



Programme Specification

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

Version: 2024-25, v1.0, 10 Jun 2024

Contents

Programme Specification	1
Section 1: Key Programme Details	2
Part A: Programme Information	2
Section 2: Programme Overview, Aims and Learning Outcomes	3
Part A: Programme Overview, Aims and Learning Outcomes	3
Part B: Programme Structure.....	10
Part C: Higher Education Achievement Record (HEAR) Synopsis	13
Part D: External Reference Points and Benchmarks	13
Part E: Regulations	13

Section 1: Key Programme Details

Part A: Programme Information

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

Highest award: MSc Specialist Community Public Health Nursing (Health Visiting)

Interim award: PGCert Public Health and Wellbeing in Context

Interim award: PGDip Public Health and Wellbeing in Context

Interim award: PGDip Specialist Community Public Health Nursing (Health Visiting)

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

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 September 2024

Programme code: B71L12

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The MSc Specialist Community Public Health Nursing (SCPHN) (Health Visiting) at UWE Bristol is an innovative, future-focused programme designed to produce knowledgeable and skilled Health Visitors, able to work autonomously and inclusively with children, carers and their families across different settings and within the Nursing and Midwifery Council (NMC) Code (2018). During the programme learners will develop the knowledge and skills required of a Health Visitor and achieve the competencies set out in the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2022).

Successful completion of the programme includes professional registration on the third part of the NMC register as a Specialist Community Public Health Nurse: Health Visitor. As a pre-requisite learners must already hold effective registration on Part 1 (Nursing) or Part 2 (Midwifery) of the NMC register.

SCPHN health visitors are uniquely placed to reach every child in their own home and be connected to their whole family and community. They build trusting relationships with children, carers and families, and are committed to addressing health inequalities through prevention and early intervention to positively influence their future health outcomes. They identify health needs and strengths and deliver timely, effective, evidence-based interventions in partnership with children, carers, communities and professionals.

SCPHN health visitors promote healthy environments for infants and children that acknowledge and respect the uniquely individual nature of each home setting and family unit while ensuring the needs and welfare of the child are central.

The programme structure and learning outcomes align to the spheres of the NMC standards of Proficiency for Specialist Community Public Health Nurses (2022) include six spheres of practice.

Sphere A: Autonomous specialist community public health nursing practice;

Sphere B: Transforming specialist community public health nursing practice: evidence, research, evaluation and translation;

Sphere C: Promoting human rights and addressing inequalities: assessment, surveillance and intervention;

Sphere D: Population health: enabling, supporting and improving health outcomes of people across the life course;

Sphere E: Advancing public health services and promoting healthy places, environments and cultures;

Sphere F: Leading and collaborating: from investment to action and dissemination.

The MSc Specialist Community Public Health Nursing (Health Visiting) is aligned to the Public Health Knowledge and Skills Framework (Faculty of Public Health, 2016) supporting learners to articulate their specialist skills within the wider public health workforce.

The NMC state that if you do not register your qualification within 5 years of the course completion date, you will have to complete the course again.

Reference

Faculty of Public Health (2016) Public Health Knowledge and Skills Framework. Available at: <https://www.fph.org.uk/professional-development/workforce/public-health-skills-and-knowledge-framework>

Features of the programme: The MSc SCPHN programme at UWE is led and supported by experienced academics from a wide range of professional backgrounds that include: SCPHN practice, public health, social sciences, and environmental health. Learners will study alongside SCPHN practitioners from School Nursing and Occupational Health Nursing as well as colleagues from a range of nursing, social work and other public health backgrounds. This provides a rich learning environment which mirrors the multi professional practice context.

Learners are employed by a SCPHN provider organisation for the duration of their programme of studies. They will spend approximately 50% of the time on this

working in clinical practice supported by a practice assessor and practice supervisor in line with NMC requirements. Students learn to apply their knowledge in a range of different settings and achieve the competencies set out in the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2022).

The MSc SCPHN closely aligns with the University's Research Centre for Public Health and Wellbeing.

There is the option to claim an interim award of Post Graduate Diploma in Specialist Community Public Health Nursing after 52 weeks of study. This Award provides eligibility to be admitted to Part 3 of the NMC register as a Specialist Community Public Health Nurse: Health Visitor.

Educational Aims: The MSc SCPHN programme at UWE aims to provide learners with the knowledge and skills required of a Health Visitor and to achieve the competencies set out in the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2022).

For learners to achieve professional registration on the third part of the NMC register as a Specialist Community Public Health Nurse: Health Visitor at the end of year one and to achieve a Masters degree at the end of the two year programme. Studying a masters degree allows learners to demonstrate knowledge and skills at the forefront of the discipline, the ability to manage projects independently and provides a competitive professional qualification to support a successful career in the field.

To transform learners' understanding of health and illness. The underpinning bio/psycho/social ecological approach equips learners to assess and critically apply the evidence base to embed sustainable change to the health and wellbeing of children and families within the home and community settings.

Participants will learn about the social determinants of health, the impact of health inequalities, social justice and the life course approach to prevention and promoting health.

Learners will learn how to work in dynamic partnerships across agencies and to empower individuals and communities and to co-create services which will safeguard children and adults, promote health and tackle health inequalities.

Learners will learn how to lead services that are child-centred, and evidence driven, with creativity and resourcefulness, and to accept responsibility and accountability for the safe, effective, and efficient management of that provision.

Learners will develop an understanding of the contemporary policy and legislative background to Health Visiting practice as well as a wider global public health perspective including the United Nations sustainable development goals (UN,2015) which promote everyone's right to a healthy life, and these are articulated throughout the modules on the programme.

Learners will develop the skills to use data from research and audit to evaluate the impact of interventions and work collaboratively to continuously improve the quality of public health provision, services and care for children and families.

The second year of the programme focuses on developing research and project management skills leading to completion of a research project for the dissertation.

References

UN (2015) The 17 Goals - Sustainable Development. Available at: . THE 17 GOALS | Sustainable Development (un.org)

Programme Learning Outcomes:

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

Programme Learning Outcomes

- PO1. Achieve autonomous practice as a SCPHN with the ability to assess, evaluate and tailor interventions to the diverse and changing health and wellbeing needs of people, communities and populations in schools, workplaces and communities.
- PO2. Demonstrates advanced research skills including independent project management, synthesizes evidence to improve the health and well-being of people across the life course and optimise public health service provision, recognising gaps in evidence, and influencing how to address these.
- PO3. Participates in critical debate on the issues and factors that may lead to inequalities in health and the associated concepts of human rights, social justice, inclusion, and equity.
- PO4. Critically applies theoretical knowledge to identify and advocate for vulnerable individuals and populations, planning, leading and evaluating interventions which uphold human rights, address inequalities and are accessible, person-centred, culturally responsive, and inclusive
- PO5. Uses advanced specialist communication strategies to establish therapeutic relationships, tailor health information, enable and support individuals and populations to improve health outcomes across the life course.
- PO6. Critically analyses barriers to effective interagency working and develops ways of working effectively in partnership with agencies and professions to safeguard individuals, manage risk in complex situations and implement plans to positively affect public health outcomes.
- PO7. Critically analyses how policy influences public health nursing practice and appraise and apply strategies and initiatives which advance public health services and promote healthy places, environments, and cultures.
- PO8. Applies knowledge of collaborative, compassionate leadership to lead, promote and support effective public health teams and services and influence strategic planning, creating workplace cultures which value individual contributions and build partnerships .

Assessment strategy: Assessment during on the programme is designed to empower and engage learners both through the assessment design and by providing opportunities for dialogic feedback and critical reflection on learning. Throughout the programme learners will be encouraged to develop their assessment literacy through activities such as participation in innovative peer and self-assessment activities.

Learners will complete a range of assessments throughout the programme which build on the skills and knowledge developed from learning in academic modules and

the experience they will be gaining in SCPHN Health Visiting practice. Assessment tasks are co-designed with Health Visiting practitioners and are workplace focused to assess ability to apply knowledge to contemporary Health Visiting practice.

Throughout the programme learners will be encouraged to develop their skills through participation in innovative peer and self-assessment activities. Learners will have the opportunity to develop their skills in professional and digital communication for example with the use of relevant software and support to enhance presentation skills. Learners will receive frequent feedback from peers, teaching staff and the academic assessor on their work.

Learners will be able to personalise the assessment tasks for the modules on the programme to best suit their individual strengths and learning needs. In the second-year, learners will have the opportunity to pursue in-depth autonomous and independent study of a particular topic of their own choosing relevant to SCPHN Health Visiting practice with the support of an allocated research supervisor.

Learners complete a portfolio of evidence within their practice assessment document (PAD) which is used as a working document shared with their academic assessor, practice assessor and practice supervisor and reviewed at tripartite meetings. Building a portfolio of evidence supports the integration of theoretical knowledge with Health Visiting practice as well as critical reflection on knowledge and skills development in line with the NMC Standards of Proficiency for SCPHN (2022). It contains structured formative reviews of progress and tools such as structured assessments of practice which will support learners to reflect on their professional behaviours, progress towards achievement of the professional competencies and action planning for learning.

Practice learning is supported by Steiner and Bell's experiential taxonomy (1979), learners and their practice and academic assessors will plan learning opportunities and measure progress against this taxonomy to develop a shared understanding of progress and required next steps for learning as they advance through the programme.

Student support: The programme team have developed long, established relationships with SCPHN providers across South West England to create a compassionate and supportive learning environment and positive student experience . The SCPHN programme at UWE Bristol supports a partnership approach to student support and development throughout the programme. Learners are supported by a named academic assessor, practice assessor and practice supervisor. Structured tripartite meetings are arranged and are focused on student support, review of the PAD, academic learning and progress towards achievement of the NMC Standards of Proficiency for SCPHNs (2022).

Individualised support for learners with differing abilities is provided through the programme team and wider UWE Bristol support services and is aimed at mitigating any potential disadvantage. Learners will be allocated an academic assessor for each part of the programme and a personal tutor who can support with any personal issues relating to teaching and learning at the University.

UWE Bristol Library Services provide a variety of academic skills support and development services. There are a wide range of online workbooks, virtual and face to face sessions on a number of topics. For example, developing critical writing, managing references or improving note writing or research skills. Learners will meet the course librarian at the start of the programme who will give further detailed information on what is available and provide support throughout the programme.

UWE also offers a range of Health and Wellbeing support services as well as Specialist Disability support.

UWE Bristol provides a Practice Support Line (PSL) which is a confidential helpline for practice assessors, supervisors, and students on healthcare courses.

Part B: Programme Structure

Year 1

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

Part-time students must take 60 credits from the modules in Year 1, plus UZVRLH-20-M Specialist Practice in Health Visiting which begins in Year 1 and ends in Year 2.

Interim awards:

PG Cert Public Health and Wellbeing in Context - 60 credits at level 6 or above, of which not less than 40 are at level 7. NOTE: this award does not lead to professional registration.

PGDip Public Health and Wellbeing in Context - learners will be eligible for this award if 120 credits at level 6 or above have been achieved (of which not less than 80 are at level 7), but these credits do not include all the compulsory modules for the registrable award . NOTE: this award does not lead to professional registration.

PGDip Specialist Community Public Health Nursing (Health Visiting): 120 credits at level 6 or above (of which not less than 80 are at level 7), where all compulsory modules for the registrable award have been achieved. Achievement of all compulsory modules is required in order to be eligible to apply for professional registration.

Target award:

MSc Specialist Community Public Health Nursing (Health Visiting): 180 credits at level 6 or above, of which not less than 120 are at level 7. Achievement of all compulsory modules is required in order to be eligible to apply for professional registration.

****No condonation or compensation is allowed on this programme to align with NMC standards.****

Year 1 and Year 2 Compulsory Module (Part Time)

Part time learners must take the 20-credit module shown below. This module starts in Year 1 and ends in Year 2.

Module Code	Module Title	Credit
UZVRLH-20-M	Specialist Practice in Health Visiting 2024-25	20

Year 1 Compulsory Modules (Full Time)

Full-time students must take 120 credits from the Compulsory Modules (Full Time) in Year 1.

Module Code	Module Title	Credit
UZVRUQ-20-M	Addressing Inequalities, Diversity and Inclusion 2024-25	20
UZVRUR-20-M	Compassionate and Collaborative Leadership in Public Health (CCLPH) 2024-25	20
UZVRWP-20-M	Health Promotion: Theory, Evidence and Practice 2024-25	20
UZVSDK-20-M	Principles of Evidence Based Public Health 2024-25	20
UZVRWQ-20-M	Promoting Health in the Early Years 2024-25	20
UZVRLH-20-M	Specialist Practice in Health Visiting 2024-25	20

Year 1 Compulsory Modules (Part Time)

In addition to Specialist Practice in Health Visiting, part-time students must take 60 credits from the Compulsory Modules (Part Time) in Year 1.

Module Code	Module Title	Credit
UZVRUQ-20-M	Addressing Inequalities, Diversity and Inclusion 2024-25	20
UZVRWP-20-M	Health Promotion: Theory, Evidence and Practice 2024-25	20

UZVSDK-20-M	Principles of Evidence Based Public Health 2024-25	20
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Year 2

Full-time students must take 60 credits from the modules in Year 2.

Part-time students must take 40 credits from the modules in Year 2, plus UZVRLH-20-M Specialist Practice in Health Visiting which begins in Year 1 and ends in Year 2.

Year 2 Compulsory Modules (Full Time)

Full-time students must take 60 credits from the Compulsory Modules (Full Time) in Year 2.

Module Code	Module Title	Credit
UZVSMT-45-M	Dissertation 2025-26	45
UZVYBY-15-M	Research and Project Management Skills 2025-26	15

Year 2 Compulsory Modules (Part Time)

Part-time students must take 40 credits from the Compulsory Modules shown below in Year 2.

They must also complete UZVRLH-20-M Specialist Practice in Health Visiting in Year 2. This module begins in Year 1 and ends in Year 2.

Module Code	Module Title	Credit
UZVRUR-20-M	Compassionate and Collaborative Leadership in Public Health (CCLPH) 2025- 26	20
UZVRWQ-20-M	Promoting Health in the Early Years 2025- 26	20

Year 3

Part-time students must take 60 credits in Year 3.

Year 3 Compulsory Modules (Part Time)

Part-time students must take 60 credits from the Compulsory Modules (Part Time) in Year 3.

Module Code	Module Title	Credit
UZVSMT-45-M	Dissertation 2026-27	45
UZVYBY-15-M	Research and Project Management Skills 2026-27	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

This is a post registration Master's degree for nurses and midwives who wish to register on Part 3 of the NMC register as Specialist Community Public Health Nurse – Health Visitor. This Level 7 award includes completion of practice competencies in addition to modular studies in health promotion, research methods, contemporary health visiting practice, leadership, project management and a dissertation. The programme adheres to the NMC Standards of Proficiency for SCPHNs (2022) and the NMC education framework (2018).

Part D: External Reference Points and Benchmarks

The programme has been designed to meet the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2022) and the Standards for post-registration programmes (NMC, 2022).

Student supervision, assessment and support has been aligned to the requirements outlined in the NMC Education Framework (NMC, 2018) and in particular the Standards for Student Supervision and Assessment (2018).

Mapping documents and other details required by the PSRB are available in the documents section (TBC)

Part E: Regulations

Approved to Academic Regulations and Procedures.

No condonation or compensation is allowed on this programme to align with NMC standards.