Programme Specification

Public Health (Specialist Community Public Health Nursing - Health Visiting) [Glenside]

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Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Public Health (Specialist Community Public Health Nursing - Health Visiting) [Glenside]

Highest award: PGDip Public Health (Specialist Community Public Health Nursing - Health Visiting)

Interim award: PGCert Public Health and Wellbeing in Context

Default award: PGDip Public Health and Wellbeing in Context

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Health and Social Wellbeing, College of Health, Science & Society

Professional, statutory or regulatory bodies:

Nursing and Midwifery Council (NMC)

Modes of delivery: Full-time, Part-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 January 2019

Programme code: B71212

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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.

Features of the programme: 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.

Educational Aims: The broad aims of the PG Dip programme are to:

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;

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;

Enable students to master skills as reflexive and autonomous learners as an integral part of their practice and professional development;

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;

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;

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 Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

A1.   To meet the required NMC standards of proficiency which requires the student: To search for health needs; Stimulate awareness of health needs; Influence policies affecting health; Facilitate health enhancing activities in the relevant settings.

A2.   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.

A3.   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.

A4.   Has enhanced knowledge of research processes enabling the student to: 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.

A5.   Demonstrate comprehensive knowledge and depth of understanding of the roles and contribution of institutions and organisations to the development of public health policy and practice, the theory of partnership working and the impact of an interdisciplinary and interagency approach to public health.

Intellectual Skills

B1.   Enhanced critical thinking, problem-solving and reflective capacities essential for challenging professional practice.

B2.   Competently analyse, appraise and evaluate how evidence is used in the practice of public health.

B3.   Interpret and evaluate the use of complex epidemiological data and statistics for descriptive and analytic purposes.

B4.   Competently analyse and evaluate the potential and cultural contexts in which work takes place.

Subject/Professional Practice Skills

C1.   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.

C2.   Plan, develop, implement and evaluate programmes to promote health and wellbeing with flexibility to meet the changing needs of users and service.

C3.   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.

C4.   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.

C5.   Undertake safe and effective nurse prescribing where this is professionally appropriate.

Transferable Skills and other attributes

D1.   Can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently.

D2.   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.

D3.   Manage team working, critically evaluate personal role within team and participate in review of peoples performance within scope of own practice.

D4.   Can competently manage information and undertake research activity with minimal guidance.

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.

Student support: 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 meeting 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 B: Programme Structure

Year 1
Full-time students must take 120 credits from the modules in Year 1.

Part-time students must take a minimum of 60 credits from the modules in Year 1.

Interim Awards (PG Cert and PG Dip Public Health and Wellbeing in Context) do not lead to professional registration.

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.

Year 1 Compulsory Modules (Full-time)
Full-time students must take 100 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UZVRTY-20-M	Leadership and Enterprise 2023-24	20
UZVSDK-20-M	Principles of Evidence Based Public Health 2023-24	20
UZVRTW-40-M	Professional Perspectives in Specialist Community Public Health Nursing 2023-24	40
UZVS9H-20-M	Public Health and Health Promotion 2023-24	20

Year 1 Compulsory Modules (Part-time)
Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UZVRTW-40-M	Professional Perspectives in Specialist Community Public Health Nursing 2023-24	40
UZVS9H-20-M	Public Health and Health Promotion 2023-24	20

Year 1 Optional Modules (Full-time and Part-time)

Full-time and Part-time students must take 20 credits from the modules in Optional Modules (Full-time and Part-time).

For Part-time students Optional Modules can be taken in Year 1 or Year 2.

Module Code	Module Title	Credit
UZVRTR-20-M	Promoting the Health of School-Aged Children in the Community 2023-24	20
UZVRU4-20-M	V100 Prescribing Practice 2023-24	20
UZVSJM-20-M	Workplace Health and Wellbeing 2023-24	20

Year 2

Part-time students must take a minimum of 40 credits from the modules in Year 2.

Year 2 Compulsory Modules (Part-time)

Part-time students must take 40 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UZVRTY-20-M	Leadership and Enterprise 2024-25	20
UZVSDK-20-M	Principles of Evidence Based Public Health 2024-25	20

Year 2 Optional Modules (Part-time)

Part-time students must take 20 credits from the modules in Optional Modules (Part-time).

For Part-time students Optional Modules can be taken in Year 1 or Year 2.

Module Code	Module Title	Credit
UZVRTR-20-M	Promoting the Health of School-Aged Children in the Community 2024-25	20
UZVRU4-20-M	V100 Prescribing Practice 2024-25	20
UZVSJM-20-M	Workplace Health and Wellbeing 2024-25	20

Part C: Higher Education Achievement Record (HEAR) Synopsis

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 D: External Reference Points and Benchmarks

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.

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.

Part E: Regulations

Approved to Academic Regulations and Procedures.