UNDERGRADUATE MODULAR PROGRAMME

BSC (HONS) PUBLIC HEALTH (SPECIALIST COMMUNITY PUBLIC HEALTH NURSING)

TARGET OUTCOME:
BSC (HONS) PUBLIC HEALTH (SPECIALIST COMMUNITY PUBLIC HEALTH NURSING - SCHOOL NURSING)

PROGRAMME SPECIFICATION

Validation May 2011

University of the West of England

Programme Specification

Section 1: Basic Data   Version 3

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   BSc (Hons) Public Health (Specialist Community Public Health Nurse - School Nursing)

Default award title

Interim award title   BSc Public Health
(this award does not lead to 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 aim of this programme are to enable the practitioner to

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

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

- Be self aware, self directed, responsible and sensitive to the needs of others

- Develop leadership qualities

- Develop effective and appropriate relationships with service users and carers and practice in a non-discriminatory manner

- Function effectively across agencies, within interprofessional and interdisciplinary teams, with and through colleagues.

- Develop and enhance existing knowledge, key skills and professional behaviour to practice competently in the community

- Appreciate the broader context of health and social care

- Promote evidence-based practice and personal commitment to life-long learning

- Work within a framework of accountability, safety, ethical and legal boundaries in the workplace

- Engage in the analysis and evaluation of health and social care practice, policies and developments in order to operate effectively within a changing environment

*if appropriate for role

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: …

A Knowledge and understanding

Learning outcomes

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

Teaching, Learning and Assessment Strategies

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). 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 a variety of means e.g. oral presentations, portfolio, learning contracts and action plans and assignments (1-22)

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

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

The student will be able to:

1. demonstrate skills in research, critical appraisal and evaluation in order to optimise clinical effectiveness and to meet the challenging needs of users and service

2. appraise information from a variety of perspectives in order to contextualise community health and social care practice

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

4. demonstrate a sound ethical and legal framework for working practice, which promotes equality, respects the rights, beliefs and identity of others

5. effectively engage in reflection

6. demonstrate creativity in applying theory to practice

7. demonstrate development of current practice

8. critically appraise and evaluate how evidence is used in the practice of public health

9. critically interpret and evaluate the use of epidemiology and statistics for descriptive and analytic purposes

10. compare partnership working with other forms of service delivery

11. 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

12. explore and evaluate the public health role to families and communities with health and social needs

Teaching/learning methods and strategies

Intellectual skills (1 – 12) 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. plan, develop, implement and critically evaluate programmes to promote health and well being

2. carry out safe and effective interventions to a high standard

3. recognise the importance of interprofessional, interagency and interdisciplinary collaborative working and demonstrate the skills required.

4. demonstrate that they have achieved the professional requirements needed to meet quality health and social care practice

5. effectively evaluate current approaches in practice to meet the changing needs of users and service

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

Teaching/learning methods and strategies

Observation of practice, supervision of skills by experienced mentor, reflection on practice in the student workplace (1 – 14).

Assessment

Skills 1 – 14 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 the ability to communicate and interact effectively with service users, carers, agencies and other members of multi-disciplinary team

2. manage team working and participate in review of peoples performance within scope of own practice

3. demonstrate effective personal management, prioritisation of workload and ability to self-evaluate

4. take an independent and self critical responsibility for own work and managing their own requirements for continuing personal and professional development

5. demonstrate effective use of information technology

6. work effectively in establishing safe environments and minimising risk

7. be responsive to the changing health and social care environment

8. demonstrate capability to co-ordinate and/or review the use of resources, services and facilities in the workplace

9. demonstrate the skills of co-ordination and delegation of work.

10. communicate effectively verbally as well as through written and visual work

11. work effectively both in a team and independently

12. reflect on and evaluate own academic and personal performance

13. make effective use of information technology

14. manage change effectively and respond to changing demands

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

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 these skills.

Assessment

Skills 1 – 19 will be evidenced in the professional portfolio. Group presentations as well as written assignments will ensure continued personal and professional development

Section 4: Programme structure

Overview of programme structure

The BSc (Hons) 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 BSc (Hons) 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.

Compulsory modules:	Optional Modules	Interim Award:
• Public Health and Health Promotion UZVRE4-20-3 • Principles of Evidence Based Public Health UZVRDY-20-3 • Specialist Community Public Health Nursing Practice 1 UZVSJJ-20-3 And either • Synoptic module incorporating V100 UZTS7H-40-3 OR • Synoptic module (without V100 prescribing) UZTSDB-40-3	**Please choose one optional module from the list below or another appropriate module In negotiation with the Programme Leader** • Issues in Child Protection UZVREK-20-3 • Sexual Health UZUS5G-20-3 • Working with children and young people with diverse mental health and emotional needs UZUR4K-20-3 • Workplace health and wellbeing UZWSJL-20-3 Family Therapy in Context (to be finalised) 20 credits level 3	**BSc Public Health** (this award does not lead to professional registration) • Credit requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 60 are at level 2 or above and no less than 60 are at level 3 or above **Target/highest Awards:** **BSc (Hons) Public Health (Specialist Community Public Health Nurse - School Nursing)** • Credit requirements: 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 are at level 3 or above

Section 5: Entry requirements

For students seeking the **Award** and who wish to enter the programme at level 3:

- Registration on Part 1 or Part 2 of the Nursing and Midwifery Council register
- A minimum of 240 credits at level 0 or above of which no less than 100 must be at level 2 or above

Accelerated route to enter at level 3:

First level registered nurses or midwives who are seeking the award and who wish to enter the programme at level 3 using the accelerated route must :

- have successfully completed the Accelerating Learning for Professionals module UZTS76-20-2

Through individual application to the programme leader, practitioners will be acknowledged equivalence of 240 credits once the above criteria have been achieved in addition to providing evidence of their first level registration.

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

Section 6: Assessment Regulations

Wholly in accordance 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.

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.