

## Programme Specification

**Programme Title: PG Dip Specialist Community Public Health Nursing (Health Visiting) with mandatory Integrated Nurse Prescribing (Part Time)**

<b>Awarding Institution:</b>	University of Bolton		
<b>Teaching Institution:</b>	University of Bolton		
<b>Division and/or Faculty/Institute:</b>	Well-Being & Social Science		
<b>Professional accreditation</b> This programme is accredited by the Nursing and Midwifery Council (NMC).	Professional body	Professional body URL	Status of graduates
	Nursing & Midwifery Council	<a href="http://www.nmc-uk.org/">http://www.nmc-uk.org/</a>	Professional registration (Part 3 of the NMC Register)
	Nursing & Midwifery Council	<a href="http://www.nmc-uk.org/">http://www.nmc-uk.org/</a>	Recorded as Community Practitioner Nurse Prescriber (unless this has already been achieved)
<b>Final award(s):</b>	<b>PG Dip Specialist Community Public Health Nursing (Health Visiting) with mandatory Integrated Nurse Prescribing</b>		
<b>Interim award(s)</b>	None		
<b>Exit or Fallback award(s)</b>	Students who do not meet the academic requirements of this programme may be considered for transfer to the BSc (Hons) in Specialist Community Public Health Nursing (Health Visiting)		
<b>Programme title(s)</b>	<b>PG Dip Specialist Community Public Health Nursing (Health Visiting) with mandatory Integrated Nurse Prescribing (Part Time)</b>		
<b>UCAS Code</b>			

<b>JACS Code</b>	B700
<b>University Course Code(s)</b>	<b>Part Time: HLT</b>
<b>QAA Benchmark Statement(s)</b>	<p>The following benchmark statement have been utilised to develop this BSc programme</p> <p><a href="#">QAA Benchmark Statement Health Studies 2008</a></p> <p><a href="#">QAA Benchmark Statement for Health Visiting 2001</a></p>
<b>Other internal and external reference points</b>	<p><a href="#">University of Bolton Academic Policies, Procedures &amp; Regulations</a></p> <p><a href="#">QAA UK Quality Code for Higher Education</a></p> <p><a href="#">QAA Framework for Higher Education Qualifications 2008</a></p> <p><a href="#">QAA Masters Degree Characteristics 2010</a></p> <p><a href="#">QAA Benchmark Statement for Health Visiting 2001</a></p> <p><a href="#">The Standards for Specialist Community Public Health Nurses (NMC, 2004)</a></p> <p><a href="#">Nursing &amp; Midwifery Council</a></p> <p><a href="#">QAA Code of Practice for Work Based &amp; Placement Learning 2007</a></p> <p><a href="#">Dept of Health HV Implementation Plan 2011-15</a></p> <p><a href="#">UNICEF UK Baby Friendly Accreditation</a></p>
<b>Language of study</b>	English
<b>Mode of study and normal period of study</b>	Part time – 2 years (104 weeks), must be completed within 208 weeks as per NMC standards
<b>Admissions criteria</b> <i>Standard Requirements</i>	
Current registration with the Nursing and Midwifery Council on either Part 1 or Part 2 of the NMC register OR Evidence that NMC registration on Part 1 or 2 of the NMC Register has	

<p>been applied for AND</p> <p>A degree or 360 academic credits at HE6 OR AP(E)L equivalent. Prior learning and experience and learning are considered when deciding on any advanced standing to which successful applicants may be entitled. This may be based on qualifications already gained (APL) or it may be based on making a claim for significant work experience (APEL). This process of granting an applicant appropriate advanced standing will be overseen by the programme lead for SCPHN and an AP(E)L Panel. When making a claim for APL against a relevant academic module students will be required to produce evidence in their professional portfolio that demonstrates how their prior learning relates to their impending role as a specialist community public health nurse. This will usually take the form of a reflective submission.</p>
<p><b>Additional admissions matters</b></p> <p>Admission to the programme is undertaken by the academic team working in partnership with a number of local NHS Trusts. Recruitment arrangements vary from Trust to Trust and year to year. Some Trusts advertise for the required number of students themselves, working in conjunction with the academic team in respect of short listing and interviews. Other Trusts ask the University to organise the recruitment process on their behalf. The programme leader will be able to give you up to date information on the current situation. Students may be admitted to the programme on a secondment, sponsorship or bursary basis depending on individual Trust's requirements. The number of places available on the programme is limited. The following are also required;</p> <p>One professional reference AND</p> <p>One academic reference</p> <p>Enhanced CRB disclosure AND</p> <p>Occupational Health Clearance AND</p> <p>Successful completion of numeracy test if undertaking the V100</p>
<p><b>Fitness to practise declaration</b></p> <p>This programme is subject to the University's fitness to practise procedures</p>
<p><b>Aims of the programme</b></p> <p>The PG Diploma in Specialist Community Public Health Nursing is a part time or full time NMC approved programme designed to enable registered nurses and midwives to meet the Standards of Proficiency for Specialist Community Public Health Nurses (NMC, 2004) in health visiting.</p>
<p>The principal aims of the programme are to enable students to acquire and demonstrate:</p> <ol style="list-style-type: none"> <li>1 A high quality professional education that sustains and enhances; their professional</li> </ol>

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 fitness for professional standing], and QAA benchmarks applied within the University's academic regulations [fitness for award];

- 2 a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of health visiting discipline and practice
- 3 a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- 4 originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in Health Visiting
- 5 conceptual understanding that enables the student:
  - I. to evaluate critically current research and advanced scholarship in the discipline
  - II. to evaluate methodologies and develop critiques of them and where appropriate, to propose new hypotheses
- 6 the ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- 7 the ability to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level
- 8 the ability to continue to advance their knowledge and understanding, and to develop new skills to a high level.
- 9 the qualities and transferable skills necessary for employment as a Health Visitor requiring:
  4. the exercise of initiative and personal responsibility
  5. decision-making in complex and unpredictable situations
  6. the independent learning ability required for continuing professional development.
- 10 Produce postgraduate 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 community

public health nursing.

### **Distinctive features of the programme**

- In line with the NMC Standards of Proficiency for Specialist Community Public Health Nurses (NMC, 2004) this course comprises of 50% theory (spent in the University setting or on directed study activities) and 50% practice (spent in a practice placement).
- Whilst in the practice placement all students are supernumerary and are supported and assessed by a practice teacher. Students may also work with experienced practitioners, qualified mentors and student practice.
- Whilst in the practice setting students undertake 110 public health hours gaining experience in the settings, and with clients, considered either important or that may be a potential area of responsibility, even if not central to the defined area of practice.
- In the final ten weeks of the programme, students undertake a period of consolidated practice in the defined area of practice (Health Visiting). This is vital in helping students to consolidate their education and competence in the practice field.
- A practice portfolio is developed by students throughout this programme and assists them in closing the theory practice gap.
- This programme has been accredited by UNICEF as *Baby Friendly*. Students are taught about the theory and practice around supporting infant feeding, particularly breast feeding throughout the programme and are assessed on their knowledge and skills in respect of infant feeding.
- A number of modules on this programme involve the use of guest speakers and specialists from practice
- Service users and carers share their perspectives with students on a regular basis in timetabled sessions.
- This programme offers access to new, modern, state of the art facilities in *Bolton One* (a collaborative partnership with NHS Bolton and Bolton Metro).
- There are opportunities to study in a multi-disciplinary environment alongside colleagues from a range of health and social care services. This ensures that interprofessional learning is embedded within the modules / programme.
- The programme lead is a Specialist Community Public Health nurse (Health Visitor) with an MA and an NMC approved teacher qualification. All tutors within the programme are also qualified healthcare professionals either with or working towards an NMC approved teacher qualification.

### **Programme learning outcomes**

#### **K. Knowledge and understanding**

**On completion of the programme successful students will be able to demonstrate a systematic understanding of the knowledge, and a critical awareness of current problems and/or new insights, through:**

1. Critical application of the principles underpinning Specialist Community Public Health Nursing and their scope of influence

2. Critical awareness of contemporary challenges facing community public health and suggesting how these can be overcome

3. Critical application of the principles of effective leadership in specialist community public health nursing

4 Critical exploration of different ethical, anti-discriminatory and anti-oppressive values and how to actualise these in practice including responding to unethical, discriminatory and oppressive practices
5. a practical understanding of techniques for evaluating and critically appraising research and other forms of evidence underpinning specialist community public health nursing practice.
6. Critical analysis of conceptual frameworks, ideas and techniques at the forefront of contemporary practice in public health nursing
7. Critical analysis and evaluation of policy, policy frameworks as applied to contemporary health visiting practice
8. analysis and critical justification of the needs of individuals, families, groups and communities
<b>C. Cognitive, intellectual or thinking skills</b> On completion of the programme successful students will be able to demonstrate the ability to deal with complex issues both systematically and creatively through:
1. Critical analysis and evaluation of the contested nature of concepts, policies and practices that characterise the uncertainty, ambiguity and limits of knowledge for community public health.
2. Critical analysis and evaluation of practice and theoretical evidence that contributes to an understanding of practice and service delivery by developing critiques and applying and making links between research, theory and practice.
3. Critical evaluation of arguments, assumptions, abstract concepts and data (that may be incomplete) to justify decision making processes
4. The formulation of original questions in response to complex issues that can be accounted for on rational, ethical and professional grounds with application to practice situations
5. Critically reflect on self development to advance their knowledge and understanding, and demonstrate perspective transformation
6. Recognise own responsibilities and wider accountability structure in relation to self and practice
<b>P. Practical, professional or subject-specific skills</b> On completion of the programme successful students will be able to demonstrate the ability to
1. Work with others to identify their own learning and development needs, to manage their own learning and develop their competencies to demonstrate achievement of the Standards of Proficiency for Specialist Community Public Health Nursing.
2. Use interpersonal and facilitation skills to accurately deploy established techniques of needs assessment and critical analysis of health data in <i>the search for health needs</i> at the level of individuals, families, groups and communities.
3. Undertake critical enquiry into policy and evidence based approaches for the promotion of health and well being; and to critically analyse and apply the findings of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials (such as public health reports; health impact assessments)).
4. Apply the methods and techniques that they have learned to critically review, consolidate, extend and critically apply their knowledge, skills and understanding to;
<i>Stimulate awareness of health needs</i> of vulnerable individuals, families, groups and

communities; and					
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					
<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					
<b>T. Transferable, key or personal skills</b>					
On completion of the programme successful students will be able to demonstrate the ability to:					
1. Use higher level and extended communication skills					
2. Use written and numeracy skills					
3. Use information and communication technology					
4. Demonstrate effective team working and leadership skills					
5. Problem solve and make decisions involving key stakeholders and members of the public in complex situations					
6. Engage in continuing professional development and direct personal					
7. Demonstrate the skills required to support infant feeding effectively					
<b>In addition to the above Postgraduate students will also demonstrate</b> a high level of autonomy in the critical appropriation, transfer and transformation of knowledge derived from diverse sources to underpin their own professional development and the enhancement, with others, of health care delivery and outcomes for service users and / or the community.					
<b>Programme structure</b>					
You will enter the programme with a number of academic credits usually (360 or AP(E)L equivalent). In order to obtain this Postgraduate diploma you must gain 40 credits at HE6 and 80 credits at HE7. Each student may have a slightly differing portfolio of credits on admission and therefore the number of credits you are required to complete will have been discussed and agreed with you at interview / on admission.					
Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)	
HLT6050	Principles for leading Specialist Community Public Health Nursing (1)	C	10 at level 6	2 (Trim 1 & 2)	
HLT7031	Principles for leading Specialist Community Public Health Nursing (2)	C	10 at level 6	1 (Trim 3)	
HLT6031	Community Nurse Prescribing (V100)	C	20 at level 6	1	

HLT7013	Principles for Community Public Health Practice	C	20 at level 7	1
HLT7010	Critical Evaluation of Evidence and Practice	C	20 at level 7	1
HLT7014	Developing Child and Family Health & Wellbeing	C	20 at level 7	1
HLT7011	Safeguarding Children	C	20 at level 7	1

### **Learning and teaching strategies**

**The NMC Standards for Proficiency (NMC, 2004) stipulate that a balance of 50% practice learning and 50% theoretical learning must be achieved. The following strategies will thus be utilised to help meet these requirements.**

### **Lectures**

Timetabled lectures make up a healthy proportion of each module on the programme. The number of timetabled sessions will be outlined during induction and the location of these displayed on the Health notice board located on floor T3 and on moodle. Timetabled lectures will provide teaching through mechanisms such as; presentations, discussions, and group work activities. The purpose of a lecture is to introduce concepts, theories and ideas, which you will develop for yourself in workshop/studio periods and in preparation for module assignments. The reading lists which are provided in the module guide are designed to help you gain maximum benefit from the lecture. The more reading you are able to do before and after lectures, the more able you will be to address underlying issues and complete any written assignments or oral presentations. You must be punctual and try not to miss these sessions as they are important periods when concepts, principles and ideas will be communicated and discussed and when technical notes are circulated and health and safety issues drawn to your attention.

You must make sure that you keep up with the week to week teaching programme. In fact the NMC standards for proficiency mean that any missed learning must be made up in your own time and evidenced. Each module and the programme as a whole is quite intense and your success can ultimately depend on keeping up the pace required. If you get behind then self directed study time should be used to catch up for the following week. You should be careful, also not to over-concentrate on one module at the expense of another as this could ultimately affect your degree classification. Successfully negotiating your way through a modular programme involves careful time management and organisation and of course on this programme, there is your practice learning to consider too.

### **VLE – Virtual Learning Environment / E-learning**

A wide variety of teaching and learning strategies are used on this course. They include lectures, presentations, simulations delivered by tutors, seminar discussion, small group workshops, small group tutorials and one to one tutorials. We also use the virtual learning environments (VLE) – these will include E-learning packages via MOODLE, Podcasts and video presentation etc. It is therefore essential that you use these to their full advantage and access them on a regular basis.



### **Self- Directed Study**

Self-directed study time (or DS), is an important aspect of this programme. This is the time when you develop and extend your own personal work, and where the majority of your learning on each module will take place. We have timetabled one day each week for this activity however it is likely that you will also need to use some of your evenings and weekends to undertake additional DS. Please note that when you are in University, DS is strictly timetabled however, when in practice it can be more flexible and negotiated between you and your practice teacher as long as it is recorded clearly on your attendance record.

It is important to realise that the time spent with a tutor during formally timetabled classes and the VLE package is only a very small part of the learning time identified for a module. DS time should therefore be spent engaging in general background reading, preparing for seminar activities, working on assignments or revising for examinations. Early in your studies guidance will be provided as to how you can make best use of this time. As you progress through your programme however, this guidance will become less structured and prescriptive. It is expected that you will demonstrate significant independence in your study taking responsibility for the management of your own learning time.

### **Seminars**

The Seminar performs an important function within many modules. It provides you with an opportunity to play an active part in the learning process. The seminar seeks to engage all students in the group in discussing and debating specific issues and subjects. The success of this kind of forum depends upon the depth and breadth of your preparation, and your willingness to engage in debate. You will be asked to study specific materials and to prepare information relating to particular aspects of the programme. Occasionally you may be called upon to lead the seminar discussion and prepare a formal presentation.

### **Tutorials**

Tutorials usually take the form of a one-to-one discussion or consultation between the student and the tutor about ongoing work. Though essentially an informal situation the session will usually adopt a clear agenda to ensure that the necessary ground is covered to advise you on your studies. If a module group is a large one then group tutorials (where a group of students are involved) may be arranged.

### **Practice Learning**

50% of your time on the programme will be spent in a practice placement under the supervision of a named sign off practice teacher who is ultimately accountable for your assessment in terms of the Standards of Proficiency for Specialist Community Public Health Nurses (NMC, 2004). As part of a supervisory strategy a sign off practice teacher may have several SCPHN students to supervise and sign off. It is likely that if this is the case, your learning will also be supported by an experienced practitioner, mentor, student practice teacher or practice teacher working towards sign off status. Those facilitating your learning will work with you to identify learning needs and opportunities. They will help you to reflect on experiences

<p><b>Learning activities (KIS entry)</b></p> <p style="text-align: center;">Course Year (all years) NOT APPLICABLE 120 credits / 1 year programme</p> <p>Scheduled learning and teaching activities</p> <p>Guided independent study</p> <p>Placement/study abroad</p>
<p><b>Assessment strategy</b></p> <p>Your assessment for each module may differ considerably. Each module has clearly identified aims, learning outcomes, and the nature and type of assessment for that module is clearly specified and linked to these learning outcomes. The full module specifications describe the assessment briefly, and your module guide will give you the details.</p> <p>The Programme is conducted in accordance with important University regulations such as assessment regulations which cover information on assessment (including marking criteria and definitions of grade descriptions). A link to the Assessment Regulations for the Postgraduate Modular Framework documents is provided below:</p> <p><a href="#">Postgraduate Assessment Regulations and Procedures</a></p> <p>Please ensure that you read and understand this information. It will be assumed that you are familiar with the Assessment Regulations for the Postgraduate Modular Framework.</p>
<p><b>Assessment methods (KIS entry)</b></p> <p style="text-align: center;">Course Year (all Years)</p> <p>Written exams</p> <p>Coursework</p> <p>Practical exams</p>
<p><b>Assessment regulations</b></p> <ul style="list-style-type: none"> <li>• Assessment Regulations for Undergraduate Modular Programmes</li> </ul>

<b>Grade bands and classifications</b>			
<i>(for information only at this stage – the Assessment regulations are being revised for September 12. )</i>			
<b>Grade Description</b>			<b>Hons Degree Classification</b>
Work of exceptional quality	High	80+	i
	Middle	75-79	I
	Low	70-74	i
Work of very good quality	High	67-69	ii.i
	Middle	64-66	ii.i
	Low	60-63	ii.i
Work of good quality	High	57-59	ii.ii
	Middle	54-56	ii.ii
	Low	50-53	ii.ii
Work of satisfactory quality	High	47-49	iii
	Middle	44-46	iii
	Low	40-43	iii
Borderline fail		35-39	
Fail		Below 35	
<b>Role of external examiners</b>			
<p>External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.</p>			
<b>Support for student learning</b>			
<ul style="list-style-type: none"> <li>• The programme is managed by a programme leader</li> <li>• Induction programme introduces the student to the University and their programme</li> <li>• Each student has a personal tutor, responsible for support and guidance</li> <li>• Personal Development Planning (PDP) integrated into all programmes</li> <li>• Feedback on formative and summative assessments</li> <li>• A Student Centre providing a one-stop shop for information and advice</li> <li>• University support services include housing, counselling, financial advice, careers and a disability</li> <li>• A Chaplaincy</li> </ul>			

- Library and IT services
- Student Liaison Officers attached to each Faculty
- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students

#### In the workplace

- **Colleagues at Work:** All colleagues at work are a really important resource in terms of practice learning and psychological support. Engage practice colleagues positively.
- **Line manager/sponsors:** Have usually met you at interview and really want you to do well and successfully complete the programme. It is important that you brief them as quickly as possible about any absences or difficulties that you may be having. They can be very helpful in debating issues and may come up with some good ideas in respect of the local policy agenda and ideas for assignment work!
- **Sign Off Practice Teacher:** An experienced practice teacher who has completed the final assessment of at least three student specialist community public health nurses in the past and who continues to meet the standards to support learning and assessment in practice. Sign off practice teachers work with students, practice teachers, student practice teachers, mentors and experienced practitioners to ensure the student has access to a range of suitable learning opportunities. They make on-going assessments in respect of student performance and are accountable for signing off proficient students at the end of a programme and failing students who are not proficient.
- **Practice Teacher:** A specialist community public health nurse who has undergone preparation for a practice teacher role and who is working towards sign off status ie the final assessment of at least three student specialist community public health nurses. Practice teachers work with students and sign off practice teachers to ensure the student has access to a range of suitable learning opportunities. They make on-going assessments in respect of student performance and share feedback with the sign off practice teacher who remains accountable for signing off proficient students at the end of a programme and failing students who are not proficient.
- **Student Practice Teacher:** A specialist community public health nurse who is undergoing preparation for a practice teacher role. Student practice teachers work closely with sign off practice teachers to ensure the student has access to a range of suitable learning opportunities. They make on-going assessments in respect of student performance and share feedback with the sign off practice teacher who remains accountable for signing off proficient students at the end of a programme and failing students who are not proficient.
- **Mentors / Experienced Practitioners:** In respect of the SCPHN programme the

term Mentor / Experienced Practitioner relates to an experienced Specialist Community Public Health Nurse who has successfully completed an NMC approved Preparation for Mentorship programme. The mentor will be an experienced Specialist Community Public Health Nurse from the same defined area of practice that you have chosen to specialise in. If you have been allocated a mentor he / she will also be a work closely with you and your sign off practice teacher to help you identify learning opportunities that help you work towards successful completion of the NMC Standards for Proficiency.

- **The Really Significant Others**

Your study will take a lot of your time. You will need the support of those with whom you share your personal life. Prepare them well and make some time for them too!

### **Methods for evaluating and enhancing the quality of learning opportunities**

- Programme committees with student representation
- Module evaluations by students
- Programme evaluations by Practice Teachers
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Annual NMC Monitoring
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports

### **Other sources of information**

[University of Bolton Student Portal](#)

[University of Bolton Student's Union](#)

[Faculty of Wellbeing & Social Sciences Student Handbook](#)

[Student Entitlement Statement](#)

[Link to new module database to be added after validation](#)

[Moodle](#)

[External Examiner's Reports](#)

[Career's Services](#)

### **Document control**

**Author(s)**

Julianne Harlow

<b>Approved by:</b>	
<b>Date approved:</b>	
<b>Effective from:</b>	
<b>Document History:</b>	

**Learning outcomes map: PG Dip Specialist Community Public Health Nursing (Health Visiting) (Full Time) with mandatory Integrated Nurse Prescribing**

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	K6	K7	K8	C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	T1	T2	T3	T4	T5	T6	T7
Principles for Leading Specialist Community Public Health Nursing (1)	HLT 6050	C	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA
Principles for leading Specialist Community Public Health Nursing (2)	HLT 7031	C	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA
Critical Evaluation of Evidence & Practice	HLT 7010	C					DTA					DTA	DTA									DTA	DTA			DTA	
Principles for Community Public Health Practice	HLT 7013	C	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	
Safe Guarding Children	HLT 7011	C	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA

Developing Family Health & Well being	HLT 7014	C	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	D T A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A		
Community Nurse Prescribing (V100)	HLT 6031	C	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	D T A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	

**K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills**

**(Developed = D, Taught = T, Assessed = A)**



Module listing: PG Dip Specialist Community Public Health Nursing (Health Visiting) (Part Time) with mandatory Integrated Nurse Prescribing

Module title	Mod Code	New? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2			Assessment 3			Assessment 4		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if Final item
Principles for Leading Specialist Community Public Health Nursing (1)	HLT 6050	✓	6	10	STAN	Core	N/A	PRA C	0 (Pass / Fail)		GIN D	100 %	Y						
Principles for Leading Specialist Community Public Health Nursing (2)	HLT 7031	✓	7	10	STAN	Core	YES	CW	100 %		PL AC	0%	Y						
Critical Evaluation of Evidence & Practice	HLT 7010		7	20	STAN	Core	N/A	CW	100 %	Y									
Principles for Community Public Health	HLT 7013	✓	7	20	STAN	Core	N/A	CW	0 (Pass / Fail)		CW	100 %	Y						

Practice																			
Safeguarding Children	HLT 7011		7	20	STAN	Core	N/A	CW	100%	Y									
Developing Child & Family Health & Wellbeing	HLT 7014	✓	7	20	STAN	Core	N/A	EX	20%		CW	80%	Y						
Community Nurse Prescribing (V100)	HLT 6031		6	20	STAN	C	N/A	Exam	50%	N	CW	50%	N	Prac	0%	Y	CW	0%	N

**Bolton Key Core Curriculum requirements: PG Dip Specialist Community Public Health Nursing (Health Visiting) (Full Time) with mandatory Integrated Nurse Prescribing**

Module Title	Module Code	C/O/E	Employability										Bolton Values			
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact & confidence	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Principles for Community Public Health Practice	HLT 7013	C	D	DTA	DTA	DTA	DTA	DA	DA	DTA	D	DA	D	D	DTA	DTA
Safeguarding Children	HLT 7011	C	D	TDA	DTA	DTA	D	DTA	DTA	DA	DTA	DTA	DT	DT	DT	DTA
Developing Child & Family Health & Well being	HLT 7014	C	D	DTA	DTA	DTA	D	DTA	DTA	DA	DTA	DTA	DT	DT	DT	DTA
Community Nurse Prescribing (V100)	HLT 6031	C	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
Critical	HLT	C					TDA	TDA						TD		TDA

Evaluation of Evidence and Practice	7010															
Principles for Leading Specialist Community Public Health Nursing (1)	HLT 6050	C	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	D	TDA	TDA
Principles for Leading Specialist Community Public Health Nursing (2)	HLT 7031	C	D	DA	DA	DA	D	DA	DA	DA	DA	DA	DA		DA	DA

**(Developed = D, Taught = T, Assessed = A)**