POSTGRADUATE MODULAR PROGRAMME

POSTGRADUATE DIPLOMA PUBLIC HEALTH (SPECIALIST COMMUNITY PUBLIC HEALTH NURSE)

TARGET OUTCOME:
POSTGRADUATE DIPLOMA PUBLIC HEALTH (SPECIALIST COMMUNITY PUBLIC HEALTH NURSE - OCCUPATIONAL HEALTH NURSING)

PROGRAMME SPECIFICATION

Validation May 2011

University of the West of England

Programme Specification

Section 1: Basic Data   Version 1

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Faculty of Health & Life Sciences
Programme accredited by	
Highest award title	PG Dip Public Health (Specialist Community Public Health Nurse - Occupational Health Nursing)
Default award title	
Interim award title	PG Cert Specialist Practice (this award does not carry professional registration)
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	QAA Subject benchmark statement for Healthcare programmes
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2011

Authorised by…   **Date:…**

Version Code

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

The aims of this programme are to enable the practitioner to:

- Register as a Specialist Community Public Health Nurses (Occupational Health Nursing)

- Resister as a community practitioner nurse prescriber (V100)

- Enhance and build on their previous professional qualifications and practice

- Develop their public health knowledge and skills

- Enter a career in public health nursing

- Develop the capacity to be change agents delivering a public health service

- Meet the stakeholders requirements for training and education

- Operate competently within a multi-cultural context that is pre-emptive and responsive to health and social care

- Understand the complex picture from diverse evidence based material which forms an understanding of contemporary community health and social care issues

- Interrogate the policy, legal, ethical and value contexts within which service is delivered

- Demonstrate enhanced leadership skills in order to enable self and others to lead and work collaboratively

- Enable the acquisition of core public health knowledge and skills to enhance their ability to develop their roles, the effectiveness of the organisations, and partnership working

- Provide a stimulating, supportive and sensitive learning environment which will enable students to maximise their learning and facilitate their development as self directed and reflective learners

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: …

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A Knowledge and understanding

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Learning outcomes

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A Knowledge and understanding of:

The student will be able to:
1. Demonstrate a capacity to translate Interprofessional/interagency theory into practical solutions that support collaborative working
2. Demonstrate the appropriateness of a range of approaches in solving complex and significant health and social care problems
3. Draw upon, social, biological, and psychological studies that inform and contribute to contemporary health and social care practice
4. Draw upon the knowledge base of public health practice and policy to inform community health and social care practice
5. Enhance ability to manage self, own leadership style and collaborative ways of working within a contemporary health and social care environment
6. Apply the concepts of human health and well being from a range of perspectives.
7. Demonstrate an understanding of key determinants of health and well being and the relationships between them.
8. Describe the current approaches to the measurement of health and the surveillance of health and well being within populations, groups and individuals
9. Discuss the development of public health policy and its scope in contemporary society
10. Demonstrate an understanding of a range of social, political, economic and cultural influences on public health
11. Demonstrate an understanding of the roles and contribution of institutions, organisations and professions to the development of public health policy and practice
12. Apply current approaches to promoting health and well being
13. Discuss the contribution of appropriate disciplines to an interdisciplinary and interagency approach to public health
14. Demonstrate the validity and reliability of evidence
15. Evaluate the effectiveness of public health interventions
16. Apply the theory of partnership working
17. Describe the organisational structure and competence of different bodies involved in the field of public health

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Teaching, Learning and Assessment Strategies

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Teaching/learning methods and strategies:

Within the modules of the programme a variety of learning methods will be employed which may include the use of lead lectures, seminars, problem based and enquiry based learning through and within practice, action learning sets, and literature sources (1,2 & 3, 6-22). Personal portfolio development is a key feature of the core modules (1,2,4-22), IT, discussion and application to practice (3)

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of their chosen practice area.

Assessment:

Testing of the knowledge base is through oral presentations, portfolio, learning contracts and action plans (1-22)

18. Apply a range of research methodologies and strategies appropriate to address practice
19. Demonstrate an understanding of the strengths, limitations and potential of different sources of epidemiological data
20. Explore and analyse of the principles of organisational structure, culture and management
21. Apply a range of research based interventions working in partnership with clients
22. Enable and empower communities, groups and individuals to take appropriate action to influence health and social   care, public health and health promotional activities within a community

B Intellectual Skills

B Intellectual Skills

1. Apply in depth critiquing, inductive and deductive reasoning to critically analyse issues surrounding care provision and delivery for those working in a community health and social care field
2. Evaluate competing theories for the achievement of collaborative working across professional and interagency boundaries
3. Synthesise information from a variety of perspectives in order to contextualise community health and social care practice
4. Critically evaluate the political and cultural context in which work takes place
5. Appraise ethical and legal frameworks for working practice, which promote equality, respect rights, beliefs and the identity of others
6. Reflect upon and critically analyse the development of public health theory, research and practice
7. Apply in depth critiquing, inductive and deductive reasoning
8. Synthesise information form a variety of perspectives in order to contextualise practice
9. Demonstrate creativity in applying theory to practice
10. Demonstrate development of current practice
11. Critically appraise and evaluate how evidence is used in the practice of public health
12. Critically interpret and evaluate the use of epidemiology and statistics for descriptive and analytic purposes
13. Compare partnership working with other forms of service delivery
14. Analyse the effects of inequalities on health and well being and identify ways in which service response will empower and enable clients to access services appropriate to their needs
15. Explore and evaluate the public health role to families and communities with health and social needs

Teaching/learning methods and strategies

Intellectual skills (1 – 15) are developed through seminars, group work, problem-based and enquiry based learning, action learning sets, student presented accounts of practice and the integration of their knowledge and understanding. Scenarios are designed to trigger discussion and challenge pre-conceived ideas, beliefs and values.

Assessment

A variety of assessment methods are employed across the compulsory, specialist and optional modules.

Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills
- students will be able to

1. Demonstrate a critical awareness of the responsibilities of the specialist and advanced practitioner in relation to self and organisation
2. Demonstrate that they have met the core dynamic requirements to meet the health and social care needs within their identified field of work
3. Utilise local, regional and national networks in specialist and advanced practice that translate and augment National Health and Social Care Policy
4. Demonstrate enhanced capability and competence to work effectively across professional, interagency boundaries and with service users and those that support them
5. Actively develop capabilities and competencies in managing contemporary community health and social care practice
6. Evaluate and contribute to contemporary debates on the nature, delivery, and resourcing of services
7. Use some of the tools currently being developed to promote partnership working
8. Demonstrate a capacity to translate theory into practical proposals to encourage partnership working in the field of public health nursing
9. Demonstrate some of the potential benefits of partnership working by drawing on case studies
10. Synthesise and apply knowledge to the assessment, planning , provision and evaluation of interventions to a wide range of cultural groups with differing health needs
11. Initiate safe and effective nurse prescribing within the appropriate regulations where this is professional appropriate
12. Undertake therapeutic techniques for health maintenance
13. Analyse theories around the identification and protection of high risk groups
14. Identify appropriate resources to meet needs, plan and initiate measures to promote health and well being and reduce inequalities
15. Take responsibility for personal and professional learning and development
16. Manage time, prioritise workloads
17. Critically evaluate their role within teams
18. Empower individuals, groups to influence and use available services and information, acting as advocates where appropriate
19. Work with key personnel in health and other agencies to address and/or achieve agreed goals and local policies.

Teaching/learning methods and strategies

Students working in their action learning groups and through other discursive approaches within modules will collaborate with other learners from both an interprofessional and a specialist development perspective. This will enhance the opportunities students have to develop their scope of practice, including leadership and decision making skills within current political, ethical and legal context from a users' perspective.

Supervision of skills by experienced mentor, reflection and critical evaluation of practice in the student workplace (1 – 19).

Assessment

Skills 1 - 19 are primarily assessed by coursework in the compulsory module and optional modules. Assessment skills are also evidenced in the practice portfolio.

D Transferable Skills and other attributes

D Transferable skills and other attributes

- students will be able to: …

1. Demonstrate enhanced capability and competence in order to communicate and work effectively across professional, interagency boundaries and with service users and those that support them
2. Demonstrate improved ability to reflect on practice and identify areas for development for the benefit of the patient/client.
3. Increase efficiency and effectiveness using IT resources.
4. Demonstrate an ability to work effectively in a team, manage time, & prioritise workloads.
5. Demonstrate enhanced leadership skills in order to enable others to lead and work collaboratively
6. Take a multi-perspective approach, which considers issues from a range of viewpoints.
7. Work effectively in establishing safe environments and minimising risk
8. Evaluate and contribute to contemporary debates on the nature, delivery, and resourcing of services
9. Use some of the tools currently being developed to promote partnership working
10. Demonstrate a capacity to translate theory into practical proposals to encourage partnership working in the field of public health nursing
11. Demonstrate some of the potential benefits of partnership working by drawing on case studies
12. Synthesise and apply knowledge to the assessment, planning , provision and evaluation of interventions to a wide range of cultural groups with differing health needs
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16. Identify appropriate resources to meet needs, plan and initiate measures to promote health and well being and reduce inequalities
17. Critically evaluate their role within teams
18. empower individuals, groups to influence and use available services and information acting as advocates where appropriate
19. work with key personnel in health and other agencies to address and/ or achieve agreed goals and local policies

Teaching/learning methods and strategies

Development of these skills will be encouraged within action learning sets. Skills 1 – 19 will be acquired during the workplace practice providing opportunities for students to reflect on and critically evaluate these skills

Assessment

Skills 1 – 19 will be evidenced in the professional practice portfolio. Assessment in the compulsory modules will require the student to articulate effectively their understanding from a range of viewpoints including those members of their working team. This will also include the student's ability to manage complex situations, including change process for them and others.

Section 4: Programme structure

Overview of programme structure

The PG Dip programme structure is flexible and allows progression on either a full-time pathway of one year or through a part-time approach meeting the proficiency standards for the 3rd part of the NMC register and community practitioner nurse prescriber (V100) if appropriate to role.

The PG Dip programme consists of compulsory and optional modules that underpin and support the programme leading to the professional qualification of Specialist Community Public Health Nurse.

NMC Specialist Community Public Health Nurse:

The programme demonstrates the required outcomes for Specialist Community Public Health Nurse with a 50% theory/ practice split. It consists of compulsory and optional modules that underpin and support the development of the specialist community public health nurse. The proficiency standards are achieved through the Specialist Community Public Health Nursing Practice 1 module and the Synoptic module but key themes such as 'leadership', 'surveillance', and 'safeguarding', mental health, 'needs assessment ', 'protecting the public's health' and ' service delivery are addressed throughout the programme both academically and in practice.

Students will be required to complete portfolios of evidence to meet the proficiency standards. The synoptic module is a 40 credit module that offers the student the opportunity to apply critical independent thinking to theory and practice of professional role and practice in specialist community public health nursing. The required practice hours and days are included within Specialist Community Public Health Nursing Practice 1(Taught Practice) and the Synoptic (Consolidated Practice) with supernumerary status and protected learning time in practice.

Practice teacher/mentorship will be managed throughout the programme with Practice Teachers meeting the NMC (2006) Standards to Support Learning and Assessment in Practice and the NMC (2011 document.

There is the opportunity for practitioners to undertake the V100 (Community Prescriber) as an integral part of the programme and register this as a recordable qualification with the NMC. It must be demonstrated that there is a clinical need for which prescribing from the community practitioner formulary will improve patient/client care and service delivery. More information in regard to the V100 will be given during the programme.

4   **Programme Structure**

Compulsory modules

- Public Health and Health Promotion
  UZVS9H-20-M

- Principles of Evidence Based Public
  Health
  UZVSDK-20-M

- Specialist Community Public Health
  Nursing Practice 1
  UZVSJK-20-M

- Workplace   health   and   wellbeing
  UZWSJM-20-M

and either

- Synoptic module incorporating V100
  UZZS7J-40-M

  OR

- Synoptic module (without V100
  prescribing)
  UZZSDC-40-M

Interim Award:

PG Cert Specialist Practice

- Credit requirements:

60 credits at level 3 or above of which
no less than 40 are at level M

Awards:

**PG Dip Public Health (Specialist
Community Public Health Nurse -
Occupational Health Nursing)**

- Credit requirements:

120 credits at level 3 or above of which
no less than 80 must be at level M

Section 5: Entry requirements

- Registration on Part 1 or Part 2 of the Nursing and Midwifery Council register
- A first degree and/or at least two years experience in an area relevant to the field of study of the award
- Non-standard entry ~ candidates without a first degree will be assessed on an individual basis

Recruitment and entry to the programme is through a tripartite partnership process involving Trust, University and potential candidates.

Section 6: Assessment Regulations

Wholly in keeping with Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

The design of the programme meets the NMC requirements (2004) with the application of theory to practice through designated 'fields of practice'. The inclusion of an optional module provides the students and service area to develop enhanced skills within their workforce resulting in practitioners working with greater autonomy in a wide variety of settings. Students also have the possibility for role enhancement and possibility of progression to a Masters

The distinctive feature of the programme is that on completion a student may register on part three of the NMC register and as a V100 Community nurse prescriber

Practice hours are included within SCPHN practice 1 module and the Synoptic module to demonstrate that the integration from protected learning time in practice is integral to the achievement of the outcomes and complete the required NMC hours

Student support is offered through a tripartite arrangement where service, the practice teacher/mentor, student and a member of the programme team supports the student in practice.

Section 8 Reference points/benchmarks

QAA Subject benchmark statement for Healthcare programmes
http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/nursing-final.asp

and appropriate NMC standards for relevant modules for example :

NMC Standards of proficiency for specialist community public health nurses (2004)
NMC Standards of proficiency for nurse and midwife prescribers (2006)
NMC Standards to support learning and assessment in practice (2008)

NMC proficiency standards (2004) for SCPHN with the following principles
- Surveillance and assessment of the population's health and well being
- Collaborative working for health and well being
- Working with and for communities to improve health and well being
- Developing health programmes and services and reducing inequalities

- Policy and strategy development and implementation to improve health and well being
- Research and development to improve health and well being
- Promoting and protecting the population's health and well being
- Developing quality and risk management within an evaluative culture
- Strategic leadership for health and well being
- Ethically managing self, people and resources to improve health and well being

The continuing development of the programme was informed by curriculum development process where attendance was good and the work and programme development was fully informed by practice from a range of community contexts and specialist community (nursing) groups.

Practice development should be supported with knowledge and skills enhancement accompanied by a framework delivered through work based activities and located around the role development of the individual practitioner and service needs

Employer interaction

This programme has been reviewed and enhanced following an Educational Development Unit process (2011)

Employers are an integral component of this programme delivery at all levels; both in practice and their contribution to academic provision, to ensure curriculum is fit for purpose and meets Service requirements.

The modernisation of Service provision was integral to the NHS Plan (2000) where there was a clear necessity seen to reform working practices and revise arrangements for workforce planning. The consideration of a more multi professional approach to education and training meant investment in reforming education, supporting continuing professional development, and encouraging lifelong learning. With an emphasis on partnership working between education providers and healthcare purchasers. Recently publications such as The Darzi report, High Quality Care for all (2008) Equity and Excellence: Liberating the NHS (2010) and The Quality, Innovation, Productivity and Prevention (QIPP) programme have continued to support the importance of ensuring practitioners have the knowledge and skills necessary to provide a quality care. Through partnership working, between the university and Service areas and practice, at strategic and operational levels this programme has been designed with the aim to educate practitioners to meet the current workforce demands expected in the next decade.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.