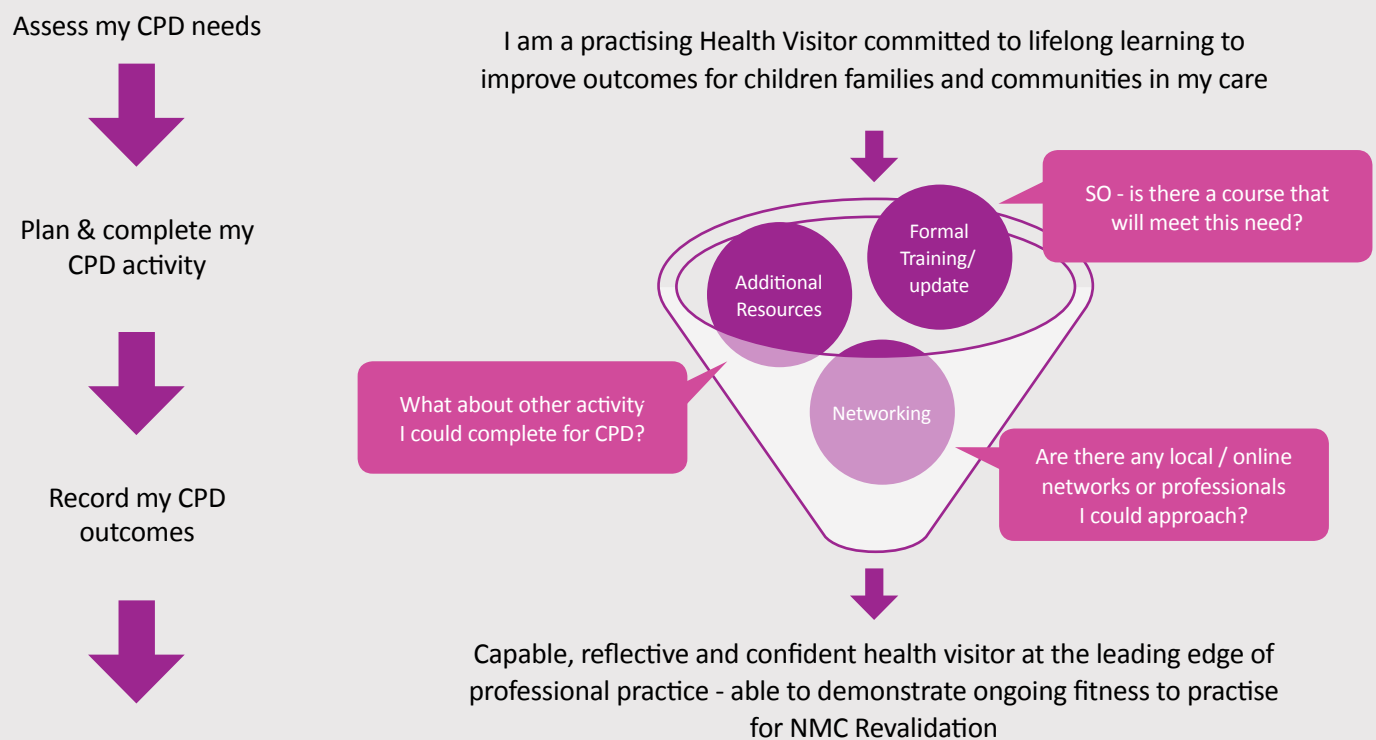
Children, families and communities will receive the highest quality care, designed to improve their health and wellbeing and redress health inequalities when you continue to grow and develop professionally and stay ahead in your practice.

Your lifelong learning - personalising your continuing professional development

This guide will help you to:-

- Assess your own personal and professional development needs - to ensure that knowledge and skills are up-to-date to support safe and effective health visiting practice (in line with Revalidation);
- Plan and complete appropriate and evidence-based professional development activity - to meet at the very least the minimum required CPD hours necessary for Revalidation;
- Record your continuing development using a Personal Professional Profile (PPP) - ensuring that you continuously reflect upon your learning and collect evidence to support Revalidation.

Figure 2: Lifelong learning – 3 steps to personalising your continuing professional development



What must I do for my continuing professional development?

You should ensure that your personalised continuing professional development exceeds the NMC Revalidation requirement for CPD hours in order to assure your continued registration.

Current Prep requirements for renewing registration with the NMC will be replaced with the new Revalidation model during 2016. The first registrants to be affected are those with renewal dates from April 2016. The Revalidation process is required to be completed online. The requirements are outlined below.

Table 1 – NMC Revalidation Requirements (October 2015)

	450 practice hours completed
	35 hours CPD recorded (including 20 hours participatory learning)*
	5 pieces of practice-related feedback*
	5 pieces of written reflection*
	Professional development discussion*
	Confirmation by third party
	Health and character declaration
	Professional indemnity arrangements in place
	Renewal fee paid
*linked to the Code (NMC, 2015)	Refer to bit.ly/1EsTZ6w for latest Revalidation model prior to submitting an application for Revalidation.



Who is responsible for my continuing professional development?

Your employer should provide a core programme offering support for your professional development.

The programme will support delivery of the service specification, with a focus on evidence-based assessments and interventions and multi-agency learning, leadership and supervision. These requirements are outlined in the National Service Specification for Health Visiting in England (NHS England, 2014). For more information on employer roles and contribution to the Revalidation process see our Route to Revalidation handbook at www.ihv.org.uk

As an NMC registered practitioner you are accountable for your practice and behaviour.

The Code (NMC, 2015) paragraph 6.2 clearly states that you must “maintain the knowledge and skills you need for safe and effective practice”. Therefore it is your responsibility to ‘top up’ the professional development programme offered to you through employment with independent activity planned and completed by you, in order to meet your personal continuing professional development needs.

What constitutes continuing professional development?

Personalising your professional development activity will involve much more than just looking for additional formal training courses and updates to undertake. Some of the most valuable activity will be work-based learning activity that draws upon your learning from opportunities in your current practice within health visiting. These are often the easiest activities to access, e.g. spending time in the observation of your health visiting colleagues and early years partners unlocks wide possibilities for your personal professional development. Consider also how the virtual learning environment provides other low cost and easy to access CPD activities, through participation in online professional forums and discussion groups relevant to health visiting practice to individual literature searches and reading.

See our online CPD Directory at www.ihv.org.uk for ideas of activities you could undertake in our Informal CPD Opportunities category. These have been collated and listed under each of our current subject areas.

Remember:

Your CPD should include a mix of ‘participatory’ and ‘individual’ learning activities in order to meet Revalidation requirements. Participatory learning is that which requires a high degree of personal interaction with one or more people in the course of the activity. The NMC suggests practitioners are in the best position to assess the type of learning activity they have completed. Our members-only **Route to Revalidation handbook** lists examples of each type of activity relevant to health visiting.

Table 2: Range of Potential Personal and Professional Learning Activities

Work-based learning	Informal learning	Formal learning
In-service training events	Journal reviews	Lectures/ short courses
Case studies/ critical event analysis	Online literature searches	Accredited courses or further education
Reflection on learning	Online forum membership and discussions	Online e-learning packages
Reflection on feedback from colleagues, patients, carers and service users	Accessing websites e.g. iHV	Webinars
Clinical Audit activity	Receiving web alerts e.g. ChiMAT, NICE, DH.	Writing for journals
Receiving coaching / mentoring/ supervision	Membership of special interest forums and networks	Research activity
Peer review	Membership of e-communities of practice	Attending professional conferences
Working groups or project work	Networking at events	
Journal clubs	Reading reports e.g. Serious Case Reviews Other learning to support professional practice i.e. IT Skills workshops	
Action Learning set activity		
Mentoring/ teaching		
Professional update meetings		
Shadowing other professionals / visiting other agencies e.g. key partners in early years practice or specialists in child health		

See also iHV Route to Revalidation handbook at www.ihv.org.uk - for suggestions of what constitutes Participatory and Individual learning to meet Revalidation requirements.

Refer to iHV Online CPD Directory for more CPD opportunities and resources at www.ihv.org.uk

The three easy steps to personalising your continuing professional development



Step 1

Self-assessment of your personal continuing professional development learning needs
to meet the NMC Revalidation requirement for CPD hours



Step 2

Planning and completing your personal continuing professional development activity
to include at least 20 hours of “participatory” learning



Step 3

Recording your personal continuing professional development outcomes
in a Personal Professional Profile (PPP)
and linking these to the new NMC Code (2015) with relevant evidence
that relates to the activity

Step 1

Self-assessment of your personal continuing professional development learning needs

The starting point of personalised professional development activity should be a realistic assessment of what you need to learn, update or enhance in order to deliver the refreshed health visiting service. Review the specification, early years profiles or other key documents underpinning your health visiting service. Isolate specific aspects of practice and consider the questions below:

- What are my strengths in practice in terms of knowledge, skills and experience?
- What is new or different that I need to learn or what feedback have I received on my practice?
- Am I clear on the benefit of developing my knowledge and skills further for practice and the potential impact on children, families and communities?
- Where are the opportunities for learning in practice and how can I exploit these?
- What are the barriers to me achieving my learning and how can I overcome these?
- How many hours of continuing professional development have I logged in order to support my next Revalidation application?

Ask yourself: What do I need to learn or update? And why? What further knowledge or skills do I need to learn to improve the lives of children, families and communities?

Now complete the self-assessment template included in Appendix A

Step 2

Planning and completing your personal continuing professional development activity

A Personal Development Plan (PDP) will shape your learning activities to support your learning needs whilst setting realistic but effective timescales. The following questions will help you consider how to move forward with the learning needs you identified in your self-assessment activity.

- What opportunities are provided for me by my employer?
- What other opportunities are there / what else can I undertake to support my personal and professional development in this area?
- What outcome/s am I seeking through this activity?
- Does the activity represent 'individual' learning (which tend to be self-directed or solitary development activity) or does it constitute 'participatory' learning (which requires interaction with others) in line with Revalidation requirements?
- Whose support, cooperation or agreement do I need in order to complete my activity?
- What is a reasonable timescale?

Ask yourself: What experiences or learning opportunities can I plan to improve or extend my practice? How will this impact or improve the lives of children, families and communities?

Now complete the personal development plan (PDP) template included in Appendix B

Step 3

Recording your personal continuing professional development outcomes

The focus of any personalised continuing professional development activity should be on the outcome rather than the input or activity itself. Therefore you should consider how your learning will influence your future practice as a health visitor; and how it will impact upon the children, families and communities in your care. Your learning outcomes and changes to your practice are the significant information that should be recorded within your personal professional profile (PPP). You will also need to evidence how this learning activity links to and demonstrates your compliance with the NMC Code (2015) to support your future Revalidation.

Ask yourself: What did I get out of this experience? How can I use this to improve the care I offer and improve outcomes for children, families and the community? How does this learning activity link to and demonstrate my compliance with the NMC Code (2015) to support my Revalidation? What evidence is there that I completed the activity?

As part of the Revalidation requirements you will be obliged to keep an accurate record of:

- CPD method e.g. face to face, online, independent etc
- Description of the topic and how it relates to your practice
- Date and number of hours - whether the hours were individually completed or participatory alongside others
- Relevance of the CPD activity to the Code (NMC, 2015) - see below
- Evidence that CPD has taken place - make a note of any evidence you have

Now complete the CPD learning record included in Appendix C

Your new NMC Code (2015)

Figure 3: The four themes of the Code (NMC, 2015)



In effect from 31 March 2015, this new Code is a sign of the evolution of nursing practice and professionalism. The new standards are founded upon four themes underpinning practice and behaviour. When joining the register for the first time as a health visitor, or when renewing your registration thereafter, as an NMC registrant you commit to upholding these standards. For Revalidation your CPD activity should be aligned to the 4 themes, in order to evidence how you are maintaining and developing safe and effective health visiting practice.

Your Personal Professional Profile (PPP)

A Personal Professional Profile (PPP) is a record of your personalised professional development activity.

This can be a hard or electronic copy. Your PPP should contain a record of your learning and other types of documentation that demonstrates evidence of your personal and professional development activity. Just as your CPD activity should demonstrate a commitment to lifelong learning across the 'lifecourse' of your career, your PPP should be the collation of and reflection upon a wide range of evidence that demonstrates compliance with the NMC Code (2015) through excellence in health visiting practice; that which has been accrued over the whole renewal period, not just a short interval prior to your Revalidation application. See Table 3 for suggestions on what to include in your PPP.

Table 3 – Potential content of a Personal Professional Profile (October 2015)

Practice Hours Section*	Record your practice activity over 3 years since last renewal (including your contract or timesheets etc).
CPD log*	As well as formal training activity remember to include reading and research, virtual learning activity and discussions, shadowing, mentoring and supervision, and visits to other agencies and departments. Entries should be supported by an explanation of how each activity has impacted upon or influenced your practice and how this demonstrates or supports your compliance with the Code (NMC, 2015).
Practice-related feedback*	Collect evidence of feedback (formal or informal, verbal or written) but ensure that all 'patient identifiable' data is removed prior to storing. Reflect on the significance of the feedback – what does it say about you as a health visitor or your practice in line with the Code (NMC, 2015).
Examples of work undertaken	<p>You may wish to keep evidence of work undertaken e.g.</p> <ul style="list-style-type: none"> ■ Records of meetings and forums, conferences and community of practice events to which you contributed ■ Project reports e.g. BCC projects you supported ■ Papers published in journals etc ■ Tools and resources you have developed to support innovative practice
Evidence of prescribing	Include a prescribing log, reflections upon prescribing activity undertaken or prescribing updates attended.
Written reflections*	You need to put forward 5 of your written reflections as part of your Revalidation. These should include reference to the Code (NMC, 2015) to demonstrate how your practice reflects the standards therein.
Certificates, letters and sign off*	<p>Keep a copy of any relevant paperwork, such as certificates, letters in relation to work e.g. professional indemnity schedules etc within your profile for safe keeping.</p> <p>You are advised to keep a copy of the Revalidation Professional Development Discussion sign off and Revalidation Third Party Confirmation sign off in your profile.</p>

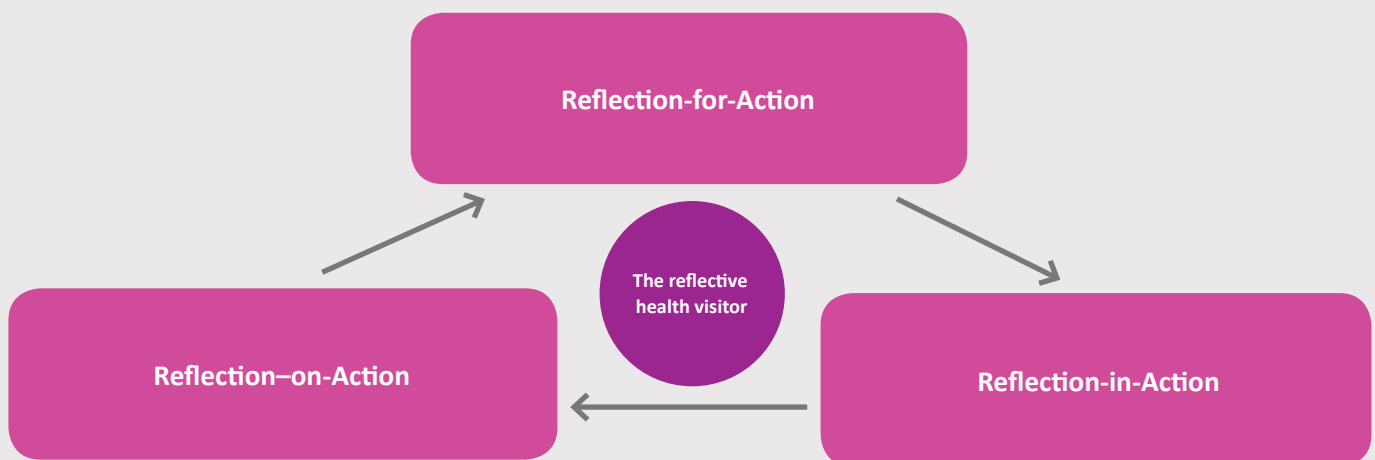
***These elements are mandatory for Revalidation**

Your reflective practice

As a reflective practitioner you explore how you use the knowledge, skills and experience gained in your day to day health visiting practice and how this supports and informs your personal and professional development. Your learning is inextricably linked to your actions as a health visitor and evidence and theory are more fully embedded in practice.

Written reflection is a mandatory part of the NMC Revalidation process. You will be required to provide 5 pieces of written reflection on practice-related feedback or your CPD activity and discuss these reflections with an NMC registered colleague.

Figure 4: A combination of the types of reflective practice (Schon 1973; 1983; 1987 and Killion & Todnem 1991)



Some of the writing on reflection highlights three types of reflective practice, which can be undertaken in isolation or in a combination of one or more. These are shown above – see Figure 3.

- **Reflection-for-Action:** requires you to review what you need to accomplish for your future practice, e.g. what are your CPD needs in line with the evolution of the profession and the current evidence around core areas relevant to health visiting practice, such as infant mental health?
- **Reflection-in-Action:** requires you to reflect whilst engaged in an activity, such as professional development activity, e.g. thinking about the implication of key learning points from CPD you are engaged in for your professional practice; how does what you are learning align with the themes of the NMC Code.
- **Reflection-on-Action:** requires you to look back upon what you have accomplished, e.g. reviewing the evidence of your development and reflecting upon how this demonstrates your compliance with the NMC Code (2015); considering the value and significance of practice-related feedback for your practice and how this relates to the NMC Code.

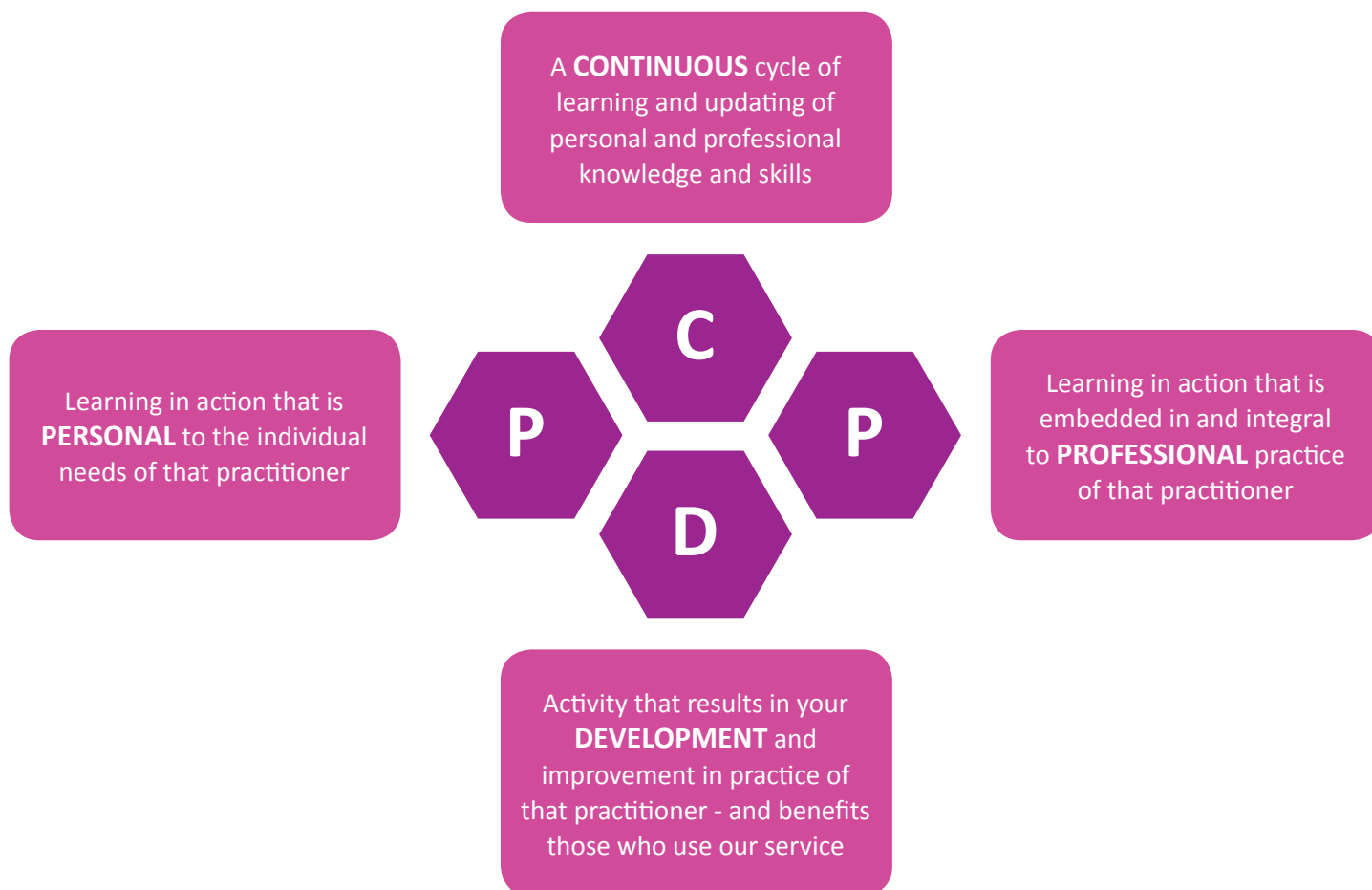
Reflective activity can highlight previously unrecognised learning needs as well as capturing the progression in your development. The written reflection element required for Revalidation demands that you reflect upon how you have maintained your health visiting knowledge and skills through CPD, in order to support your safe and effective practice in line with the NMC Code. You are also required to reflect upon practice-related feedback to evidence how you utilise this to develop your practice and to substantiate how the NMC Code is embedded in your practice.

Models of reflection and templates to support reflective activity can be found in Appendix D.

You will find Microsoft Word compatible copies of these templates suitable for either printing or completing electronically at www.ihv.org.uk. These have been updated to support the Revalidation process – with the inclusion of a heading to remind you to consider how your reflection links to the NMC Code.

Summary

Lifelong learning and personalising your continuing professional development



We have outlined 3 steps to personalising your continuing professional development along with activities you can complete in practice and tools to support you. Professional development is about so much more than formal training and updates.

Continuing your professional development remains your responsibility as an NMC registrant. Demonstrating how you have achieved this and reflecting on your practice as a health visitor are core aspects of the Revalidation process, which supports your ongoing registration and ability to practise as a health visitor.

Your lifelong learning activity as a health visitor is critical in keeping you at the leading edge of the profession and enhancing your capability to improve the lives of children, families, communities and society. It is also vital to sustaining the current momentum and growth within the health visiting profession.

For more information on the Route to Revalidation handbook, CPD Directory and the National Standards Framework for Continuing Professional Development for Health Visitors go to www.ihv.org.uk.

References

Kolb, D. (1984) *Experiential learning: experience as the source of learning & development*. Upper Saddle River, NJ; Prentice-Hall

Killion, J., & Todnem, G. (1991) A process for personal theory building. *Educational Leadership*, 48(6), 14-16.

Department of Health (2010) *Healthy Child Programme*. Available from: bit.ly/1uD55hQ. Accessed 13.11.14.

NHS England (2014) *National Health Visiting Service Specification 2015/2016*. Available at: bit.ly/1qDcEWe. Accessed 11.1.15.

Nursing & Midwifery Council (2011) *The Prep Handbook*. Available at: bit.ly/1sX6Sdz. Accessed 13.11.14.

Nursing & Midwifery Council (2015) *Revalidation: How to revalidate with the NMC*. Available at: bit.ly/1QkdBuv. Accessed 8.10.15.

Nursing and Midwifery Council (2015) *Code: Professional standards of practice and behaviour for nurses and midwives*. Available at: bit.ly/1N7H2R4. Accessed 23.8.15.

Schon, D. (1973) *The Reflective Practitioner*. New York: Basic Books.

Schon, D. (1983) *The Reflective Practitioner: how professionals think in action*. New York: Basic Books.

Schon, D. (1987) *Educating the reflective practitioner*. San Francisco: Jossey Bass.

Further reading - available to members only

iHV Professional Guidance

Getting ready for Revalidation - August 2015

iHV Route to Revalidation Handbook

available at: www.ihv.org.uk

See also NMC publications:

NMC (2015) *Revalidation: How to revalidate with the NMC*.

available at: bit.ly/1QkdBuv

Not a member of the Institute of Health Visiting?

Membership confers many benefits, including access to the full range of iHV events, CPD opportunities and other resources. This includes discounted entry to training events and conferences, as well as access to current members-only resources on our website - embracing evidence-based Digests, Good Practice Points and Professional Guidance documents, which are developed in response to contemporary practice issues.

Join us and experience benefits designed to strengthen practice and improve health outcomes for children and families - www.ihv.org.uk/join_us

Analysis of learning needs in relation to a contemporary HV practice area

Strengths

What knowledge, skills and experience equip me? What do I already know?

What skills do I already have? What attitudes do I hold? What positive feedback have I received?

Learning Needs -

Are my knowledge and skills still current and attitudes appropriate?

What else is new or relevant in this area of practice? What have I learned about myself from feedback I have received? What could I have done differently?

Rationale –

Why is this aspect of practice important for me, my organisation, and families and communities?

CPD Opportunities –

What training or development is offered by my organisation?

What other opportunities are there in practice?

Threats to any CPD objectives set -

What barriers are there in practice?

How will I overcome barriers?

Area of practice	
Skill/ Knowledge/ Experience required	
What activity will I undertake to meet this need?	
How will I know I have achieved my goal?	
How does this link to the NMC Code (2015)?	
Achieve by date	

CPD LEARNING RECORD	
DATE	NUMBER OF HOURS
ACTIVITY - What did you undertake? Participatory / Individual <input type="checkbox"/>	
LEARNING – What were your key insights from the activity? <input type="checkbox"/>	
INFLUENCE ON PRACTICE – How will you use this knowledge, skill or experience in your practice as a health visitor? What difference will it make to you/ to children, families and communities? Has this knowledge, new skill or experience changed my attitude or thinking, if so, in what way? <input type="checkbox"/>	
FURTHER ACTIONS – What else needs to happen? <input type="checkbox"/>	
LINK TO NMC CODE (2015) - Which theme or statement does this support and why? <input type="checkbox"/>	

A Structured Reflection based on Kolb's Learning Cycle (1984)

Think about a situation from clinical practice

What Happened?

How did the task progress? How did you feel? (e.g. initial gut reaction, changes in feeling as task progressed etc).
How did you react? What choices did you have? What feedback did you receive at the time or after?

Analysis

Identify the positives. What was important to you? What skills/qualities/abilities did you use?

Making Generalisations

What conclusions can you draw from the experience? What have you learnt for the future?
How does this relate to the real world?

Planning Future Action

What might you do differently? What risks might you take? What/who might help?
What additional input might you need?

Link to the NMC Code (2015)

Which theme or statement does this demonstrate or support and why?

Kolb DA (1984) Experiential learning: experience as the source of learning & development. Upper Saddle River, NJ; Prentice-Hall.



Description – what happened?

Feelings – what were you thinking and feeling?

Evaluation – what was good and bad about the situation?

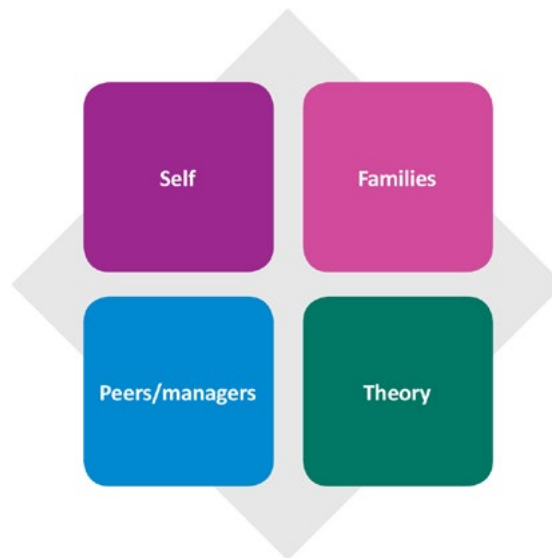
Analysis – what sense can you make of the situation?

Conclusion – what else could you have done?

Action plan – what would you do if the situation arose again?

Link to the NMC Code (2015) – which theme or statement does this demonstrate or support and why?

Gibbs G (1988) *Learning by doing: A guide to teaching and learning methods*. Oxford Further Education Unit, Oxford.



Lens

SELF

What do I believe about my practice and how it needs to develop?

FAMILIES & COMMUNITIES

What feedback (positive and negative) have I received? What does that tell me about my practice and development needs?

PEERS & MANAGERS

What do I learn about my practice from my colleagues? How should this influence my development?

THEORY & EVIDENCE

What is the evidence base underpinning practice? Am I current or are there gaps in my development?

LINK TO THE NMC CODE (2015)

Which theme or statement does this demonstrate or support and why?

What?: Returning to the situation

- What is the purpose of returning to this situation?
- What exactly occurred?
- What did you see? What did you do?
- What was your reaction?
- What did people do? E.g. colleague, patient, relative
- What do you see as key aspects of this situation?

So what?: Understanding the context

- What were you feeling at the time?
- What are you feeling now? Are there any differences and, if so, why?
- What were the effects of what you did (or did not do)?
- What good emerged from the situation e.g. for self, others?
- What troubles you, if anything?
- What were your experiences in comparison to your colleagues?
- What are the main reasons for feeling differently from your colleagues?

Now what?: Modifying future outcomes

- What are the implications for you?
- What needs to happen to alter the situation?
- What are you going to do about the situation?
- What happens if you decide not to alter anything?
- What might you do differently if faced with a similar situation again?
- What information do you need to face a similar situation again?
- What are your best ways of getting information about the situation should it arise again?

Link to the NMC Code (2015)

Which theme or statement does this demonstrate or support and why?

Driscoll J (2000) *Practising clinical supervision*. Edinburgh: Bailliere Tindall.

The Institute of Health Visiting is a Centre of Excellence

- Supporting the development of universally high quality health visiting practice
- So that health visitors can effectively respond to the health needs of all children, families and communities
- Enabling them to achieve their optimum level of health, thereby reducing health inequalities.



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