

12.1 Programme Specification:

1. Qualification BSc (Hons) Specialist Community Public Health Nursing Either Health Visiting; Occupational Health Nursing or School Nursing	2. Programme Title BSc (Hons) Specialist Community Public Health Nursing	3. UCAS Code	4. Programme Type Undergraduate degree programme Full and Part time
5. Main Purposes and Distinctive Features of the Programme <u>The programme aims to:</u> <ul style="list-style-type: none"> • Provide a high quality educational programme for health care practitioners to sustain and enhance their professional development [fitness for professional standards], which meets the needs of their sponsoring employers [fitness for purpose], the requirements of the NMC [fitness for practice], and QAA benchmarks applied within the University's academic regulations [fitness for award]; • Provide a curriculum within a modular scheme which is responsive to individual practitioners' needs and interests in the changing context of health care provision; • Provide a supportive and stimulating learning environment for students in which each person's knowledge, expertise and experience is utilised to encourage discussion and debate, and to foster critical thought and inquiry; • Produce graduate and post graduate practitioners in specialist community public health nursing who are equipped with the specialist knowledge, intellectual aptitude, enhanced professional awareness and key skills to meet the needs of their communities/patients/clients and to rise to the challenge of contemporary public health and health care. 			
6. What a graduate should know and be able to do on completion of the programme			
<u>Knowledge and understanding in the context of the subject(s)</u> Demonstrate: <ul style="list-style-type: none"> • a systematic understanding of key aspects of the community public health and wellbeing, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of aspects of developments in the practitioner's defined area of public health nursing; <p>conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> • to devise and sustain arguments, and/or to solve problems, differentiating values, policy frameworks, and using conceptual frameworks, ideas and techniques some of which are at the forefront of contemporary practice in 	<u>Subject-specific practical/professional skills</u> <ul style="list-style-type: none"> • the ability to work with others to identify their own learning and development needs, to manage their own learning and develop their competencies and demonstrate achievement of the Standards of Proficiency for Specialist Community Public Health Nursing. • an ability to use interpersonal and facilitation skills and to accurately deploy established techniques of needs assessment and analysis of health data in <i>the search for health needs</i> at the level of individuals, families, groups and wider populations as appropriate and • to undertake enquiry into policy and evidence based approaches to the promotion of health and well being; and • to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials (such as public health 		

<p>public health nursing; and</p> <ul style="list-style-type: none"> to describe and comment upon particular aspects of the development and use of evidence bases for public health nursing practice <p><u>Cognitive skills in the context of the subject(s)</u></p> <p>Demonstrate an ability to:</p> <ul style="list-style-type: none"> appreciate the contested nature of concepts, policies and practices that characterise the uncertainty, ambiguity and limits of knowledge for community public health critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to frame appropriate questions and make judgements that can be accounted for on rational, ethical and professional grounds with application to practice situations 	<p>reports; health impact assessments).</p> <p>apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge, skills and understanding</p> <ul style="list-style-type: none"> to <i>stimulate awareness of health needs</i> of vulnerable individuals and groups; and to initiate, carry out and contribute to the leadership and management of projects that aim to <i>facilitate health enhancing activities</i> that improve health and wellbeing within a defined population to <i>influence policies affecting health</i> as a change agent at strategic and operational levels through collaborative working and communication of information, ideas, problems, and solutions to both specialist and non-specialist audiences such as members of the community and other relevant stakeholders in varied settings; <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>Demonstrate qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> the exercise of initiative and personal responsibility for ethically justified interventions and approaches that value service user and community members' experiences and that promote equity for health decision-making involving members of the public and relevant stakeholders in complex and unpredictable contexts the learning ability needed to undertake appropriate further training of a professional or equivalent nature.
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7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
Higher order skills of critical reflection.	Investigative, evidence based approach to practice.	Form effective therapeutic and team relationships for collaborative working.	Ethical and accountable practice including a commitment to anti-discriminatory and oppressive practice.
Analysis and synthesis of knowledge derived from research, theory and practice.	Employ a range of clinical, educational and public health interventions in a skilled and sensitive	Relate across organisational, professional and cultural boundaries.	Commitment to quality and humanity in professional practice.

	manner appropriate to the domain of practice.		
Formulation of new perspectives to underpin 'new ways of working'.	Care and Programme management within the context of organisational settings and policy/legal frameworks.	Oral and written communication skills in academic and professional contexts.	
Systematic and rigorous approach to planning and evaluation of care and care programmes.	Leadership within appropriate team situations.		
	Prescribe within the parameters of current legislation.		
	Development of practice with colleagues and learners.		

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units

52 weeks full-time or equivalent part-time over two academic years.
 2 academic semesters + 10 weeks consolidation of practice
 Study units comprise 20 credits.

Number of units = 5 (4 X 20 and 1 X 40).

APL of 240 credits for BSc (Hons)

Part II

HE6
Honours
Modules

Core Modules (20 credits)
 Leading Health Promotion Practice

Collaborative working for health improvement

Specialist Practice Modules

Principles for leading Specialist Community Public Health Nursing Practice with nurse prescribing (40 credits)

or

Principles for leading Specialist Community Public Health Nursing Practice (40 credits)

Negotiated Learning module (20 credits)

Options (normally 20 credits each)

NONE for professional award

(Supporting Skills Module)

Critical Evaluation Evidence and Practice

9. Learning, Teaching and Assessment Strategy

Learning and Teaching Methods

Teaching methods will predominantly consist of student centred approaches, therefore allowing students to both build on and share their knowledge and skills. These approaches will include:

Analysis of case material/practice scenarios; lectures; seminars; group discussions/work; role play; critical analysis of major issues; video; micro teaching; group/individual tutorials; reflective practice; pre-briefing and debriefing; reflective diaries; learning contracts; practising; reviewing and evaluating skill development; web supported learning; Problem based learning.

Assessment Methods

Assignments: (Usually 4,000-5,000 words)
Literature review; Independent enquiry; Case study; Examination; Report; Prescribing exam & case study; Reflection on leadership development;
All outcomes of assessment incorporated within Portfolio including Practice Assessment Schedule.
Provision for formative assessment throughout all elements.

Assessment Classification System

At level 3, assessment applies graduated criteria ranging from 40% for borderline pass to 70%+ for first class work.

Honours Classification Bands

70%+ First class quality;
60-69% Upper Second class quality;
50-59% Lower Second class quality;
40-49% Third class quality.

10. Other Information (*including compliance with relevant University policies*)

Date programme first offered

Specialist Practice programme - 1996
In modified form – September 2001 & 2004
SCPHN – new programme

Admissions Criteria

Standard Requirements

- APL of 240 credits (120 level 1 and 120 level 2) for BSc Hons
- Normally 1 year post registration professional experience
- Entry on appropriate part(s) of NMC register as determined by Council Standards for Specialist Community Public Health Nursing and legislation.
- Support from NHS employer providing practice placement (including police clearance procedures).

Indicators of Quality and Standards

1. Formal validation where a panel composed of independent internal and external representatives approved the curriculum submitted against its set of standard criteria as applied to all such degree scheme proposals.
2. Compliance with NMC standards and QAA subject benchmark (health visiting).
3. An external examining system whereby all student work and teaching is monitored by a team of external examiners.
4. Regular formal and informal dialogue with health managers, Strategic Health Authorities and NMC visitors on the development of the programme. (Annual monitoring Review in partnership with Trusts and Strategic Health Authority)
5. Peer observation of teaching.
6. Student evaluations linked to action plan where there is a need to change practice.
7. Annual formulation and monitoring of quality enhancement plan from previous year.
8. Review – This achieved a statement of “confidence” in 2005.
9. NMC Annual Monitoring and review. 2007- 3 outstanding & 4 good