Quality Assurance

Programme Specification: Specialist Community Public Health Nursing

2017/18

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele's Curriculum Annual Review and Development process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

Name of programme: **MSc/PgDip Specialist Community Public Health Nursing**

Name of award(s):   **MSc/PgDip Specialist Community Public Health Nursing (Health Visiting)**
                                MSc/PgDip Specialist Community Public Health Nursing (School Nursing)

Mode of study – **Full-time and Part-time**

Single Honours/Dual Honours/Major-minor: **Single Honours**

Framework of Higher Education Qualification (FHEQ) level of final award: **7**

Duration of programme: **One calendar year (full-time) or two years part-time**

> Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks). They may be delivered full time, or part-time.
>
> Guidance: In order to ensure that sufficient time is spent in practice to achieve the standards of proficiency for safe and effective practice, the NMC will not accept less than 45 programmed weeks (NMC 2015).

Details of professional, statutory and regulatory body (PSRB) (If appropriate): **Nursing & Midwifery Council**

External Examiner(s) names: **Further information can be found at**
https://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

1. What is the Philosophy of the Programme?

a. _Educational aims_

The philosophy of this course recognises the dynamic nature of community public health nursing and the need for education to be responsive to contemporary public policy. The provision of this programme at postgraduate level ensures that qualified practitioners who have already received an award at Bachelors level have the opportunity to build on and enhance their academic development in the context of a programme for further professional learning and practice. Indeed, fostering an intellectually challenging environment, within which students develop skills of analysis and critical evaluation, is viewed as fundamental to undergraduate education. Integral to achievement of the programme intended learning outcomes is the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a Specialist Community Public Health Nurse (NMC, 2004).

The process of teaching and learning within the curriculum will be underpinned by an adult learner approach; this approach emphasises the importance of students, and it recognises the facilitative role of the teacher in order to assist the learner to learn at this level. Students entering this programme will already have a sound knowledge base in general practice areas, typically developed during pre-registration education and subsequent post-registration practice and development as well as from personal experiences.

Value is placed on the intrinsic differences between individual students with regard to their professional knowledge, clinical experiences, technical and life skills. The curriculum will incorporate different ways of encouraging students to learn and different sequences of material so that individual differences between learners can be fitted into the general goal of helping all students to learn. Presenting information, motivating students, and creating opportunities for them to learn will encourage deep approaches to learning. Engaging the learner in this way will seek to develop the student in order that they can expedite appropriate change in their own practice and ultimately enhance care for their client group either in health or social care settings. In order to achieve this, the student will be empowered to develop individual responsibility for their learning within a framework of reflection, critical evaluation and clinical governance.

The programme team has taken account of the nature of developments within Specialist Community Public Health Nursing, education, research and clinical leadership and believes that there will be a need for students to develop critical consciousness of self, evidence based practice, theory and practice knowledge in order to enable them to respond to the needs of clients in a variety of contexts.
Within the MSc Specialist Community Public Health Nursing the following pathways are available:

- Health Visiting
- School Nursing

Health Visiting and School Nursing services support families with children and young people to make safe, healthy choices relating to their home and community environment, and help deliver public health services to communities to promote health and well-being.

Registered health visitors and school nurses are registered nurses or midwives who undertake an additional specialist SCPHN registration to develop their specialist knowledge of child development, community health and wellbeing and health needs assessment, adhering to the standards laid out by the NMC (2004). They lead the Healthy Child Programme delivery and relevant local public health initiatives through the utilisation of four key domains:

- The search for health needs
- The stimulation of awareness of health needs
- The influence on policies affecting health
- The facilitation of health-enhancing activities

Although already a registered nurse or midwife, students undertaking programmes of preparation for specialist community public health nursing practice will be directed throughout by the approved educational institution; and shall have **supernumerary status** to enable them to achieve the required standards of proficiency.

In this instance supernumerary status means, in relation to a student, that they shall not as part of their programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care.

Where part time students are being employed at the same time as undertaking a programme of preparation, provision must be made to ensure that students are able to obtain suitable learning experiences for a period equivalent to 50% of the programme.

Additional named award / pathways will be added in response to the post-registration/post-graduate career development needs of health and social care professionals.

The broad aims of the programme are to enable you to:

The aim of this programme is to support the development and enhancement of essential knowledge and skills in the registered practitioner to equip them for a career in specialist community public health nursing. This will be actualised through building upon the theoretical and clinical basis of their specialised area of practice, through delivery of a coherent programme of study. The award options will have a contemporary focus and initially serve to meet the NMC Standards for Specialist Community Public Health Nursing (NMC 2004) for those aspiring to work within the field of:

- Health Visiting
- School Nursing

Each award pathway, as developed, will be designed to develop and enhance the individual practitioner's application of specialist theory to their practice area.

b. _Intended Learning Outcomes_

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes, including skills that are transferable to Community Public Health Nursing.

Upon successful completion of the programme the Specialist Community Public Health Nurse will be able to:

- Demonstrate the development and enhancement of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving.

- Contribute effectively to the development of innovative care delivery, within community public health nursing, through the acquisition of appropriate skills, knowledge and attitudes.

- Contribute to the advancement of evidence based practice and research within the context of contemporary professional and public policies.

- Demonstrate critical awareness and understanding of the ways in which personal and professional values and organisational structures affect clinical decision making and integrated care delivery.

- Demonstrate the skills and practical knowledge surrounding communication through an individual and personalised approach to clients, families and colleagues.

- Undertake critical analysis of their role and responsibilities within the community setting and acquire the skills and knowledge to respond to changing practice and expansion of roles.

- Demonstrate an understanding and enrichment of knowledge for practice, and demonstrate competency within community public health nursing.

- Demonstrate effective self-management and leadership skills to effect change in community public health.

- Promote and enhance skills of critical reflection, evaluation and professional decision making to inform best practice.

- Promote effective collaborative, interdisciplinary and interagency working practices.

- Engage within an advanced programme of study, consolidating and extending theoretical knowledge and practice skills relevant to public health practice, facilitating academic and professional development to enhance the delivery of quality care

- Demonstrate effective self-management and leadership skills to effect change in community public health.

- Promote and enhance their skills of critical reflection, evaluation and professional decision making to inform best practice.

- Promote effective collaborative, interdisciplinary and inter-agency working practices.

c. *Keele Graduate attributes*

Engagement with this programme will enable students to further develop their intellectual, personal and professional capabilities. At Keele, these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Whilst students will undoubtedly have already developed these skills and abilities to varying degrees, such existing capabilities can always be deepened and enriched. Our educational programme and learning environment is designed to help students to develop further as well-rounded postgraduates who are capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life they engage in during and after their studies at Keele.

Please refer to the programme webpages for a statement of how students can achieve the Keele Graduate Attributes through full engagement in the programme and other educational opportunities at Keele.

Upon successful completion of the programme, the Specialist Community Public Health Nurse will have acquired:

- Information technology skills
- Numeracy skills
- Written communication skills
- Verbal and non-verbal communication skills
- Team working skills
- Problem solving skills
- Research skills
- Learning to learn skills

2. How is the Programme taught?

In order to prepare a practitioner who is able to contribute positively to delivering the health and social care needs of individuals and communities, the educational and learning process will concern itself with the integration and application of theory to practice.   Consequently, the student will develop the ability to reflect on practice and respond pro-actively to change, whilst maintaining quality within patient/client care. Critical - thinking skills and a sound evidence base to their practice are essential for competent practice.

In addition to the University Learning Resource Centre and Library facilities, the School of Nursing & Midwifery benefits from an Inter-professional Clinical Education Centre, providing excellent facilities. The multi-disciplinary Health Library at the Clinical Education Centre provides a range of information services to support the learning, teaching and research needs of both the University and the local NHS communities. The library's specialist stock of health and health-related material includes 32,000 books, 550 current journal subscriptions, and collections of CD and video material. Facilities include a Help Desk, a quiet study area, and four self-service photocopiers. The Library Staff offer a number of information skills training and academic writing skills sessions. An open access IT Suite offers 100 PC workstations which provide access to a wide range of electronic databases, full-text journals and other web-based resources. The Library and IT Suite are open for 72 hours each week, throughout the year (excluding Bank Holidays).

Lectures will be used to impart information, stimulate interest and provide a medium for the considered application of theory to practice. Discussions, seminars and small group presentations will be used to explore the dynamics of clinical practice and small group work/ action learning sets will be facilitated to promote independent study in achieving the learning outcomes. Learning and teaching hours are identified for each module within the module specification documentation.

Tutorials will be arranged as both individual and small group sessions with an emphasis on individual student development and opportunity given to:

- Explore specific learning intentions and /or any difficulties
- Provide formative feedback and clarification of learning
- Create a climate for learning through structured reflection on practice and the inter- relationship with knowledge and research
- Provide effective support for students

The Keele Virtual Learning Environment (KLE) will be utilised to support and complement the blended - learning approach of the curriculum. Module content will be developed utilising the KLE where appropriate, in readiness for each module presentation as the course is developed and implemented over time. Additionally, KLE will be used to house programme pathway discussion groups. The blended - learning approach adopted in this programme will meet the needs of students, managers and the organisations in which they work as the emphasis on traditional, classroom - based learning is reduced.

Learning and teaching methods used within the programme vary according to the subject matter, focus and content of the module: they vary also in recognition of students' individual learning needs, pace of learning and learning styles.

a. _Principal Learning & Teaching Methods_

The learning and teaching methods used in the programme include:

- _Lead lectures:_ where the lecturer provides students with a framework and context for further reading and independent study.

- _Tutored tutorials:_ where the lecturer focuses on a topic of interest and relevance to the module to be discussed in depth within a small group.

- _Student-led tutorials:_ where the student leads the discussion on a topic of interest and relevance to the module within a small group or on a one to one basis.

- _Problem-solving scenarios:_ where case based scenarios are used to focus students' attention and develop their problem solving skills.

- _Case study presentations:_ where the lecturer and/or students present a specific case and use this as a vehicle for discussion and critical analysis.

- _Small group work:_ where students work together in small groups to discuss and evaluate practice and associated evidence, then share group summaries in a final plenary session.

- _Experiential learning:_ where students reflect on and critically appraise their experiences in practice.

- _Interactive Practical Examination:_ Interactive practical examinations are used as formative and summative assessments within the programme. They enable the student to demonstrate practical skills within a simulated environment using either clinical scenarios or a specific clinical procedure. The examination will assess appropriate knowledge and understanding and the students' ability to reflect in action, problem solve, and make decisions.

- _KLE and blended learning approaches:_ where the University's virtual learning environment is used to facilitate on line discussions, 'blogs', conditional release tasks and access to a wide range of learning resources and research tools.

- _Independent study:_ where students are self-directed in relation to the various study demands of each module and its assessment. This is particularly relevant to portfolio development.

These learning and teaching methods enable students to achieve the programme learning outcomes in a variety of ways. For example:

Lead lectures and independent study enable students to broaden and deepen their existing professional knowledge and understanding of the core principles of their specific area of practice.

Lecturer and student-led tutorials and small group work enable students to explore a topic to considerable depth and to rationalise their opinions and actions within the safe, but challenging company of their peers. This further develops students' confidence, competence and communication skills.

Case studies and case-based problem-solving scenarios facilitate linking of theory and practice; they encourage critical analysis and evidence-based discussion as students are drawn into the rhetoric / reality debate that such scenarios often generate.

Web-based learning facilitates breadth and depth of learning as participants engage in critical and challenging discussion with a large, multi-professional audience. Furthermore, communication skills are enhanced as students learn the nuances of web based communication with practitioners from a variety of disciplines.

Evidence-based learning and teaching is incorporated into all learning and teaching methods; this, alongside the Evidence Based Practice module imbues students with the knowledge, understanding, critical application and evaluation of evidence used to underpin practice in the clinical settings and thus develops their confidence and ability to use evidence prudently and effectively within their workplace.

In addition to the aforementioned methods of learning and teaching, students can access lecturers for individual tutorials, support, advice, guidance and feedback at their request.

Unique to the School of Nursing and Midwifery is the Student Support and Guidance Lecturer who provides additional support for all students, and in particular for those who have additional learning needs.

b. *Teaching staff*

The teaching staff involved with MSc/PgDip Specialist Community Public Health Nursing consists of lecturers with specialist expertise in Health Visiting, School Nursing, Children's Community Nursing, Social Work, and Prescribing specialist expertise. Many members of staff have higher degrees in disciplines relating to the core modules within the programme pathway and many members of staff are involved in clinical practice. The majority of staff members are active researchers and several of those have published extensively in national and international journals. All members of staff are registered with the appropriate Professional Body. The majority of staff have recognised and recordable teaching qualifications. Moreover, they have extensive experience of teaching at undergraduate and postgraduate level and many are External Examiners to undergraduate and postgraduate programmes in other Higher Education Institutes

Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

3. What is the Structure of the Programme?

a. *Module Structure*

The Postgraduate Diploma Specialist Community Public Health Nursing award – registerable with the NMC – comprises of six taught modules (see tables of two PG.Dip. routes below) to meet individual or service requirements in year 1.

Successful completion of the Postgraduate Diploma will lead to the NMC approved specialist and registerable qualification 'Specialist Community Public Health Nursing (Health Visiting)' or 'Specialist Community Public Health Nursing (School Nursing), depending upon the route that the student is registered for.

Students who have met the requirements for the award of a Postgraduate Diploma will be eligible to proceed in year 2, onto the Masters' award – subject to the rules of progression. The award of an MSc Specialist Community Public Health Nursing (Health Visiting or School Nursing) requires successful completion of the Professional Practice dissertation (MSc route 1) or the Faculty dissertation module (MSc route 2) as indicated below.

Both pathways:

MODULE	TITLE	SEMESTER	LEVEL & CREDITS
Compulsory Core	NUR-40024 Specialist Community Practice	1 - 3	L7, 30
Compulsory Core	NUR-40066 Promoting Health and Well-being in Children and Young People	1 -2	L7, 30
Compulsory Core	NUR-40027 Public Health & Social Policy	1	L7, 15
Compulsory Core Research	HLT-40001 Research Methods in Health OR NUR-40039 An Introduction to Clinical Effectiveness	1	L7, 15
Compulsory Core Leadership	CLM-40104 Leadership & Management for Healthcare Professionals OR NUR-40042 Clinical Leadership	2 2	L7, 15 L7, 15
Optional Core	NUR-40065 Community Practitioner Nurse Prescribing (V100) OR	2	L7, 15
Optional Core	NUR-40067 Mental Health Assessment for Non-Mental Health Settings	1-2	L6, 15

Master of Science route option 1 (years 2/3)

MODULE	TITLE	SEMESTER	LEVEL & CREDITS
Compulsory Core	NUR-40023 Advanced work-based Practice Project		L7, 60

Master of Science route option 2 (years 2/3)

MODULE	TITLE	SEMESTER	LEVEL & CREDITS
Compulsory Core	NUR-40019 Faculty Dissertation Project		L7, 60

b. Learning Outcomes

The learning outcomes for the programme remain the same, irrespective of the route that students opt to take. However, the locus of these outcomes varies slightly depending on the chosen route. These are indicated in the table below:

Level Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
Demonstrate the development and enhancement of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving.	NUR-40024 Specialist Community Practice NUR-40066 Promoting Health and Well-being in Children and Young People NUR-40027 Public Health & Social Policy NUR-40065 Community Practitioner Nurse Prescribing (V100) HLT-40001 Research Methods in Health OR NUR-40039 An Introduction to Clinical Effectiveness NUR-40067 Mental Health Assessment for Non-Mental Health Settings	Oral Exam, Essays; Reflective accounts; Portfolio Practice assessment document
Contribute effectively to the development of innovative care delivery, within community public health nursing, through the development of skills, knowledge and attitudes.	NUR-40024 Specialist Community Practice NUR-40066 Promoting Health and Well-being in Children and Young People CLM-40104 Leadership & Management for Healthcare Professionals OR NUR-40042 Clinical Leadership NUR-40027 Public Health & Social Policy NUR-40067 Mental Health Assessment for Non-Mental Health Settings	Practice Assessment Document Reflective analysis Portfolio Presentation
Contribute to the advancement of evidence based practice and research within the context of contemporary professional and public policies	NUR-40024 Specialist Community Practice NUR-40066 Promoting Health and Well-being in Children and Young People NUR-40027 Public Health & Social Policy NUR-40065 Community Practitioner Nurse Prescribing (V100) HLT-40001 Research Methods in Health OR NUR-40039 An Introduction to Clinical Effectiveness CLM-40104 Leadership & Management for Healthcare Professionals OR	Portfolio; Practice Assessment Document; Reflective analysis Oral Exam; Essays; Reflective accounts; Portfolios Reflective analysis

Level Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
	NUR-40042 Clinical Leadership	
Demonstrate critical awareness and understanding of the ways in which personal and professional values and organisational structures affect clinical decision making and integrated care delivery.	CLM-40104 Leadership & Management for Healthcare Professionals OR NUR-40042 Clinical Leadership NUR-40024 Specialist Community Practice NUR-40027 Public Health & Social Policy	Essay Presentation Portfolio
Demonstrate the skills and practical knowledge surrounding communication through an individual and personalised approach to clients, families and colleagues.	CLM-40104 Leadership & Management for Healthcare Professionals OR NUR-40042 Clinical Leadership NUR-40024 Specialist Community Practice NUR-40066 Promoting Health and Well-being in Children and Young People NUR-40067 Mental Health Assessment for Non-Mental Health Settings	Essay Presentation Portfolio
Undertake critical analysis of their role and responsibilities within the community setting and acquire the skills and knowledge to respond to changing practice and expansion of roles.	NUR-40024 Specialist Community Practice NUR-40067 Mental Health Assessment for Non-Mental Health Settings	Portfolio Essay Presentation
Demonstrate understanding and enrichment of knowledge for practice, and demonstrate competency within community public health nursing.	NUR-40024 Specialist Community Practice	Practice Assessment Document
Demonstrate effective self-management and leadership skills to effect change in community public health.	CLM-40104 Leadership & Management for Healthcare Professionals OR NUR-40042 Clinical Leadership NUR-40024 Specialist Community Practice	Essay Presentation Portfolio Practice Assessment Document
Promote and enhance their skills of critical reflection, evaluation and professional decision making to inform best practice.	NUR-40024 Specialist Community Practice	Portfolio

Level Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
Promote effective collaborative, interdisciplinary and interagency working practices.	NUR-40024 Specialist Community Practice NUR-40066 Promoting Health and Well-being in Children and Young People NUR-40027 Public Health & Social Policy NUR-40067 Mental Health Assessment for Non-Mental Health Settings	Portfolio Essay Practice Assessment Document
Engage within an advanced programme of study, consolidating and extending theoretical knowledge and practice skills relevant to public health practice, facilitating academic and professional development to enhance the delivery of quality care	NUR-40024 Specialist Community Practice NUR-40066 Promoting Health and Well-being in Children and Young People NUR-40027 Public Health & Social Policy NUR-40065 Community Practitioner Nurse Prescribing (V100) HLT-40001 Research Methods in Health OR NUR-40039 An Introduction to Clinical Effectiveness CLM-40104 Leadership & Management for Healthcare Professionals OR NUR-40042 Clinical Leadership	Portfolio; Practice Assessment Document; Reflective analysis Oral Exam; Essays; Reflective accounts;

c. _Exit routes_

Students can exit from this programme at the following points only:

- Upon achieving 120 credits from one of the prescribed routes: Postgraduate Diploma Specialist Community Public Health Public Health Nursing (Health Visiting) or (School Nursing)

- Upon achieving 180 credits from one of the prescribed routes: MSc Specialist Community Public Health Public Health Nursing (Health Visiting) or (School Nursing)

d. NMC Standards of Proficiency

The MSc/PgDip Specialist Community Public Health Nursing is mapped against the following principles:

	PRINCIPLE 1: Surveillance and assessment of the population's Health and wellbeing
1.1	Collect and structure data and information on the health and wellbeing and related needs of a defined population
1.2	Analyse, interpret and communicate data and information on the health and wellbeing and related needs of a defined population
1.3	Develop and sustain relationships with groups and individuals with the aim of improving health and social wellbeing
1.4	Identify individuals, families and groups who are at risk and in need of further support
1.5	Undertake screening of individuals and populations and respond appropriately to findings
	PRINCIPLE 2: Collaborative working for health and wellbeing
2.1	Raise awareness about health and social wellbeing and related factors, services and resources
2.2	Develop, sustain and evaluate collaborative work
	PRINCIPLE 3: Working with and for communities to improve health and wellbeing
3.1	Communicate with individuals, groups and communities about promoting their health and wellbeing
3.2	Raise awareness about the actions that groups and individuals can take to improve their health and social wellbeing
3.3	Develop capacity and confidence of individuals and groups, including families and communities, to influence and use available services, information and skills, acting as advocate where appropriate
3.4	Work with others to protect the public's health and well-being from specific risks
	PRINCIPLE 4: Developing health programmes and services and reducing health inequalities
4.1	Work with others to plan, implement and evaluate programmes and projects to improve health and wellbeing
4.2	Identify and evaluate service provision and support networks for individuals, families and groups in the local area or setting

	PRINCIPLE 5: Policy and strategy development and implementation to improve health and wellbeing
5.1	Appraise policies and recommend changes to improve health and wellbeing
5.2	Interpret and apply health and safety legislation and approved codes of practice with regard for the environment, wellbeing and protection of those who work with the wider community
5.3	Contribute to policy development
5.4	Influence policies affecting health
	PRINCIPLE 6: Research and development to improve health and wellbeing
6.1	Develop, implement, evaluate and improve practice on the basis of research, evidence and evaluation
	PRINCIPLE 7: Promoting and protecting the population's health and wellbeing
7.1	Work in partnership with others to prevent the occurrence of needs and risks related to health and wellbeing
7.2	Work in partnership with others to protect the public's health and wellbeing from specific risks
	PRINCIPLE 8: Developing quality and risk management within an evaluative culture
8.1	Prevent, identify and minimize risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed
	PRINCIPLE 9: Strategic leadership for health and wellbeing
9.1	Apply leadership skills and manage projects to improve health and wellbeing
9.2	Plan, deliver and evaluate programmes to improve the health and wellbeing of individuals and groups
	PRINCIPLE 10: Ethically manage self, people and resources to improve health and wellbeing
10.1	Manage teams, individuals and resources ethically and effectively

The table below indicates the locus of each of the NMC standards of proficiency in terms of the module structure:

NMC STANDARDS OF PROFICIENCY	Promoting Health and Well-being in Children and Young People					Public Health & Social Policy						Specialist Community Practice				Research Methods in Health OR An Introduction to Clinical Effectiveness						Lead. & Manage For Health Profs OR Clin Leadership					400042	Community Nurse Prescribing (V100)									Mental Health Assessment for Non-Mental Health Settings			
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5		1	2	3	4	5	6	7	8	9	1	2	3	4
1.1	✓					✓						✓		✓														✓												
1.2	✓				✓	✓						✓		✓						✓								✓												
1.3							✓					✓		✓														✓									✓			✓
1.4		✓	✓		✓	✓						✓		✓														✓	✓								✓			
1.5		✓										✓		✓														✓											✓	
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7.1			✓	✓	✓							✓		✓											✓	✓								✓	✓				✓	
7.2									✓			✓		✓											✓	✓													✓	
8.1	✓	✓	✓	✓					✓			✓		✓																										
9.1									✓			✓	✓	✓								✓	✓	✓	✓	✓														
9.2		✓										✓	✓	✓						✓	✓	✓	✓	✓	✓	✓														✓
10.1												✓	✓	✓							✓	✓	✓	✓	✓	✓					✓					✓				

4. How is the Programme assessed?

The methods of assessment used throughout the programme will be suitable to assess the intended learning outcomes and qualification descriptors, and will ensure their synthesis throughout the programme. Each module on the programme is formally assessed. A range of assessments [summative and formative] will be used in the programme, through written assignments, learning logs, reflective accounts, practice reports, problem-solving exercises and oral presentations. Regular 'compiling' of evidence of experiences and reflecting on what has actually been achieved, will be part of the learning process to diagnose strengths and weaknesses and identify areas for 'new learning.' A combination of assessment methods is employed in order to ensure validity and reliability of assessment and to motivate student learning. One timed, invigilated examination is a professional requirement of the SCPHN programme (NMC 2004). If the prescribing module is taken as an option this is also assessed by examination (NMC 2006).

Specific specialist pathway competencies, based upon the standards of proficiency, are identified for assessment dependent upon the pathway that each student is following. This programme is grounded in practice and the assessment of proficiency is crucial to successful completion of the programme. Students will be allocated a named Practice Teacher who is responsible for assessing their proficiency in practice. Together they will plan learning opportunities to facilitate achievement of the proficiencies and will use the criteria within the clinical assessment document to determine success or referral.

Practice based assessment and learning facilitates the acquisition of breadth and depth of knowledge; evidence based practice; communication skills; affective skills; reasoning; psychomotor skills; prioritising and problem solving skills, inter-professional working, and organisation skills.

Learning logs/diaries will be used to capture the 'raw' evidence of experiences from which the practice-based learning is derived; these will be collated within the professional portfolio. The assessment will aim to reinforce the relevance of practice-based learning to other parts of the programme and vice versa. Regular tripartite meetings between the student, Practice Teacher and Programme Lead will identify the student's strengths and weaknesses, and identify opportunities for consolidation and areas for further development whilst on the programme.

The Programme Lead, Module Leaders, and Practice Teachers have experience in working with students from a wide range of backgrounds and personal circumstances, and will support them to become independent learners throughout the programme. Students will be supported through a clear articulation of what is to be assessed, how it will be assessed, who will be responsible for that assessment and the standards, criteria and marking schemes being applied. Little and Nixon's (1995) earlier work, noted that the veracity of assessment of practice-based learning can be enhanced by drawing on several sources of evidence and using a variety of assessment methods. Opportunities will be structured to share ideas with fellow students in a supportive network and atmosphere. Discussion, debate and active learning will be encouraged. The Programme Lead, Module Leaders and Practice Teachers will have a number of supportive roles: guiding and advising; appraising; role modelling, challenging, educating and coaching according to the needs and stages of development of individual students. Further support will also be available through learning materials and discussion forum on the Keele Learning Environment (KLE).

In addition to the summative assessments identified above, students are supported throughout the programme to acquire the skills necessary for them to engage with the assessment strategies and achieve the programme learning outcomes. This support involves a range of formative assessment processes; formal and informal feedback to students on an individual or small group basis. Feedback may be verbal or written and may be face to face or on-line. This is especially relevant to achieving practice competence as they will be working one-to one with their Practice Teacher who will be able to provide direct formative feedback. Detailed, summative assessment feedback is available to all students via their assignment feedback sheets, but students may also

obtain comprehensive analysis of their progress in personal tutorials if they require further clarification of assessed work.

Programme progression points

There are formative progression points at the end of semesters one and two and a final summative progression point within semester 3. These ensure that students are achieving the required level of clinical practice development and academic achievement for the stage of the programme. This will also allow for calculation of credits achieved should the student step off the programme.

Final determinations on students passing or failing the placement block are only made at the end of the block at the final summative progression point.

Course Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

SCPHN Regulations
The following is a deviation from University Academic regulation 1A Section 14:

- There will be no award of pass (Unclassified degree)
- Student must be successful in all summative assessments
- All modules must be successfully completed

No compensation is permitted for modules within the MSc / PgDip Specialist Community Public Health Nursing programme (NMC QA Framework 2013 Annex 1).

Other deviations from university regulations due to NMC Standards requirements:

Relevant SCPHN NMC Standards (2004) (2016)	Standard Requirement	Course Regulations
Entry Requirements (Section 2 p10 NMC 2004, 2016)	Specialist Community Public Health Nursing programmes are developed from the premise that students are being prepared to enter a practice-based profession at a level beyond initial registration as a nurse or midwife.	
1 Length of Programme	Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks). They may be delivered full time, or part-time. Guidance: In order to ensure that sufficient time is spent in practice to achieve the standards of proficiency for safe and effective practice, the NMC will not accept less than 45 programmed weeks.	3b: page 4
3 Balance of Theory and Practice	The balance between practice and theory in the programmes will be 50% practice and 50% theory across the whole programme. A consolidating period of practice equivalent to at least 10 weeks at the end of the programme is required to enable students to consolidate their education and competence in the practice field.	3b: page 4
4 Defined areas of Practice	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	3b: page 4

| | 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. | |
|---|---|---|
| **5 Academic Standard of**

 Programme | The minimum academic standard of specialist community public health programmes remains that of a first degree. | 1 and 2:

 page 1 |
| **7 Student Support** | The NMC requires educators to be prepared to meet the outcomes defined in its *Standards to support learning and assessment in practice (NMC 2008).* Students should be supported in both academic and practice learning environments by appropriately qualified teachers. It is expected that teachers in the practice field, as well as those leading academic programmes, will hold qualifications and experience relevant for the area of practice in which they are supporting students, as they will be required to contribute to summative assessments. | 7: page 7 |
| **10 Assessment** | A range of assessment strategies should be used throughout the programme to test knowledge and standards of proficiency in all aspects of the specialist community public health nursing curriculum. These must include at least one timed examination under invigilated conditions. This requirement excludes any examinations that may be required for nurse prescribing associated with specialist practice. | 3a: page 3 |
| **11 Student Status and supernumerary status** | Students undertaking programmes of preparation for specialist community public health nursing practice will be directed throughout by the approved educational institution; and shall have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide specialist community public health nursing care. Where part time students are being employed at the same time as undertaking a programme of preparation, provision must be made to ensure that students are able to obtain suitable learning experiences for a period equivalent to 50% of the programme. | 7: page 7 |
| **NMC Guiding Principles for SCPHN:**

 Access and credit p 7 | All programmes of preparation should value prior learning and, by doing so, provide wide access to programmes and advanced standing through appropriate accreditation of relevant prior learning and experience for a maximum of one-third of the programme. | 5: page 6 |

5. What are the typical admission requirements for the programme?

Entry criteria for the programme would normally be:

- Current first level Professional Registration on the NMC Register (Registered Nurse) (sub-part 1) or Registered Midwife
- Degree in a related subject or academic equivalent study at level 6 or above
- Applicants without a Degree or equivalent may be considered on an individual basis through the APCL and APEL process.
- Sponsorship from an authorised NHS Trust/Organisation.

The selection process will normally be in association with the sponsoring NHS Trust/Organisation.

Additional Requirements Needed for the V100 Community Practitioner Nurse Prescribing Module if taken as an option.

- The student intends to practise in an area of clinical need for which prescribing from the Community Practitioner Formulary will improve patient/client care and service delivery.
- The student has the support of their employer to undertake the prescribing programme and has a Practice Teacher who is a registered Community Practitioner Prescriber and also a Sign Off Mentor, who has agreed to provide supervision for the duration of the Prescribing Module.

6. How are students supported on the programme?

The programme will be delivered at the Clinical Education Centre, Keele University. Student support arrangements are as follows:

- Module leaders: will provide support for academic issues related to their module.
- An Award leader who will act within the Personal tutor role will be assigned to each student at the beginning of the course.
- Peer support.
- Clinical Practice Educator within the community setting.

Choice of modules will be led by the sponsoring organisation in the first instance.

Additional support is available from:

- Director of post-graduate programmes who also has disciplinary responsibility.
- Keele University provides support, guidance and advice for all its students via the following departments:
  - Learning Support and Academic Guidance;
  - Disability Services;
  - Language Centre;
  - Student Advice at Keele (ASK);
  - Student Support and Counselling Department
  - Occupational Health Department / University Health Centre.

The local NHS Trusts also provide Counselling services.

7. Learning Resources

The Clinical Education Centre, within the University Hospitals of North Midlands NHS Trust, Royal Stoke Hospital site, which opened in September 2004, houses the School of Nursing & Midwifery, as well as providing facilities for student doctors and is the base for the University's provision of Postgraduate Medical Education. The seminar rooms, extensive clinical skills laboratories, inter-professional Health Library and IT laboratories provide state of the art teaching facilities whilst actively promoting and enabling multidisciplinary learning and team-working. This multi-professional approach is seen as key to developing the workforce of the NHS. At the Clinical Education Centre, there are three clinical skills laboratories each individually designed to provide a wide range of clinical skills. Additional facilities are the intermediate and advanced skills laboratories. In the IT Suite on the ground floor, adjacent to the Health Library, there are 100 computers for student use, together with scanners and printers. The Library itself has photocopying facilities and 5 computers in a central area. Generally, all students will have:

- School Course Handbook
- Course plan (in the Course Handbook)
- Module Handbooks
- Access to Keele University Assessment Strategy
- Library and study skills packages
- Support for blended, distance and on-line learning
- Library and other learning resources and facilities at Keele University (at both main campus and health campus).

Students will also have the following to support their learning:
- Access to learning resources in their practice workplace.
- Allocated personal tutors (pathway leaders) whose role is to provide pastoral support and academic guidance.
- Nominated Practice Teachers - Qualified Specialist Community Public Health nurses who have completed further education to support specialist students in practice as outlined by the NMC (2008)
- Module tutors who will give guidance / tutorials on coursework.
- Feedback (verbal and written) on coursework.
- Access to student counsellors on the Keele University main campus site.
- Access to Teaching and Learning Support Services, which provide assistance and guidance e.g. dyslexia support.
- Access to Disability Support Services.

8. Other learning opportunities

The programme consists of 50% placement learning and as such students will be supported, taught and assessed by a Community Practice Educator (as above) during the length of the programme in the workplace. All placements are audited and monitored as per School of Nursing and Midwifery policy.

The Faculty and wider university have a strong tradition of inter-professional learning and working and this will be accessed within this programme. For instance, some of the modules are already shared between the School of Medicine, School of Health and Rehabilitation and also the School of Pharmacy (all within the Faculty of Medicine and Health Sciences).

Arrangements are planned for shared learning with other student groups, e.g. Social Work, within the School of Social Science and Public Policy, where joint sessions with students of other disciplines will enhance learning for both groups and encourage multi-disciplinary perspectives.

9. Quality management and enhancement

a. *Programme management*

The School of Nursing and Midwifery Specialist Practice Award Management Committee will be responsible for monitoring the programme. The Specialist Practice Committee is responsible to the School of Nursing and Midwifery Learning and Teaching Committee, which in turn is responsible to the School Executive Committee. Student feedback and evaluation will be gathered and considered in various ways, e.g. at the end of each module; through on-line questionnaires; and open forum for evaluative discussion with Award / Module Leaders. Such evaluation is analysed and the results and free-text student comments (i.e. quantitative and qualitative data) are discussed at regular meetings of the Continuing Professional Development Committee Meetings. The committee responds to the evaluations and takes appropriate action. The results of student evaluation, and the responses to it, are regularly brought to the Staff/Student Liaison Committee, as required by University policy. The Staff/Student Liaison Committee reports directly to the Learning and Teaching Committee of the School of Nursing and Midwifery.

As required by the University, an annual review of the course is conducted and consists in reports for all modules which form part of the course; the outcome of student evaluation of any of the modules forming part of the course which have been delivered in the year under review; relevant statistical information, including student progression and mark distribution; first-destination statistics; admissions data; external examiners' reports; and reports of internal quality audits or external reviews. This annual review is sent to the Learning and Teaching Committee of the School of Nursing and Midwifery. Reports of these meetings feed into the University's Curriculum Annual Review and Development (CARD) process and may be requested as part of other institutional quality audits, for example those conducted by the Quality Assurance Agency (QAA). The School of Nursing and Midwifery has regular quality monitoring inspections by the Nursing and Midwifery Council (HLSP); and is periodically subjected to the University's Internal Quality Audit (IQA) process, which includes University revalidation of provision. Additionally, evaluative feedback will be available to the external stakeholders e.g. the Strategic Health Authority and local NHS Trusts and PCTs.

b. *Monitoring and review*

In common with other programmes in the School, a number of mechanisms are employed for the review and evaluation of teaching, learning and assessment and for monitoring the curriculum and outcome standards:

- Module evaluations (via students' questionnaires and staff module reports).
- Annual course report prepared by Award Lead / Director of Postgraduate and post-qualifying studies.
- Considered by postgraduate course committee / Learning Beyond Registration committee.
- Annual staff appraisal.
- Peer teaching observation.
- Peer support groups.
- External Examiner reports.
- Curriculum Annual Review and Development (CARD).

The following committees have responsibility for the monitoring and evaluation of quality and standards:

- Student Staff Liaison Committee.
- LBR Course Committee.
- Faculty Course Review and Development Committee.
- Board of Examiners.

c. *Student representation*

There is student representation on course committee and at Faculty level. In particular, student's views are elicited through the following means:

- Student Staff Liaison Committee.
- Students' Module Evaluations.
- School of Nursing & Midwifery Learning & Teaching Committee.
- Faculty of Medicine and Health Sciences Learning & Teaching Committee.

10. The principles of programme design

This programme focuses upon the need for driving forward expert practice and the professional role development of the practitioner, underpinned by higher academic study. The programme will have unique features such as inter-professional learning, tripartite collaboration and assessment. The programme offers an intellectual challenge, and importantly reflects health and social care reforms, and breaking the boundaries of inter-professional roles and organisations in Specialist Community Public Health nursing practice. It reflects on the interface of care (for example, primary and secondary, health and social, voluntary and private sector) and the challenges in sustaining a person - centred approach. A blended learning approach will be incorporated into this programme as offering a stimulating, exciting and challenging approach to programme delivery.

The School of Nursing & Midwifery embraces the University's Learning and Teaching Strategy and further addresses specific learning needs of professional practitioners undertaking part time study. Keele Virtual Learning Environment (KLE) will be utilised to support and complement the blended learning approach of the curriculum and the importance of inter-professional learning and Faculty/University Awards.

Students who have completed a Degree in Nursing or Midwifery have expressed a need to develop their academic profile. This programme has been developed in response to stakeholder need within the regional NHS Trusts and we have received full collaborative support for the proposal from our senior partners. This programme meets the needs of professionals, provides personal fulfilment for the experienced practitioner, and is unique to the individual and relevant to professional practice. The programme is flexible, aligned with contemporary policy and practice in community nursing, promotes andragogy and is attractive to sponsors and future employers. This programme meets the needs of their future workforce as it is grounded in service development and evaluations. Senior health care personnel have been actively involved in the Steering Group responsible for developing the programme.

The programme has been developed in relation to the following policies and standards underpinning academic and professional course development:

a. Keele University Learning & Teaching Strategy
b. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
   http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code

c. QAA Subject Benchmark Statement: Nursing (2001)
    http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Nursing.pdf

d. Nursing & Midwifery Council Standards for Specialist Education and Practice:
    https://www.nmc.org.uk/standards/additional-standards/standards-of-proficiency-for-specialist-community-public-health-nurses/

11. Date on which programme specification was written or revised

This programme specification was first drafted and approved for the Health Visiting Route following validation by the University and accreditation by the NMC in 2011. The document was revised in April 2013 to add the proposed new route in School Nursing. It was approved by the School of Nursing & Midwifery Learning & Teaching Committee on 20th May 2013, further revised on 28th June 2013 and transferred to the University's new template for programme specifications on 11th July 2013.

Revision due to new NMC programme time limits regulations (NMC 2015) made June 2015

Revision adding NUR-40042 Clinical Leadership agreed at SLTC and with QA - May 2016

Revision changing NUR-30177 Community Practitioner Nursing Prescribing (V100) to NUR-40065 Community Practitioner Nursing Prescribing (V100) November 2016

Revised for NMC re-approval March 2017 for May 2017 approval event

12. Faculty approval information

The Faculty of Health Undergraduate and Postgraduate Programme Development Subcommittees approved the content of this programme specification on 4th June 2013 and again, following minor revisions, on 4th July 2013.

Further minor revisions made following the joint University / NMC Approval Event on 25 July 2013.

Approved FLTC July 2015

Revision adding NUR-40042 Clinical Leadership agreed at SLTC and with QA - May 2016