

Programme Specification - Specialist Community Public Health Nursing

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at [Faculty web site address], (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Interim Awards and Final Award:	BSc Studies in Community Health BSc (Hons) Specialist Community Public Health Nursing (Health Visiting) BSc (Hons) Specialist Community Public Health Nursing (School Nursing)
Programme Title:	Specialist Community Public Health Nursing
Main fields of Study:	Community Public Health, Health Visiting and School Nursing
Modes of Study:	Full time / part time
Language of Study:	English
UCAS Code:	
JACS Code:	B712 (Health Visiting) B713 (School Nursing)

Professional Status of the programme (if applicable):

The Nursing and Midwifery Council will approve the programme in meeting their standards.

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

NMC Standards of Proficiency
QAA level 6 descriptors

Programme philosophy and aims

The Specialist Community Public Health Nurse Programme philosophy advocates public health practice to maintain and improve the health of defined social groups and populations, through the use of best available evidence, reflective practice and work within the boundaries of the Nursing and Midwifery Council Code of Professional Conduct/Ethics. The health of the population cannot be improved, however, without improving the health of its individuals (Watkins 1994) where the family centred public health role means placing emphasis on targeted public health activities; seeking out and prioritising services to those who are likely to experience the greatest health threats and poorest access to services to achieve health gain. Though health visiting is unique in promoting and protecting health, teamwork and partnerships are fundamental in providing effective and efficient services. SCPHN Health Visitor practitioners have a strong tradition of working along the public health continuum with individuals, families, groups and populations to promote and improve health and well being (DOH 2007). Family centred public health recognises the relationship between these different elements of practice acknowledging their inter-dependence. In line with the programme philosophy Health visitors must practice the art and science of public health within the Code of Conduct/Ethics in delegating and leading teams using skills and resources effectively.

The Specialist Community Public Health Nurse Programme philosophy advocates public health practice to maintain and improve the health of defined social groups and populations, through the use of best available evidence, reflective practice and work within the boundaries of the Nursing and Midwifery Council Code of Professional Conduct/Ethics, where seeking out and prioritising services to those who are likely to experience the greatest health threats and poorest access to services to achieve health gain. Responding to local health needs and addressing national priorities is therefore, likely to demand new knowledge, skills and different ways of working for the Specialist Community Public Health Nurse.

The major tenets that underpin the philosophy of the programme is that science informs practice using the best available evidence. Which in turn informs the art of practice within the boundaries of the Nursing and Midwifery Council Code of Professional Conduct/Ethics to such an extent that the protection of the public is assured. The development of a reflective practitioner is central to achieving the NMC Standards of Proficiency ensuring that the Specialist Community Public Health Nurse is fit for practice, fit for purpose, fit for the award and fit for professional standing.

The content of the programme is designed to produce knowledgeable and skilled practitioners who are responsible for the health needs of various client groups across different settings of public health practice working within the Professional Code of Conduct/Ethics. This knowledge and skill development will be reflected in the capacity of the student to meet the NMC Standards of Proficiency.

The primary aim of the programme is to ensure that the students are prepared to practice safely and effectively from a health focus within a public health context adhering to the Nursing and Midwifery Council Professional Code of Conduct/Ethics.

The programme therefore aims to:

- Promote public health practice centred learning
- Develop students evidence based public health knowledge, and skills to inform practice

- Promote the development of lifelong learning through reflection and personal development planning
- Promote inter professional learning, collaborative and partnership working within the context of public health.
- Develop student's knowledge and skills in relation to prescribing from the nurse prescribing formulary.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes¹

1. Critically appraise health and social models of health with application to public health practice.
2. Evaluate methodologies used to search for health needs through surveillance, assessment and screening.
3. Demonstrate a critical awareness of current problems and/or new insights to differentiate the health needs of populations and defined social groups in order to stimulate an awareness of health needs.
4. Devise, plan, implement and critically appraise health-promoting programmes/strategies working with and for populations and defined social groups facilitating health-enhancing activities.
5. Demonstrate self-direction and originality in tackling and solving problems through reflection and safe decision-making skills within public health practice.
6. Appraise the impact of policies affecting health in promoting and protecting the population's health and well being.
7. Deal with complex issues both systematically and creatively in using leadership skills in contributing to policy and strategy development and implementation to improve health and well being.
8. Influence policies affecting health through research and innovative developments.
9. Coordinate partnerships based on trust to secure and Improve health of populations and defined social groups through quality and risk management strategies
10. Exercise initiative and personal responsibility using effective

¹ Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

methods of collaborative and inter-professional working, to promote health and well being

11. Undertake anti-oppressive practice providing public health provision to reduce inequalities in health.
12. Contrast and compare service frameworks to assess risk in complex situations, and work safely and effectively with conflicting priorities and ambiguities
13. Demonstrate the knowledge and skills to be able to prescribe safely and effectively from the nurse prescribing formulary (V100)
14. Work within the boundaries of the Code of Conduct/Ethics directing and teaching others, managing resources and people to improve health and well being.

Learning teaching, and assessment methods used

Workshops/study sessions in University will also contribute to learning. There will also be opportunities for self-directed learning, tutorial support and the use of computer technology.

Professional practice is central to the effective preparation in achieving proficiency, The students complete a Journal of Reflection, and a professional practice book using a variety of evidence through assessments. Reflective practice is an essential element in the personal, professional and academic development of students undertaking the Specialist Community Public Health Nurse programme. Action learning sets will also be a feature in practice to promote inter-professional learning.

Achievement of the Nursing and Midwifery standards of proficiency, key areas of public health practice and domains are achieved through the processes of initial exposure leading to participation by the end of part 1 and achieving the level of identification by the end of part 2 of the professional practice. The level of internalisation is entered into during part 3 and is to be completed by the end of the 10 week period of consolidation. Steiner and Bells Experiential Taxonomy will be used to demonstrate the standards of proficiency in the professional practice book, which is viewed together with the journal of reflection.

The assessment strategies involve, poster presentation, reflective diary, theoretical case study, a comparative report, invigilated examinations, health needs assessment, and problem based learning.

Overall there is a balance of 50% theory 50% practice across the whole programme

Programme Structure and Requirements, Levels, Modules, Credits and Award

Term 1

Theory Module (linked to practice): Introducing Principles and Practice of SCPHN (HV or SN) (30 Credits)	Term 1 Practice Placement
Modules not linked to practice: Evidence based practice/research (15 Credits)	

Term 2

Theory Module (linked to practice) Safeguarding Vulnerable People (30 Credits)	Term 2 Practice Placement
Modules not linked to practice: Leadership and Innovation in public health (15 Credits) Prescribing for Community Health Nurses (V100) (15 credits) OR Negotiated Module (15 Credits)	

Term 3

Theory Module (linked to practice): Consolidating the role of the SCPHN (HV/SN) (15 Credits)	Term 3 Practice Placement (10 week consolidation)
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Award: **BSc (Hons) Specialist Community Public Health Nursing (Health Visiting)**
 BSc (Hons) Specialist Community Public Health Nursing (School Nursing)

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- Comprehensive induction programme
- A wide range of supportive documentation available as hard copies or e-copies
- Signposting to supportive departments within BCU such as the Professional Development Centre
- On line discussion forums
- Diagnostic tools are completed to identify learning needs
- A named tutor adviser
- A named practice teacher within the trust
- Inter-professional engagement

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The University, Faculty Health and the programme team are committed to continuous evaluation, quality monitoring and enhancement of programme of study. There are a number of strategies, policies, procedures and guidance that are in place within the Faculty of Health to ensure evaluation, enhancement of quality and standards including listening and responding to views of students. In addition where applicable professional regulatory and statutory body requirements are adhered to.

Within the programme the students are encouraged to complete module evaluation for each module, a placement evaluation and at the end of the consolidation period a programme evaluation. Students are visited in practice twice as a minimum but additional visits can be organised if requested during the programme. The role of the student representative is discussed during the induction programme. In addition the programme team meet regularly with the Practice teachers and managers within the trust where any relevant problems can be raised.

- Students' views can be expressed in Boards of Studies, module, placement and programme evaluations, the Associate Dean (Academic and Quality Enhancement) Forum, online discussion forums and surveys. Students are also invited to meet with External Examiners, attend programme Quality days and meet with external quality monitoring programme reviewers.
- There are a number of committees where the programme team, practice partners and service-users meet to ensure that the programme is current and responsive to local and national developments and policy. These include Healthcare (Strategic) Quality Group, Profession Specific-group, Curriculum working group, Practice partner and programme team meetings. Changes to the programme are reviewed and accepted by a subcommittee of the Faculty Academic Standards and Quality Enhancement, and can only be approved

following consultation with students, external examiners and practice partners.

- An exception reporting annual programme monitoring report is produced each academic year which includes feedback from students. The annual programme monitoring report is reviewed and approved by students, external examiners and practice partners. Action points are raised to be developed and reviewed for the following academic year. In addition the annual programme monitoring report is peer-reviewed. The annual report is a key document provided to professional bodies and external quality monitoring agencies.
- Where the programme has placements the Department of Practice Learning undertakes audit and evaluation of students learning opportunities. Practice documentation is moderated with practice partners. Mentors and Practice Teachers are provided with updates each academic year.
- Assessment procedures are updated by the Academic Quality Office to ensure that they are rigorous and fair. Bench marking statements are used to monitor achievement rates. Marking and moderating policies are in place to ensure that the procedures for assessment are transparent and students' work is reviewed by External Examiners, who also attend Programme Exam Boards, Quality Days and meet with students.
- There are committees in the Faculty of Health that contribute to the evaluation and ongoing quality monitoring. The Executive committee and Faculty Board are the overarching committees in the Faculty of Health. Policies, procedures and guidance is scrutinised by the Faculty Academic Standards and Quality Enhancement Committee.