



**CORPORATE AND ACADEMIC SERVICES
PROGRAMME SPECIFICATION**

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	University of the West of England	
Delivery Location	University of the West of England Glenside Campus and Jurys Inn, Plymouth	
Study abroad / Exchange / Credit recognition	N/A	
Faculty responsible for programme	Faculty of Health and Applied Sciences	
Department responsible for programme	Department of Health and Social Sciences	
Modular Scheme Title		
Professional Statutory or Regulatory Body Links	Nursing and Midwifery Council (NMC)	
Highest Award Title	PG Dip Public Health Specialist Community Public Health Nursing (Health Visiting); PG Dip Public Health Specialist Community Public Health Nursing (School Nursing) PG Dip Public Health Specialist Community Public Health Nursing (Occupational Health Nursing)	
Default Award Title	PG Dip Public Health and Wellbeing in Context This award does not lead to professional registration	
Fall-back Award Title	None	
Interim Award Titles	PG Cert Public Health and Wellbeing in Context (this award does not lead to professional registration)	
UWE Progression Route	N/A	
Mode(s) of Delivery	FT / PT / BL	
Codes	UCAS:	JACS:
	ISIS2: B71213	HESA:
Relevant QAA Subject Benchmark Statements	QAA Academic and practitioner standards – Nursing (Threshold standards for entry to the Register) QAA Healthcare Programmes: Health Professional	

	QAA UK Quality Code for HE Benchmark Statement: Health Care programmes: Health Visiting (Registered Practitioner) QAA UK Quality Code for HE Benchmark Statement: Health Care programmes: Health Visiting (Threshold Graduate)		
First CAP Approval Date		Valid from	September 2016
Revision CAP Approval Date		Revised with effect from	
Version	1		
Review Date			

Part 2: Educational Aims of the Programme

Aims

The aims of the PG Dip programme are to:

1. Provide a challenging and stimulating programme that is underpinned by current policy, theory research and practice experience in Public Health and which facilitates mastery of the specific fields of professional practice i.e. health visiting, school nursing or occupational health nursing;
2. Provide a programme that offers variety and flexibility in methods of teaching and learning enabling students and employers to maximise the potential for learning and develop higher level thinking skills.
3. Enable students to master skills as reflexive and autonomous learners as an integral part of their practice and professional development;
4. Facilitate positive experiences and critical awareness of being part of a healthy and sustainable university which strives to embed health, wellbeing and sustainability into all its structures and processes.
5. Model the behaviours and attributes that are essential to the role of the Specialist Community Public Health Nurse (SCPHN) such as an appreciation of real world research and ensuring the voice of the service user is transparent, through their innovative integration throughout the curriculum highlighting the value of originality.

6. Produce graduates that have the enhanced knowledge and have mastered the skills and competencies necessary to practice competently in a specific field of practice (health visiting; school nursing; occupational health nursing) and in a variety of highly complex contexts and settings.

Specific aims

The PG Dip SCPHN programme aims more specifically to enable students to:

- Develop mastery of the skills and competencies to be able to assess, plan and facilitate public health interventions, at individual, group, institutional and community levels as well as evaluate their effectiveness.
- Have a comprehensive depth of knowledge into the changing landscape of public health to facilitate a meaningful contribution to improving the health of the most vulnerable, marginalized and disadvantaged and their communities.
- Master the leadership skills required to competently respond to drivers for change to become an enterprising change agent in own area of specialist practice

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The PG Dip SCPHN is a post-registration professional practice diploma leading to additional NMC registration on the 3rd part of the register with the annotation of Health Visitor, School Nurse or Occupational Health Nurse. The programme is required to have a 50:50 split between theory and practice, with students being supported in practice with practice teachers/mentors. The theoretical component includes both attendance at UWE and blended learning activities.

Part 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:

Learning Outcomes:	Module No: UZVS9H-20-M Public Health and Health Promotion	Module No: UZVSDK-20-M Principles of Evidence Based Public Health	Module No: UZVRTW-40-M Professional Perspectives in Specialist Community Public Health Nursing (SCPHN)	Module No: UZVTRR-20-M Promoting the Health of School-aged Children in the Community	Module No: UZVSJL-20-M Workplace health and well-being	Module No: UZVRU4-20-M V100 Prescribing Practice	Module No: UZVRTY-20-M Leadership and Enterprise
A) Knowledge and understanding of:							
To meet the required NMC standards of proficiency which requires the student: <ul style="list-style-type: none"> To search for health needs Stimulate awareness of health needs Influence policies affecting health Facilitate health enhancing activities in the relevant settings. 	X	X	X	X	X	X	X
Demonstrate a depth of knowledge and systematic understanding of the key determinants of health and wellbeing, the relationships between them and the effects of inequalities on health and wellbeing	X	X	X	X	X		
Evidence a comprehensive understanding of techniques and methodologies applicable to the measurement of health and the surveillance of health and wellbeing within populations, groups and individuals	X	X	X	X	X		
Has enhanced knowledge of research processes enabling the student to: <ul style="list-style-type: none"> To efficiently search the evidence base and make sound judgements about the validity and reliability of evidence Effectively utilise social, biological, psychological and environmental studies that inform and contribute to contemporary health and social care practice in order to underpin assessment of need. Effectively draw upon the knowledge base of public health policy and practice to inform community health and social care practice Systematically evaluate the effectiveness of public health interventions and their impact on sustainability 	X	X	X	X	X	X	
Demonstrate comprehensive knowledge and depth of understanding of the roles and contribution of institutions and organisations to the development of public health policy and		X	X	X	X	X	X

practice, the theory of partnership working and the impact of an interdisciplinary and interagency approach to public health							
(B) Intellectual Skills							
Enhanced critical thinking, problem-solving and reflective capacities essential for challenging professional practice.	X	X	X	X	X	X	X
Competently analyse, appraise and evaluate how evidence is used in the practice of public health	X	X	X	X	X	X	X
Interpret and evaluate the use of complex epidemiological data and statistics for descriptive and analytic purposes	X	X					
Competently analyse and evaluate the potential and cultural contexts in which work takes place			X	X	X	X	X
(C) Subject/Professional/Practical Skills							
Demonstrate overall competence in specialist community public health practice, accepting responsibility and being accountable for assessing risk in complex situations, while developing effective relationships with colleagues, service users/clients and other professionals based on trust and openness.			X	X	X	X	
Plan, develop, implement and evaluate programmes to promote health and wellbeing with flexibility to meet the changing needs of users and service.		X	X	X	X	X	X
Demonstrate creativity in applying theory to practice and implementing evidence based interventions that are safe, effective and to a high standard empowering individuals, groups or communities to influence and use available services and information and acting as an advocate where appropriate. Has an overview of the issues governing good practice.			X	X	X	X	
Demonstrate effective leadership in practice for a defined population which involves conflicting priorities including safeguarding vulnerable individuals, collaborative working with other services in a range of settings and contribute to contemporary debates on the nature, delivery, and resourcing of services. Can demonstrate self-direction and originality in problem solving.			X	X	X	X	X
Undertake safe and effective nurse prescribing where this is professionally appropriate.						X	
(D) Transferable skills and other attributes							
Can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently.			X	X	X	X	X
Demonstrate the ability to communicate and interact effectively with service users, carers, agencies and other members of multi-disciplinary team including effective use of information technology			X	X	X	X	X
Manage team working, critically evaluate personal role within team and participate in review of peoples performance within scope of own practice			X	X	X	X	X
Can competently manage information and undertake research activity with minimal guidance.			X	X	X	X	X

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

On the PG Dip SCPHN programme students come to the programme with varying levels of academic background, professional experiences, preferred styles of learning, and social and personal commitments, which all impact on their learning. Teaching includes a mix of :

Scheduled learning for 1 day per week includes lectures, seminars, tutorials and participatory workshops. The programme has Technology Enhanced Learning (TEL) at the centre of its teaching and learning strategy and students spend 1.5 days per week engaging in Blended Learning activities including online modules, webinars, podcasts and film.

Independent learning which includes time engaged with essential reading, case study preparation, assignment preparation and completion etc. Throughout the programme, students are encouraged to actively engage with published literature and maintain a log of their independent reading.

Placement learning which includes observation, reflection, simulation, instruction, discussion, action learning, coaching and mentoring. The programme includes 3 types of practice placement:

Taught Practice (NMC minimum 35 days)

Alternative Practice (NMC minimum 15 days)

Consolidated Practice (NMC minimum 50 days)

'Where a particular practice route is required students must have completed their consolidated practice experience (minimum of 10 weeks) and at least half the remaining practice time (minimum of 6.3 weeks) in settings and with clients that are central to the responsibilities for that defined area of practice. At least half the theoretical learning must have been applied to those core settings and clients.

Students must, additionally, spend at least three weeks 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' (NMC, 2004,p15).

Description of the teaching resources provided for students

The programme draws on the experiences of academics with strong research profiles in public health related areas i.e. public health, public health and sustainability, health service research and public health economics.

The Institute for Sustainability, Health and Environment (ISHE) together with the Centre for Health and Clinical Research (CHCR) with its Public Health and Wellbeing theme highlight the depth and breadth of relevant research and knowledge exchange that influence the programme.

Service User involvement in the design and delivery of the programme is transparent and 2 teaching resources have been developed from 2 projects with different groups of users, both of which highlight the users' experiences of SCPHN services. Involving service users in student learning provides an opportunity for open and honest dialogue, where assumptions and stereotypes can be both challenged and more understood.

Race Equality and Cultural Competence (RECC) sessions with both students and Practice Teachers/Mentors have been embedded into the programme. This is designed for students to develop their knowledge and understanding of cultural difference, recognize the impacts of discrimination and also enable them to develop their practice skills in promoting race equality on individual and institutional levels.

The programme aims to model good practice where the team are encouraged to draw on their experiences of research, scholarly activity and professional activity. They also try to model the sorts of behaviours they would like to observe in the students such as participatory approaches to service user involvement and relationships that are more valuing of disadvantaged groups.

Description of any Distinctive Features

Four principles underpin the SCPHN approach to their learning and practice: the search for health needs; the stimulation of awareness of health needs; the influence on policies affecting health; and the facilitation of an awareness of health needs and are embedded in all aspects of their work.

Support is provided throughout the learning journey via Personal Academic Tutors, Study Skills support, Module Leaders, Programme Leader, Student Advisors, Student Wellbeing Service, Student Disability Service, Students' Union and UWE wide student facing facilities. A wide range of communication methods are utilised, which include face-to-face, timetabled and ad hoc support sessions, email correspondence, Blackboard communications and telephone. With the development of a wider portfolio of TEL applications, the SCPHN team are eager to engage more in the use of blog and social media platforms such as Facebook and Twitter which will further enhance staff-student communications.

Student support in practice is offered through a tripartite arrangement where the practice teacher/mentor, student and the named Academic in Practice for that Trust/Organisation (member of the SCPHN programme team) meet in practice. These tripartite meetings are scheduled once in the autumn term and once in the spring term, with the opportunity to call an ad-hoc meeting at any time if issues have been identified in practice.

More specifically in relation to occupational health nursing due to the shortage of qualified mentors in Occupational Health it is not always possible for students to select their own mentor and in cases where mentors leave placement areas mid-placement it is sometimes necessary for the practice teacher to take on short term mentorship until a suitably qualified alternative mentor or suitable alternative placement area can be found. This has meant that some students have required a greater number of placement visits than others due to the nature of the long arm practice teacher role changing. As there is also a shortage of qualified practice teachers in Occupational Health, the practice teacher also acts as a resource, buddy and mentor to student practice teachers undertaking training.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment is essential for measuring both the extent to which a student has learned (assessment of learning) as well as assessment of student learning (assessment for learning) and should therefore be designed to promote student learning in all areas including both academic work and professional competencies or skills. (HEA, 2015)

The underpinning ethos of this SCPHN Assessment Strategy is:

- To improve the potential for student learning
- To increase student satisfaction and improve their student experience
- To utilise a variety of assessment methods to meet the programme/module learning outcomes which are in line with 21st century teaching and learning in Higher Education

To this end, the SCPHN Programme aims to implement:

- Innovative assessments that are challenging, realistic, meaningful and promote student learning;
- Feedback that is integral to assessment and meaningful to the student enabling a productive dialogue between students and academic staff
- Self-assessment and peer assessment to improve rigor as well as facilitate autonomy, reflection, evaluation, and collaborative working.

The SCPHN assessment strategy aims to be consistent with UWE's strategic ambition through:

Outstanding Learning - ensuring that SCPHN students experience outstanding learning, teaching and support services, fully utilising advances in technology. The new programme design has incorporated innovative use of technology for teaching, learning and assessment.

Ready and Able Graduates - Our SCPHN graduates will be ready and able to realise their ambitions and make a positive contribution to the public health nursing workforce in their chosen field of practice.

Research with impact within both the department and the faculty influences the scholarship and enquiry that underpins our learning, teaching and assessment.

Strategic partnerships, connections and networks underpin the successful delivery of the programme, given that 50% of the learning and assessment occurs in practice. The SCPHN assessment strategy aims to draw on these connections further through the increased involvement of stakeholders in assessment methods.

The range, type and timing of assessments has been carefully considered at module level and balanced across the whole programme. For each module the assessment will be appropriate for the content and context of the module and across the programme the range of assessments will reflect the breadth of the programme.

Assessment Map

The programme encompasses a range of **assessment methods** including; essays, individual and group presentations and written examinations. These are detailed in the following assessment map:


Assessment Map for BSc Public Health: Specialist community Public Health Nursing

Instructions: Add the Component (A or B) to the appropriate column for each Module Number If group work please add a 'G' in the box i.e. A(G) Add further columns as necessary*		Unseen Written Exam	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 3	UZVS9H-20-M Public Health and Health Promotion			A (100)			
	UZVSDK-20-M Principles of Evidence Based Public Health	A (100)					
	UZVRTW-40-M Professional Perspectives in Specialist Community Public Health Nursing (SCPHN)			B (100)			A (P/F)
	UZVRTR-20-M Promoting the Health of School-aged Children in the Community		A (100)				
	UZWSJM-20-M Workplace health and well-being		A (100)				
	UZVRU4-20-M V100 Prescribing Practice						A + B (50 +50)
	UZVRTY-20-M Leadership and Enterprise		A (100)				

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	UZVS9H-20-M Public Health and Health Promotion		<p>PG Cert Public Health and Wellbeing in Context (this award does not lead to professional registration) Credit requirements; 60 credits at level 3 or above, of which not less than 40 are at level M</p> <p>PG Dip Public Health Specialist Community Public Health Nursing Credit requirements; 120 credits at level 3 or above, of which not less than 80 are at level M</p>
		UZVSDK-20-M Principles of Evidence Based Public Health		
		UZVRTW-40-M Professional Perspectives in Specialist Community Public Health Nursing (SCPHN)		
		UZVRTY-20-M Leadership and Enterprise		
			UZVRTR-20-M Promoting the Health of School-aged Children in the Community	
			UZWSJL-20-M Workplace health and well-being OR UZVRU4-20-M V100 Prescribing Practice	
			UZVRU4-20-M V100 Prescribing Practice	
			UZVRU4-20-M V100 Prescribing Practice	

Level 3 equivalent modules exist within the BSc (Hons) Specialist Community Public Health Nurse award; these may contribute and be used towards the PG Certificate and PG Diploma Specialist Community Public Health Nurse Award providing this is permitted under UWE regulations.

GRADUATION

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

	Compulsory Modules	Optional Modules	Interim Awards
Year 1	UZVS9H-20-M Public Health and Health Promotion		<p>PG Cert Public Health and Wellbeing in Context (this award does not lead to professional registration)</p> <p>Credit requirements; 60 credits at level 3 or above, of which not less than 40 are at level M</p> <p>PG Dip Public Health: Specialist Community Public Health Nursing Credit requirements; 120 credits at level 3 or above, of which not less than 80 are at level M</p>
	UZVRTW-40-M Professional Perspectives in Specialist Community Public Health Nursing (SCPHN)		
		Promoting the Health of School-aged Children in the Community	
		UZWSJL-20-M Workplace health and well-being	
Year 2	UZVSDK-20-M Principles of Evidence Based Public Health	UZVRU4-20-M V100 Prescribing Practice V100 Prescribing Practice	
	UZVRTY-20-M Leadership and Enterprise		

Level 3 equivalent modules exist within the BSc (Hons) Specialist Community Public Health Nurse award; these may contribute and be used towards the PG Certificate and PG Diploma Specialist Community Public Health Nurse Award providing this is permitted under UWE regulations.

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply

Entry requirements for level M:

- Active first level registration on Part 1(Nursing) or Part 2 (Midwifery) of the Nursing and Midwifery Council register
- A Graduate (2:2 or above) in nursing or a health related subject

Confirmation that OH and DBS status is satisfactory and completion of a self-declaration of Good Health and Good Character

Non-standard entry candidates without a first degree (or a third degree classification) but who can evidence substantive relevant practice experience or further training and a strong academic background will be considered on an individual basis.

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

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)

All of the modules have been mapped against the appropriate QAA Benchmark statements including:

QAA Academic and practitioner standards – Nursing (Threshold standards for entry to the Register)

QAA Benchmark mapping Health Professional

QAA Benchmark mapping Health Visiting - Registered Practitioner

QAA Benchmark mapping Health Visiting Threshold Graduate

QAA Benchmark mapping Nursing

[PSRB Requirements](#)

The programme design is also influenced by key national guidance documents including: Educating Health Visitors for a transformed service (2011)

NMC Standards of Proficiency for Nurse and Midwifery Prescribers (2006)

NMC Standards of Proficiency for Specialist Community Public Health Nurses (2004)

NMC Standards for Specialist Education and Practice (Occupational Health) (2003)

UWE Guidance on Education for Sustainable Development (2014)

University strategies and policies

The programme aligns to UWE's strategic ambition through ensuring that students experience outstanding learning and teaching. Our SCPHN graduates will be ready and able to make a positive contribution to society through their particular field of practice i.e. Health Visiting, School Nursing or Occupational Health Nursing.

Students are introduced to Barton and Grant's Health Map (2006) very early in the programme which depicts the changing landscape of Public Health and shows the relationship between health and the physical/social/ economic environment. It is also underpinned by the principle of sustainable development and is referred to consistently throughout the programme.

Service user involvement in the design and delivery of education programmes for professionals is a key tenet of current policy (DH, 2009, Marmot, 2010, Munro, 2011, Francis, 2013) and there is an increasing expectation that Higher Educational Institution (HEI) programmes can demonstrate that service users have been involved in both their design and delivery. In response to these drivers the SCPHN team at UWE, Bristol have been working closely with disadvantaged communities to help shape the development of SCPHN students through its post registration educational programme. Two teaching resources have been developed from two projects with different groups of users, both of which highlight the users' experiences of SCPHN services. Involving service users in student learning provides an opportunity for open and honest dialogue, where assumptions and stereotypes can be both challenged and more understood

These are two of the key reference points used in the design of the programme

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

A total of 11 Employers/Trusts/Organisational partners covering the south west region have been consulted at several meetings (3 in the north {Glenside} and 3 in the south {Plymouth}) over the past year. They have had an opportunity to discuss the proposed changes, ask questions and share their thoughts and feedback.

Similarly a total of 8 Practice Teacher sessions (4 in the north {Glenside} and 4 in the south {Plymouth}) have taken place over the past academic year. This has afforded the opportunity to consider the assessment of practice in some depth including the preferred types of evidence to be included in the portfolio.

Students from each Trust/Organisation have been consulted on 4 occasions (2 in the north {Glenside} and 2 in the south {Plymouth}) over the past academic year. This has included both small group and individual consultation.

Evaluation of each module is undertaken using a range of methods e.g. formal evaluation form; informal discussion with students, and evaluation of the overall programme is completed each year.

The programme external examiner has played an important role in assessing quality and standards of learning and her feedback has always been very helpful and complimentary.

All of the above methods of evaluation and feedback have informed and influenced the development of this programme.

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, available on the [University's website](#).