Quality Assurance

Programme Specification: Specialist Community Public Health Nursing

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: **BSc Specialist Community Public Health Nursing**

Name of award(s):  
- **BSc Specialist Community Public Health Nursing (Health Visiting)**  
- **BSc Specialist Community Public Health Nursing (School Nursing)**

Mode of study – full time or part time: **Full-time and Part-time**

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

Framework of Higher Education Qualification (FHEQ) level of final award: **6**

Duration of programme: **One calendar year (full-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: **Dr. Julie Davis (Manchester Metropolitan University)**
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. 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 Course (Health Visiting)

1. The Government, appointed in 2010, set out a plan from 2011 - 2015 to significantly increase the number of Health Visitors (HV) as recognition that the public health, child health and surveillance and child protection work undertaken by HVS enables communities and families to support children to optimise their health outcomes and social skills, which impact on their longer term development. There has been a significant decline in HV posts over recent years.

2. The Government has committed to increase the service by an extra 4,200 HVS by 2015, by increasing commissioned numbers for training and encouraging registered HVS no longer working in that field to undertake Return to Practice courses. This agenda is set out in detail in the Health Visitor Implementation Plan 2011 – 15: A call to Action (DH 2011)

3. DH (2011) also details a new approach to HV services which requires revised elements that all Approved Education Institutes (AEIs) should ensure are in their programmes. This is called the ‘new offer’ to families.

4. After discussions with the former Strategic Health Authority (SHA) it appeared there was capacity within the region for HEIs not currently running Specialist Community Public Health Nurse programmes (SCPHN) (HV
training) to develop new courses, as well as for existing programmes to increase their commissioned numbers. Thus, it was agreed within the School of Nursing and Midwifery (SNaM) that there was scope to develop this programme.

**Rationale for the Course (School Nursing)**

1. The NMC Standards of Proficiency (NMC 2004) for Specialist Community Public Health Nursing embrace both Health Visiting and School Nursing as both disciplines work in the community with children, families and the population in relation to child development, health and well-being and safeguarding.

2. In practice, health visitors and school nurses work closely together; this can be enhanced by inter-professional learning during training. Therefore, health visiting and school nursing students can take opportunities to study together in common principles of practice, as well as focussing on the specialist aspects of their role.

3. Following the introduction of the programme in 2011 with a single pathway (Health Visiting), the School’s intention was to embed it and then to develop the School Nursing pathway to complement it. The School sees this as the most appropriate way of supporting this important area of practice with school-age children and young people and their families in the community.

Within the BSc (Hons) Specialist Community Public Health Nursing the following pathways are available:

- Health Visiting
- School Nursing

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

**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 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.

c. **Keele Graduate attributes**

Engagement with this programme will enable students to develop their 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 students to become well-rounded graduates who are capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life they engage in after completing their studies.

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 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 BSc 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.
3. What is the Structure of the Programme?

a. Module Structure

This Programme is based on 120 FHEQ Level 6 credits for an undergraduate honours degree award (FHEQ level 6 equates to Keele level 3).

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 four modules are compulsory core, irrespective of the pathway that a student registers for. The pathway-specific modules are designated as core modules.

**Health Visiting route**

<table>
<thead>
<tr>
<th>MODULE</th>
<th>TITLE</th>
<th>SEMESTER</th>
<th>LEVEL &amp; CREDITS</th>
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<tbody>
<tr>
<td>Compulsory Core</td>
<td>NUR-30149 Evidence Based Practice</td>
<td>1</td>
<td>L6, 15</td>
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<td>Compulsory Core</td>
<td>NUR-30157 Clinical Leadership</td>
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<td>L6, 15</td>
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<td>Compulsory Core</td>
<td>NUR-30176 Public Health &amp; Social Policy</td>
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<td>Compulsory Core</td>
<td>NUR-30174 Specialist Community Practice</td>
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<td>Core</td>
<td>NUR-30175 The Developing Child</td>
<td>2-3</td>
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<td>Core</td>
<td>NUR-30177 Community Practitioner Nurse Prescribing (V100)</td>
<td>2</td>
<td>L6, 15</td>
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**School Nursing route**

<table>
<thead>
<tr>
<th>MODULE</th>
<th>TITLE</th>
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<tr>
<td>Compulsory Core</td>
<td>NUR-30149 Evidence Based Practice</td>
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<tr>
<td>Core</td>
<td>NUR-30197 School-age Health &amp; Wellbeing</td>
<td>1-2</td>
<td>L6, 30</td>
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<tr>
<td>Optional Core</td>
<td>NUR-30177 Community Practitioner Nurse Prescribing (V100)</td>
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<td>Optional Core</td>
<td>NUR-30198 Mental Health Assessment for Non-Mental Health Settings</td>
<td>1-2</td>
<td>L6, 15</td>
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**Note:** Students registered on the School Nursing route will choose between the two optional core modules listed.
Keele SCPHN Course: Curriculum Plan: Sept 2013 Cohort - v1
(120 days Practice / 120 days Theory)

80 Theory Days (DS = Directed Study)  
25 Personal Study Days  
15 Study Days  
55 Practice Days  
50 Consolidated Practice Days  
15 Alternative Practice Days (can be flexible)  
Annual Leave  
Progression Point (F = formative, S = summative)

Semester 1

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<tr>
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32 Practice Days (incl. alt days)

Semester 2

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32 Practice Days (incl. alt days)

Semester 3

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</table>

56 Practice Days (incl. alt days)

10 weeks consolidated practice

Scheduled Programme = 120 days Practice  
120 days Theory

(May be subject to change due to unforeseen circumstances)
### 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:

<table>
<thead>
<tr>
<th>Level Outcome</th>
<th>Module in which this is delivered</th>
<th>Principal forms of assessment (of the Level Outcome) used</th>
</tr>
</thead>
</table>
| 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-30175 The Developing Child  
NUR-30197 School-age Health & Wellbeing | Clinical Viva  
Essays; Reflective accounts; Critical incident analysis; Portfolios  
Clinical competency document  
Case Study |
| Contribute effectively to the development of innovative care delivery, within community public health nursing, through the development of skills, knowledge and attitudes. | 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-30175 The Developing Child  
NUR-30197 School-age Health & Wellbeing | Portfolio; Clinical Practice Assessment Document; Reflective analysis  
Essays  
Case Study |
| Contribute to the advancement of evidence based practice and research within the context of contemporary professional and public policies. | NUR-30174 Specialist Community Practice  
NUR-30175 The Developing Child  
NUR-30197 School-age Health & Wellbeing  
NUR-30176 Public Health & Social Policy  
NUR-30177 Community Practitioner Nurse Prescribing (V100)  
NUR-30149 Evidence Based Practice | Essay  
Reflective analysis  
Critical incident analysis; Portfolios |
| 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. | NUR-30149 Evidence Based Practice  
NUR-30174 Specialist Community Practice  
NUR-30176 Public Health & Social Policy  
NUR-30157 Clinical Leadership  
NUR-30175 The Developing Child  
NUR-30197 School-age Health & Wellbeing | Portfolio; Clinical Practice Assessment Document; Reflective analysis  
Clinical Viva; Essays; Reflective accounts; Critical incident analysis; Portfolios  
Reflective analysis |
<table>
<thead>
<tr>
<th>Level Outcome</th>
<th>Module in which this is delivered</th>
<th>Principal forms of assessment (of the Level Outcome) used</th>
</tr>
</thead>
</table>
| 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-30175 The Developing Child  
NUR-30197 School-age Health & Wellbeing  
NUR-30157 Clinical Leadership  
NUR-30198 Mental Health Assessment for Non-Mental Health Settings | Competency  
Practice Document  
Reflective analysis  
Critical incident 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-30175 The Developing Child  
NUR-30197 School-age Health & Wellbeing  
NUR-30157 Clinical Leadership  
NUR-30198 Mental Health Assessment for Non-Mental Health Settings  
NUR-30177 Community Practitioner Nurse Prescribing (V100) | Clinical Viva; 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-30175 The Developing Child  
NUR-30197 School-age Health & Wellbeing  
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 | Competency  
Practice Document  
Reflective analysis  
Portfolio  
Case Study |

c. **Exit routes**

Students can exit from this programme at the following points:

- Upon achieving 120 credits from the prescribed route: BSc Specialist Community Public Health Nursing (Health Visiting)
- Upon achieving 120 credits from the prescribed route: BSc Specialist Community Public Health Nursing (School Nursing)
d. **NMC Standards of Proficiency**

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

<table>
<thead>
<tr>
<th>PRINCIPLE 1: Surveillance and assessment of the population’s Health and wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Collect and structure data and information on the health and wellbeing and related needs of a defined population</td>
</tr>
<tr>
<td>1.2 Analyse, interpret and communicate data and information on the health and wellbeing and related needs of a defined population</td>
</tr>
<tr>
<td>1.3 Develop and sustain relationships with groups and individuals with the aim of improving health and social wellbeing</td>
</tr>
<tr>
<td>1.4 Identify individuals, families and groups who are at risk and in need of further support</td>
</tr>
<tr>
<td>1.5 Undertake screening of individuals and populations and respond appropriately to findings</td>
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<table>
<thead>
<tr>
<th>PRINCIPLE 2: Collaborative working for health and wellbeing</th>
</tr>
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<tbody>
<tr>
<td>2.1 Raise awareness about health and social wellbeing and related factors, services and resources</td>
</tr>
<tr>
<td>2.2 Develop, sustain and evaluate collaborative work</td>
</tr>
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<table>
<thead>
<tr>
<th>PRINCIPLE 3: Working with and for communities to improve health and wellbeing</th>
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<tr>
<td>3.1 Communicate with individuals, groups and communities about promoting their health and wellbeing</td>
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<td>3.2 Raise awareness about the actions that groups and individuals can take to improve their health and social wellbeing</td>
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<td>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</td>
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<td>3.4 Work with others to protect the public’s health and well-being from specific risks</td>
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<tr>
<th>PRINCIPLE 4: Developing health programmes and services and reducing health inequalities</th>
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<tr>
<td>4.1 Work with others to plan, implement and evaluate programmes and projects to improve health and wellbeing</td>
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<td>4.2 Identify and evaluate service provision and support networks for individuals, families and groups in the local area or setting</td>
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<td>PRINCIPLE 5: Policy and strategy development and implementation to improve health and wellbeing</td>
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<th>PRINCIPLE 6: Research and development to improve health and wellbeing</th>
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<th>PRINCIPLE 7: Promoting and protecting the population’s health and wellbeing</th>
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<th>PRINCIPLE 8: Developing quality and risk management within an evaluative culture</th>
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<th>PRINCIPLE 9: Strategic leadership for health and wellbeing</th>
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<th>PRINCIPLE 10: Ethically manage self, people and resources to improve health and wellbeing</th>
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The table below indicates the locus of each of the NMC standards of proficiency in terms of the module structure:

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<tr>
<th>NMC STANDARDS OF PROFICIENCY</th>
<th>The Developing Child / School-age Health &amp; well-being</th>
<th>Public Health &amp; Social Policy</th>
<th>Specialist Community Practice</th>
<th>Evidence-based Practice</th>
<th>Clinical Leadership</th>
<th>Community Nurse Prescribing</th>
<th>Mental Health Assessment for Non-Mental Health settings</th>
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4. How is the Programme assessed?

Keele University Learning and Teaching Strategy (2011) has informed the development of assessments within this programme. The purpose of the assessments listed in the tables in section 3 is to measure students’ achievement of the programme learning outcomes. It is apparent from the table that the range of assessments used within the programme is considerable and varied. For example:

- **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 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**: the exam is used in this programme to test student’s knowledge around community prescribing practice and it is a professional requirement (NMC 2006) that this is tested through 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 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 that are non-marke–mark– bearing; 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.
5. What are the typical admission requirements for the programme?

Entry criteria for the programme would normally be:

- Current first level Professional Registration on Part 1 of 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.

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.
- Practice Teacher within the community setting.
- All modules are compulsory thus students’ choice of modules does not apply. However, students may choose which ‘group’ of modules to study.

Additional support is available from:

- Head of Continuing Professional Development who also has disciplinary responsibility.
- The Student Support and Guidance Lecturer within the School of Nursing and Midwifery provide an additional layer of support for all students, particularly for those who have special learning needs.
- Keele University provides support, guidance and advice for all its students via the following departments:
  - Learning Support and Academic Guidance;
  - Disability Services;
  - English Language Unit;
  - 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 Hospital of North Staffordshire 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
- Module Handbooks
- Access to Keele University Assessment Strategy
- 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 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 practice teacher (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 Health).

Arrangements are planned for shared learning with other student groups, e.g. Social Work, within the School of Professional 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 Health 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 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 Diploma in Nursing 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. Keele University Quality Assurance policies
c. Keele University assessment policies
d. Nursing & Midwifery Council Standards for Specialist Education and Practice
e. UK Quality Code for Higher Education

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.

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 by FLTC July 2015