

## Programme Specification: Undergraduate

### For students starting in Academic Year 2017/2018

#### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	BSc (Hons) Specialist Community Public Health Nursing (Health Visiting) BSc (Hons) Specialist Community Public Health Nursing (School Nursing)
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full-time and Part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Duration</b>	1 year full-time or 2 years part-time  The full-time programme is required to have an overall length of 52 weeks (of which 45 are programmed weeks). The programme 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 2004).
<b>Location of study</b>	Keele University Clinical Education Centre at Royal Stoke University Hospital
<b>Accreditation (if applicable)</b>	This subject/programme is accredited by the Nursing and Midwifery Council (NMC). For further details see section 12
<b>Regulator</b>	Nursing and Midwifery Council
<b>Tuition Fees</b>	This is an NHS-commissioned programme with no student-tuition fees.
<b>Additional Costs</b>	Refer to section 18

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

#### 2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on Specialist Community Public Health Nursing. It enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

#### 3. Overview of the Programme

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. 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).

This Programme reflects the aspirations shared across the University to equip students completing our programmes with a set of distinctive attributes. These include: independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of their programme of study. In this way our graduates and postgraduates are equipped to make a difference in their work and communities, make the most of their potential and to make a positive and valued contribution in the complex and rapidly changing environment of practice and society more generally.

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 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.

### **Rationale for the Specialist Community Public Health Nursing (SCPHN) Programme**

Within the BSc (Hons) 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.

#### **4. Aims of the Programme**

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.

#### **5. What you will learn- Programme 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 the world of work:

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

- 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 interagency working practices.
- 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 understanding and enrichment of knowledge for practice, and demonstrate competency within community public health nursing.

### **Transferable / Key Skills / Employability Skills**

Upon successful completion of the programme, the Specialist Community 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

### **Keele Graduate attributes [excluded from CID]**

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call 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. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

## **6. 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 currently 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.

Learning and teaching methods 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.

## **7. Teaching Staff**

The teaching staff involved with BSc Specialist Community Public Health Nursing consists of lecturers with specialist expertise in Health Nursing, 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.

## **8. What is the Structure of the Programme?**

This Programme is based on 120 Level 6 credits for an undergraduate honours degree award to convert an existing under-graduate diploma in nursing or midwifery or equivalent.

The BSc Specialist Community Public Health Nursing programme, a registerable award with the NMC, comprises of six modules, an overview of the structure of the modules is provided in the table below.

The professional nature of the programme development has necessitated that five modules are compulsory core, irrespective of the pathway that a student registers for. The pathway-specific modules are designated as core modules.

*Both pathways:*

	<b>Compulsory Core modules</b>	<b>Credits</b>
NUR-30149	Evidence Based Practice	15
NUR-30157	Clinical Leadership	15
NUR-30176	Public Health & Social Policy	15
NUR-30174	Specialist Community Practice	30
NUR-30207	Promoting Health and Well-being in Children and Young People	30
	<b>Optional Modules</b>	
NUR-30177	Either: Community Practitioner Nurse Prescribing (V100)	15
NUR-30198	Or: Mental Health Assessment for Non-Mental Health Settings	15

### **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 tables below:

<b>Level Outcome (N.B. All of these are Level 6 learning outcomes)</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
Demonstrate the development of enhanced analytical and reflective skills to support individual professional practice development.	NUR-30149 Evidence Based Practice NUR-30174 Specialist Community Practice NUR-30176 Public Health & Social Policy NUR-30157 Clinical Leadership NUR-30177 Community Practitioner Nurse Prescribing (V100) NUR-30198 Mental Health Assessment for Non-Mental Health Settings NUR-30207 Promoting Health and Well-being in Children and Young People	Oral Exam, Essays; Reflective accounts; Portfolio Clinical assessment document Presentation

<p>Contribute effectively to the development of innovative care delivery, within community public health nursing, through the development of skills, knowledge and attitudes.</p>	<p>NUR-30149 Evidence Based Practice  NUR-30174 Specialist Community Practice  NUR-30176 Public Health &amp; Social Policy  NUR-30157 Clinical Leadership  NUR-30177 Community Practitioner Nurse Prescribing (V100)  NUR-30198 Mental Health Assessment for Non-Mental Health Settings  NUR-30207 Promoting Health and Well-being in Children and Young People</p>	<p>Portfolio; Practice Assessment Document; Reflective analysis  Essays  Presentation  Exams</p>
<p>Contribute to the advancement of evidence based practice and research within the context of contemporary professional and public policies.</p>	<p>NUR-30174 Specialist Community Practice  NUR-30207 Promoting Health and Well-being in Children and Young People  NUR-30176 Public Health &amp; Social Policy  NUR-30177 Community Practitioner Nurse Prescribing (V100)  NUR-30149 Evidence Based Practice</p>	<p>Essays  Reflective analysis  Portfolios</p>
<p>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.</p>	<p>NUR-30149 Evidence Based Practice  NUR-30174 Specialist Community Practice  NUR-30176 Public Health &amp; Social Policy  NUR-30157 Clinical Leadership  NUR-30207 Promoting Health and Well-being in Children and Young People  NUR-30176 Public Health &amp; Social Policy  NUR-30157 Clinical Leadership</p>	<p>Portfolio; Practice Assessment Document; Reflective analysis  Oral Exam; Essays;  Portfolio  Reflective analysis</p>



Demonstrate the skills and practical knowledge surrounding communication through an individual and personalised approach to clients, families and colleagues.	NUR-30174 Specialist Community Practice NUR-30207 Promoting Health and Well-being in Children and Young People NUR-30157 Clinical Leadership NUR-30198 Mental Health Assessment for Non-Mental Health Settings	Practice Assessment Document Reflective analysis  Case Study
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-30174 Specialist Community Practice NUR-30207 Promoting Health and Well-being in Children and Young People NUR-30157 Clinical Leadership NUR-30198 Mental Health Assessment for Non-Mental Health Settings NUR-30177 Community Practitioner Nurse Prescribing (V100)	; Essays; Reflective accounts; Critical incident analysis;  Essays  Portfolio
Demonstrate understanding and enrichment of knowledge for practice, and demonstrate competency within community public health nursing.	NUR-30174 Specialist Community Practice NUR-30207 Promoting Health and Well-being in Children and Young People NUR-30176 Public Health & Social Policy NUR-30177 Community Practitioner Nurse Prescribing (V100) NUR-30157 Clinical Leadership NUR-30198 Mental Health Assessment for Non-Mental Health Settings	Practice Assessment Document Reflective analysis  Portfolio  Essay

## 9. Final and intermediate awards

Credits required for the academic award are as follows:

<b>Honours Degree</b>	120 credits	You will require at least 120 credits at level 6  On successful completion of all assignments and all modules students will exit with either of the prescribed routes only:  BSc (Hons) Specialist Community Public Health Nursing (Health Visiting) Or BSc (Hons) Specialist Community Public Health Nursing (School Nursing)
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## **NMC Standards of Proficiency**

The BSc Specialist Community Public Health Nursing is mapped against the following principles:

	<b>PRINCIPLE 1: Surveillance and assessment of the population's Health and wellbeing</b>
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
	<b>PRINCIPLE 2: Collaborative working for health and wellbeing</b>
2.1	Raise awareness about health and social wellbeing and related factors, services and resources
2.2	Develop, sustain and evaluate collaborative work
	<b>PRINCIPLE 3: Working with and for communities to improve health and wellbeing</b>
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
	<b>PRINCIPLE 4: Developing health programmes and services and reducing health inequalities</b>
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
	<b>PRINCIPLE 5: Policy and strategy development and implementation to improve health and wellbeing</b>
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
	<b>PRINCIPLE 6: Research and development to improve health and wellbeing</b>
6.1	Develop, implement, evaluate and improve practice on the basis of research, evidence and evaluation
	<b>PRINCIPLE 7: Promoting and protecting the population's health and wellbeing</b>
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
	<b>PRINCIPLE 8: Developing quality and risk management within an evaluative culture</b>
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
	<b>PRINCIPLE 9: Strategic leadership for health and wellbeing</b>
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
	<b>PRINCIPLE 10: Ethically manage self, people and resources to improve health and wellbeing</b>
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:

	Promoting Health and Well-being in Children and Young People				Public Health & Social Policy						Specialist Community Practice				Evidence-based Practice					Clinical Leadership					Community Nurse Prescribing (V100)									Mental Health Assessment for Non-Mental Health settings			
	1	2	3	4	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9	1	2	3	4
1.1	✓				✓						✓	✓									✓																
1.2	✓				✓						✓	✓									✓																
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7.1			✓								✓	✓											✓	✓							✓	✓				✓	
7.2								✓			✓	✓											✓	✓												✓	
8.1	✓	✓	✓	✓				✓			✓	✓																									
9.1								✓			✓	✓	✓						✓	✓	✓	✓	✓														
9.2		✓									✓	✓	✓					✓	✓	✓	✓	✓	✓													✓	
10.1											✓	✓	✓							✓	✓	✓	✓	✓					✓						✓		

NMC STANDARDS OF PROFICIENCY

## 10. How is the Programme assessed?

The wide variety of assessment methods used within Specialist Community Public Health Nursing at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff take care to apply the principles of assessment laid out in the University's assessment strategy and pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Specialist Community Public Health Nursing:

- **Essays:** these vary according to the module, but they are generally 3,000 words in length. Students may have a choice of essay focus or this may be prescribed. Essays test students' ability to write coherently and analytically using relevant literature to support their discussion, and to integrate and synthesise their arguments in relation to the essay question. Essays are utilised to enable students to examine and analysis issues related to specialist community nursing practice.
- **Reflective analysis / accounts:** these are used to develop and test students' ability to reflect critically and analytically on their practice in order to learn from it.
- **Portfolios:** the majority of healthcare practitioners are required by their regulatory body to maintain a portfolio of professional development. This method of assessment facilitates students' competence and confidence in generating and maintaining a comprehensive portfolio of their professional and personal progress; combined with the skills of reflection and reflective writing, students are enabled to present appropriate practice based evidence in support of their continuing development.
- **Examinations:** an exam is used in this programme to test student's knowledge relating to community prescribing practice (NMC 2006), if taken as an option, and it is a professional requirement of SCPHN (NMC 2004) that the programme also includes a separate timed, invigilated examination.
- **Presentations:** these take the form of oral presentations within this programme. They test a variety of skills, namely; breadth and depth of knowledge; ability to interpret and use research / evidence; skills of critical analysis and synthesis; oral and written communication skills; non- verbal communication skills; planning and organisation skills and the ability to think logically and act appropriately when under pressure.
- **Interactive Practical Examinations:** 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.
- **Clinical Assessment of Competence in Practice:** specific Specialist Community Public Health Nursing competencies are identified for assessment dependent upon the pathway that each student is following. Students will be allocated a named Practice Teacher who is responsible for assessing their competence in practice. Together they will plan learning opportunities to facilitate achievement of the competencies 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.

The Programme Lead, Module Leaders, and Clinical Practice Educators 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.. 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 Award Lead, Module Leaders and Community Practice Educators 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).

Marks are awarded for summative assessments designed to assess students' achievement of learning outcomes. Students are also assessed formatively to enable them to monitor their own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how students can improve the quality of their work, is also normally provided on all summative assessments within five working weeks of submission, and more informally in the course of tutorial and seminar discussions.

### Programme progression points

There are formative progression points at the end of trimesters one and two and a final summative progression point within trimester 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 clinical placement are only made at the final summative progression point (NMC 2004 Standard 1).

## **11. Contact Time and Expected Workload**

The Specialist Practice programme comprises 50% theory and 50% practice with 120 days spent on each. A typical week for a full-time student is 2 days practice, 1 day directed study and 2 days theory, with a block of 10 practice weeks at the end of the programme (NMC 2004 Standard 3), and at least half the remaining practice time (minimum 6.3 weeks) in settings and with clients that are central to the responsibilities for that defined area of practice. 15 days of alternative practice experience to support broader learning experiences are distributed throughout the programme (NMC 2004 Standard 4). Part-time students will normally complete the programme over two years with the equivalent of 1 day practice, 1 day theory and 0.5 day directed study with a block of 20 weeks consolidation (2.5 days per week).

Contact Time is intended to provide potential students with an indication of the type of activity they are likely to undertake during their programme. The data is compiled based on learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what a student is likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

<b>Activity</b>	<b>Year 1 (Level 6)</b>
Scheduled learning and teaching activities	33%
Guided independent Study	17%
Placements	50%

## **12. Accreditation**

This subject/programme is accredited by the Nursing and Midwifery Council (NMC). Please note the following:

**Module Selection:** Students should note that to be awarded registration with the Nursing and Midwifery Council they must pass all of the assessments within all of their modules and achieve a minimum standard of a pass grade or 40%.

**Regulations:** Your programme has professional accreditation and there are specific regulations, which you have to agree to abide by, which are detailed in the following section.

### 13. 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 BSc (Hons) 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
<b>Entry Requirements</b> (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.	
<b>1 Length of Programme</b>	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
<b>3 Balance of Theory and Practice</b>	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
<b>4 Defined areas of Practice</b>	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 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	3b: page 4

	defined area of practice.	
<b>5 Academic Standard of Programme</b>	The minimum academic standard of specialist community public health programmes remains that of a first degree.	1 and 2: page 1
<b>7 Student Support</b>	The NMC requires educators to be prepared to meet the outcomes defined in its <i>Standards to support learning and assessment in practice (NMC 2008)</i> . 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
<b>10 Assessment</b>	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
<b>11 Student Status and supernumerary status</b>	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
<b>NMC Guiding Principles for SCPHN: Access and credit p 7</b>	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

### Professional Registration

To be awarded the relevant BSc (Hons) Specialist Community Public Health Nursing award and to be eligible to apply for entry to the Specialist Community Public Health Nursing of the NMC Professional Register, the student must have received a declaration of good character signed by the Named person with NMC due regard.

### Examinations

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 health visiting or School Nursing (NMC 2004 Standard 10).

### Fitness to Practise



Students are required to inform the School of any change in their physical or mental health status following their initial assessment as fit to practise. The School may refer any student whose fitness to practise is in doubt to the University's Occupational Health Unit for reassessment in partnership with the Organisation sponsoring the student. Such students may also be subject to the School's Health and Conduct arrangements.

#### **14. 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 or Registered Midwife
- Diploma of Higher Education (Dip HE) Award in related subject or academic equivalent
- Applicants without a Dip HE 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.

- 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.

#### **15. How are students supported on the programme? [excluded from CID]**

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.
- Community Practice Educator within the community setting.

Additional support is available from:

- Head of Continuing Professional Development who also has disciplinary responsibility
- School Disability Liaison Officer - The Disability Liaison Officer can advise you on matters relating to disability, including Dyslexia/Specific Learning Difficulties
- Keele University provides central student 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.

#### **16. Learning Resources [excluded from CID]**

The Clinical Education Centre, which opened in September 2004 within what was the University Hospital of

North Staffordshire site, and now the Royal Stoke Hospital, part of University Hospitals of North Midlands NHS Trust which opened in September 2004, houses not only facilities for student doctors, but also incorporates the School of Nursing & Midwifery, and Postgraduate Medical Education. The seminar rooms, extensive clinical skills laboratories, inter-professional Health Library and IT laboratories, not only provide state of the art teaching facilities, but also allow and encourage 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. Current additional facilities are the intermediate and advanced skills laboratories. In the IT Suite on the ground floor, adjacent to the Health Library, there are computers for student use, together with scanners and printers. The Library itself has photocopying facilities and computers in a central area.

Generally, all students will have access to:

- School Course Handbook
- Course plan
- Module Handbooks
- Library and study skill 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 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.

## **17. Other learning opportunities**

Study abroad is not available to SCPHN students.

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 may be accessed within this programme. For instance, some of the modules are already shared between the School of Medicine, School of Health and Rehabilitation (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.

## **18. Additional costs**

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further additional costs for this programme.

## 19. Quality management and enhancement [excluded from CID]

The School of Nursing and Midwifery Specialist Practice Award Management Committee will be responsible for monitoring the programme. This 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 freehand student comments, i.e. quantitative and qualitative data, are discussed at regular meetings of the Continuing Professional Development Course Committee. 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; 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. Health Education West Midlands (HEWM) and local NHS Trusts.

### 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, on-line 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.
- Faculty Quality Assurance.
- Board of Examiners.

### Student representation

There is student representation on course committee and at Faculty level. In particular, students' 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.

## **Keele Internal University Processes**

The quality and standards of learning in Nursing are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Nursing and Midwifery is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Specialist Community Public Health Nursing Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Nursing module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to Nursing and Midwifery Programmes from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students of Nursing Programmes is considered and acted on at regular meetings of the Programmes Staff/Student Liaison Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## **20. The principles of programme design [excluded from CID]**

The BSc (Hons) Specialist Community Public Health Nursing Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:  
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>
- b. QAA Subject Benchmark Statement: Nursing (2001)  
<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Nursing.pdf>
- c. 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/>
- d. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

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 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 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.

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 Specialist Community Public Health 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.

## 21. Document Version History

<b>Version history</b>	<b>Date</b>	<b>Notes</b>
Date first created	August 2016	
Revision history	Revised March 2017	Revised for NMC re-approval event May 2017
Date approved	June 2017	Re-validation panel