

# Course Handbook

## **BSc (Hons) SPECIALIST COMMUNITY PUBLIC HEALTH NURSE**

- HEALTH VISITING
- SCHOOL NURSING
- SEXUAL HEALTH ADVISOR

2019/20

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School of Community Health and Midwifery



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## 1. Welcome to the course

The course team welcomes you to the Bachelor of Science (BSc) Specialist Community Public Health Nurse. The course is aimed at those who wish to further their knowledge within the context of Public Health Community Nursing. Students will have opportunity to undertake a variety of modules according to need and/or interest.

An overview of the course and important information is provided in this handbook. Detailed information about each module is outlined in separate module information packs (MIPs). School programme standards and protocols, study skills and student services are further explained in the School Student Handbook which you can access on Blackboard. In addition you should also refer to the Students Guide to Regulations for information about the University's rules and regulations.

The course team wishes you well with your studies.

### 1.1 Rationale, aims and learning outcomes of the course



The purpose of the university is to seek to promote and maintain a rich and stimulating research, teaching and learning environment in order to provide education that encompasses the best and most relevant experience for students. This course will address those aims by providing expert tutors and encouraging research active students.

In order to become registered as a Specialist Community Public Health Nurse, the Nursing and Midwifery Council (NMC: 2004) set standards of proficiency. These standards define the overarching principles of being able to practice as a specialist community public health nurse. Your course is designed to meet the 'Standards of Proficiency for Specialist Community Public Health Nurses' (NMC 2004). These standards of proficiency (24 in total) are underpinned by 10 key principles of public health practice within the context of specialist community public health nursing.

These standards are grouped into four domains: -

- Search for Health Needs
- Stimulation of Awareness of Health Needs
- Influence on Policies Affecting Health
- Facilitation of Health Enhancing Activities

Students are generally funded through the Health Education North West and students are selected through joint interviews with academic and trust personnel. Some students may have been accepted onto the course via a university bursary scheme.

### Aims

- |   |
|---|
| <ul style="list-style-type: none"><li>• To promote the evolution of a specialist community public health nurse (SCPHN) who is adaptable, reflexive and responsive in meeting the diversity of community public health needs and promotes the highest standards of public health.</li></ul>                                      |
| <ul style="list-style-type: none"><li>• To promote the development of a specialist community public health nurse (SCPHN) who is socio-politically aware, has the values, attitudes, skills, knowledge, professional confidence and personal motivation commensurate with specialist community public health practice.</li></ul> |

|   |
|---|
| <ul style="list-style-type: none"> <li>To ensure that personal, professional and educational development needs are met through the provision of a range of learning opportunities informed by scholarship, professional activity, advances in technology and research.</li> </ul>   |
| <ul style="list-style-type: none"> <li>To promote independent, shared and autonomous learning in the development of a specialist community public health nurse who is fit for practice, purpose and award in order to meet the changing public health and safeguarding needs of a diverse population.</li> </ul>  |
| <ul style="list-style-type: none"> <li>To incorporate the key principles of public health practice in the context of specialist community public health nursing, grouped into four domains that include search for health needs; stimulation of awareness of health needs; influence on policies affecting health; facilitation of health enhancing activities</li> </ul> |
| <ul style="list-style-type: none"> <li>To enable registration as a specialist community public health nurse (health visitor, school nurse or sexual health adviser) on the third part of the Nursing and Midwifery Council register.</li> </ul>   |

## Learning Outcomes

On completing the course, you will be able to:

|  |
|--|
| <p><b>A. Knowledge and Understanding</b></p> <p>A1. Evaluate the knowledge base that underpins and informs practice within the context of current and future specialist community public health nurse practice</p> <p>A2. Critically apply theory to practice in order to enhance professional proficiency and personal development</p> <p>A3. Critically reflect upon academic, professional and personal development</p> <p>A4. Demonstrate critical awareness of safeguarding policy, procedure and practice.</p>   |
| <p><b>B. Subject-specific skills</b></p> <p>B1. Exercise professional accountability and responsibility, utilising professional knowledge, skills and expertise in practice within a multidisciplinary context.</p> <p>B2. Develop specialist public health nursing skills, knowledge and expertise in the defined area of practice</p> <p>B3. Evaluate the role and mechanisms by which the specialist community public health nurse contributes to the health of the community</p> <p>B4. Analyse the perspectives of organisational, economic, political, legal and ethical frameworks that influence public health and care provision</p> <p>B5. Assess the health and health-related needs of clients, families, groups and defined population, identifying, initiating, managing and evaluating appropriate strategies for effective public health care</p> <p>B6. Apply leadership skills and supervise a team to improve health and wellbeing of a defined population</p> <p>B7. Demonstrate competence in recognising and responding to the safeguarding needs of vulnerable clients.</p> |
| <p><b>C. Thinking Skills</b></p> <p>C1. Demonstrate a repertoire of critical thinking and problem solving skills relating to the process of initiating, developing and managing public health practice</p> <p>C2. Identify and critically appraise key research to support evidence based practice</p> <p>C3. Actively engage in critical reflection and develop the skills of reflective practice</p> <p>C4. Formulate a strategy for the continuation of personal and professional learning and development</p>  |
| <p><b>D. Other skills relevant to employability and personal development</b></p> <p>D1. Communicate and work with colleagues, service users and carers demonstrating interpersonal sensitivity when imparting knowledge and information</p> <p>D2. Use information technology when working to meet the needs of patient/clients</p> <p>D3. Develop skills in report writing, portfolio development and presentation skills (verbal and written)</p> <p>D4. Build upon self-management, organisational and time management skills whilst keeping an effective work life balance</p> <p>D5. Develop problem solving and numeracy skills to inform decision making</p> <p>D6. Further develop self-awareness and self-assessment skills to inform professional and personal development planning and reflective practice</p> <p>D7. Work as part of a team to gain a greater understanding of collaborative / partnership working</p>   |

## 1.2 Course Team

Course Leader: Judith Murphy: [jmurphy2@uclan.ac.uk](mailto:jmurphy2@uclan.ac.uk)

Dawn Eccleston: [demeccleston@uclan.ac.uk](mailto:demeccleston@uclan.ac.uk)

Ruth Broadhead: [rbroadhead@uclan.ac.uk](mailto:rbroadhead@uclan.ac.uk)

Cath Coucill: [ccoucill@uclan.ac.uk](mailto:ccoucill@uclan.ac.uk)

Yasmin Perry: [yperry1@uclan.ac.uk](mailto:yperry1@uclan.ac.uk)

Charlotte Smith: [csmith33@uclan.ac.uk](mailto:csmith33@uclan.ac.uk)

Linda Ratinck: [lratinck@uclan.ac.uk](mailto:lratinck@uclan.ac.uk)

## 1.3 Expertise of staff

**Judith Murphy** is the course leader for the PG diploma specialist Community Public Health Nurse and the pathway lead for school nursing. She is a School Nurse and has an Msc in Professional Practice. She is the senior lecturer in the School of Community health and Midwifery.

**Dawn Eccleston** is a senior Lecturer and the pathway lead for health visiting . She has an MA in The Safeguarding and Welfare of Children. She is currently undertaking a PHD in Human Trafficking and has written papers on the subject.

**Ruth Broadhead** is module leader for Safeguarding Vulnerable Adults in an International Context. She is a senior lecturer in the School of Health and has expertise in sexual health. She has a Masters Degree in Law.

**Cath Coucill** is a Health Visitor, she is a lecturer in the School of Community health and Midwifery. She is very experienced in parenting and the running of the Sollihull programme on the course. She is the Module leader for the consolidation of Health Visiting.

**Yasmin Perry** is a school Nurse, she is a senior lecturer in the School of Community health and Midwifery and is module leader for the consolidation of Sexual health

**Charlotte Smith** is a Health Visitor, she is a lecturer in the School of Community health and Midwifery, She is the module leader for prescribing and public health and social policy.

**Linda Ratinck** is a school Nurse, she is a senior lecturer in the School of Community health and Midwifery

## 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the course. They will be the first point of call for many of the questions that you might have during the course. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



## 1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

### Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: [AllenHub@uclan.ac.uk](mailto:AllenHub@uclan.ac.uk)

### Harris Building

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk)

### Foster Building

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

### Computing and Technology Building

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

### Greenbank Building

Sport and Wellbeing

Management

Business

telephone: 01772 891992/891993

email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

## Brook Building

Community, Health and Midwifery  
Nursing  
Health Sciences  
Social Work, Care and Community  
telephone: 01772 891992/891993  
email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

### 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Course announcements may also be given out through Blackboard so please log on regularly to ensure you have received any announcements.

### 1.7 External Examiner

The external examiner for the module is Carole Tresperderne, based at University of Buckingham. Contact details are available on request from the course leader. External Examiner reports will be made available to you electronically.



## 2. Structure of the course

Each module that you will study has a credit rating. A standard module = 20 credits. The course is available at BSc and PG Diploma (120 credits). Modules are identified by a module number e.g. NU3201. The NU refers to the School of Health. The first number, (in this case '3') indicates the academic level (BSc) and the remaining numbers are for module identification purposes only (see section 6)

### 2.1 Overall structure

The following diagrams demonstrate how the course may be studied either full or part time. These diagrams are an example only. Each student coming onto the course will have an individualised plan created for them, based on their interests and needs. The plans can be changed during the student's academic journey according to the progression of the student.

**Diagram 1: FULL-TIME BSc (Hons) SPECIALIST COMMUNITY PUBLIC HEALTH NURSE HEALTH VISITING PROGRAMME**

**THEORY**

| SEMESTER ONE  |  | SEMESTER TWO   | SEMESTER THREE   |
|---|--|--|--|
| NU3124 Principles of Public Health and Social Policy<br>(20 credits)  |  | NU3268<br>Developing Leadership Skills<br>(20 Credits) | NU3240 Consolidation of Health Visiting Practice<br><br>(10 credits) |
|   |  |  |  |
| NU3047 Valuing Research   |  | Option Module (10 or 20 credits)                       |  |
|   |  |  |  |
| NU3114 Healthy Child, Healthy Adult: Safeguarding Healthy Development |  |  |  |
| Alternative Practice Days – no more than 6                            |  | Alternative Practice                                   |  |

**PUBLIC HEALTH PRACTICE**

| SEMESTER ONE   |  | SEMESTER TWO   |  | SEMESTER THREE                                  |
|--|--|--|--|---|
| Central experiences (defined area of practice )<br>Generic public health experiences |  | Central experiences (defined area of practice )<br>Mixed public health experiences (including HV, OH)<br>Generic public health experiences |  | Central experiences (defined area of practice ) |

**Diagram 2: FULL-TIME BSc. (Hons) SPECIALIST COMMUNITY PUBLIC HEALTH NURSE SCHOOL NURSING**

**THEORY**

| SEMESTER ONE |  | SEMESTER TWO | SEMESTER THREE |
|--------------|--|--------------|----------------|
|              |  |              |                |



|   |  |  |   |
|---|--|--|---|
| NU3124 Principles of Public Health and Social Policy<br>(20 credits)  |  | NU3268<br>Developing Leadership Skills<br>(20 Credits) | NU4243 Consolidation of School Nursing Practice<br><br>(10 credits) |
|   |  |  |   |
| NU3047 Valuing Research   |  | Option Module (10 or 20 credits)                       |   |
|   |  |  |   |
| NU3114 Healthy Child, Healthy Adult: Safeguarding Healthy Development |  |  |   |
| Alternative Practice Days – no more than 6                            |  | Alternative Practice                                   |   |

#### PUBLIC HEALTH PRACTICE

| SEMESTER ONE   |  | SEMESTER TWO   |  | SEMESTER THREE                                  |
|--|--|--|--|---|
| Central experiences (defined area of practice )<br>Generic public health experiences |  | Central experiences (defined area of practice )<br>Mixed public health experiences (including HV, OH)<br>Generic public health experiences |  | Central experiences (defined area of practice ) |

**Diagram 3: FULL-TIME BSc. (Hons) SPECIALIST COMMUNITY PUBLIC HEALTH NURSE SEXUAL HEALTH ADVISOR THEORY**

| SEMESTER ONE  |  | SEMESTER TWO   |  | SEMESTER THREE   |  |
|---|--|--|--|--|--|
| NU3124 Principles of Public Health and Social Policy<br>(20 credits)  |  | NU3268<br>Developing Leadership Skills<br>(20 Credits) |  | NU3077 Consolidation of Sexual Health Advisor Practice<br><br>(10 credits) |  |
|   |  |  |  |  |  |
| NU3047 Valuing Research   |  | Option Module (10 or 20 credits)                       |  |  |  |
|   |  |  |  |  |  |
| NU3114 Healthy Child, Healthy Adult: Safeguarding Healthy Development |  |  |  |  |  |
| Alternative Practice Days – no more than 6                            |  | Alternative Practice                                   |  |  |  |

**PUBLIC HEALTH PRACTICE**

| SEMESTER ONE   |  | SEMESTER TWO   |  | SEMESTER THREE                                  |  |
|--|--|--|--|---|--|
| Central experiences (defined area of practice )<br>Generic public health experiences |  | Central experiences (defined area of practice )<br>Mixed public health experiences (including HV, OH)<br>Generic public health experiences |  | Central experiences (defined area of practice ) |  |

## 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Please be aware that some of the modules will only run if there are enough students registered on that module. The module you wish to complete may, therefore, not be available. The individual module leader will be able to advise you.

| Codes   | Titles   |
|---------|--|
| NU3124  | Principles of Public Health and Social Policy                  |
| NU3114  | Healthy Child, Healthy Adult: Safeguarding Healthy Development |
| NU3243  | Consolidation of SN Practice                                   |
| NU3240  | Consolidation of HV Practice                                   |
| NU3077  | Consolidation of Sexual Health Adviser Practice                |
| NH3100  | Community Practitioner Prescribing                             |
| NU 3047 | Valuing Research   |
| NU3268  | Developing Leadership Skills                                   |

### **Description of modules:**

This section gives you a brief overview of the available modules.

#### **NU 3124 Principles of Public Health and Social Policy**

The programme begins with this module and considers the principles of public health and the social policies that influence health care within the community setting. It aims to enable and support enquiry and reflection into the complex arena of specialist community public health nursing. The module will direct students towards a study of the core concepts underpinning ideas for public health, integrating underpinning social policy. This will include theoretical perspectives, evidence for the wider determinants of health and public health goals. Within this, they will learn how to interpret data, explain evidence using theoretical models and develop plausible arguments for supporting public health goals

#### **NU3047 Valuing Research**

This module supports the development of key skills required for your specialist practice. Students will learn how to find and evaluate research / information to create a basis for

solving problems and developing innovations in practice settings. Skills acquired whilst studying this module will also support your progression with the achievement of learning outcomes for other core modules. This module is common to a number of other specialist and professional practice programmes and so students will have the opportunity for shared learning.

### **NU3114 Healthy Child, Healthy Adult: Safeguarding healthy Development**

This module will build on prior knowledge, gained in semester one (Principles of Public Health and Social Policy). It will enable students to apply public health knowledge to your specific practice situations. The module will concentrate on applying specialist knowledge and multi-agency working in public health to community practice. Students will consider a variety of core issues as well as pathway specific areas of practice. The module will develop the student's understanding of developmental issues as well as knowledge about safeguarding children and vulnerable adults.

### **NU3268 Developing Leadership Skills**

This module will enable the student to effectively manage them self and others to promote excellence in client care within the ever changing health care climate. This module is common to a number of other specialist and professional practice programmes and so students will have the opportunity for shared learning.

## **Option Modules**

*\* students will only complete one of these during the course.*

### **\*NH3100 Community Practitioner Prescribing (Option module)**

This module prepares the student to prescribe safely, appropriately and cost effectively from the Community Practitioner Formulary for Nurse Prescribers. The theory element of the module encourages them to explore the factors influencing safe prescribing practice including pharmacological evidence bases and holistic assessment strategies. They are required to apply this theory into their practice area through a minimum of three days mentored practice.

It is important to ensure that all students have sufficient opportunity to achieve the NMC requirements for community Practitioner Prescribers. Therefore those Practice Teachers supporting students undertaking this module must be actively prescribing themselves. If for any reason you feel your student is not gaining sufficient prescribing experience this must be highlighted with the Prescribing Lead and the module leader so that alternative placements might be sought for this particular component of the course.

### **\*NU38710 Safeguarding (Option Module)**

The aim of this module is to develop the knowledge and understanding of practitioners in relation to the complexities of safeguarding both children and adults. This will enable students to understand the importance of collaborative working with families and other agencies.

### **\*NU3036 Professional Development in Practice (Option Module)**

The underlying principle of this module is of particular significance in the terms of life long learning and individual and professional effectiveness. Health care is rapidly changing and therefore a flexible approach is required to enable individuals to develop practice and influence service delivery. Through the provision of a partnership between health care providers and higher education universities, this module will enable learners to direct their own learning within the workplace (Clarke and Copeland, 2004).

### **\*MW3118 Prevention and management of unplanned pregnancy (20 credit option module)**

The aim of this module is to provide in depth knowledge and critical understanding of the factors associated with unplanned pregnancy and subsequent informed choices. This module will provide practitioners with the specialist knowledge and skills necessary to nurse issue emergency hormonal contraception to clients under a patient group direction.

### **Pathway Specific Modules**

A pathway specific module is a module which is necessary for students to study in order to gain a specific pathway registration. Whilst each module has aspects specific to the students pathway there are common elements in the modules to enhance shared learning.

#### **i) Health visiting pathway only**

### **NU3240 Consolidation of Health Visiting Practice**

This module aims to enable students to continue to develop practice-related skills and consolidate their practice-based knowledge. Module content will be delivered through group tutorials, action learning sets and workbook-based learning. Topic areas will be explored in relation to current relevant theory and best practice guidance and will be focused around the 4 domains of public health proficiency: search for health needs, stimulation of awareness of health needs, influencing policies affecting health and the facilitation of health enhancing activities. Topic areas will incorporate core principles around cultural ethical and legal issues, quality management and equality and diversity issues and will consolidate knowledge of issues explored within the Context of Practice (HV) Module. The module is student-centred and practice-led. Students will be self-directed in their learning and group and individual tutorials will focus on personal and professional development and portfolio development.

#### **ii) School nursing pathway only**

### **NU3243 Consolidation of School Nursing Practice**

This module aims to enable students to continue to develop practice-related skills and consolidate their practice-based knowledge. Module content will be delivered through group

tutorials, action learning sets and workbook-based learning. Topic areas will be explored in relation to current relevant theory and best practice guidance and will be focused around the 4 domains of public health proficiency: search for health needs, stimulation of awareness of health needs, influencing policies affecting health and the facilitation of health enhancing activities. Topic areas will incorporate core principles around cultural ethical and legal issues, quality management and equality and diversity issues and will consolidate knowledge of issues explored within the Context of Practice (SN) Module. The module is student-centred and practice-led. Students will be self-directed in their learning and group and individual tutorials will focus on personal and professional development and portfolio development.

## ii) Sexual health adviser pathway only

### **NU3243 Consolidation of Sexual Health Adviser Practice**

This module aims to enable students to continue to develop practice-related skills and consolidate their practice-based knowledge. Module content will be delivered through group tutorials, action learning sets and workbook-based learning. Topic areas will be explored in relation to current relevant theory and best practice guidance and will be focused around the 4 domains of public health proficiency: search for health needs, stimulation of awareness of health needs, influencing policies affecting health and the facilitation of health enhancing activities. Topic areas will incorporate core principles around cultural ethical and legal issues, quality management and equality and diversity issues and will consolidate knowledge of issues explored within the Context of Practice (SHA). The module is student-centred and practice-led. Students will be self-directed in their learning and group and individual tutorials will focus on personal and professional development and portfolio development



#### **2.3 Module Registration Options**

Discussions about your progression through the course will take place regularly throughout the year. It is an opportunity for you to make plans for your next module and future study.

### **2.4 Study Time**

#### **2.4.1 Weekly timetable**

A timetable will be available once you have enrolled on the programme, through the student portal.

#### **2.4.2 Expected hours of study**

20 credits is a standard module size and equals 200 notional learning hours. Each module leader will advise you of the requirements for their individual module. In addition you will need to undertake your own self-directed learning and reading to support knowledge acquisition.



### 2.4.3 Attendance Requirements

Attendance is required to be 100% and is rigorously monitored. You are expected to attend all the scheduled university sessions as well as the practice experiences in order that you are fully prepared to undertake the role of a specialist community public health nurse. Should your attendance fall below 100%, this would trigger tripartite discussions between your Academic advisor, Practice Teacher and yourself, and may result in the involvement of your seconding / sponsoring Trust manager. The honours degree award along with the professional registration qualification with the NMC will only be available to those whose attendance, progress and professional conduct has been satisfactory throughout the programme.

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the course leader: Julie Cummings and your pathway leader. You will also need to inform the module leader if you are going to be missing any timetabled sessions.

As you are funded by the Trust, it is a requirement that the Divisional Lead notifies the Trust manager of any student absence. The NMC require that you undertake 112.5 hours of theory and 112.5 days of practice. Therefore, if you miss any theory or practice sessions, you will be required to provide evidence that you have made the hours up. Templates can be found in the appendices for you to keep a record of the hours you have done. These templates will then be used as evidence in your portfolio. Your practice teacher and the course leader are required to verify your hours at the end of the course before you can be registered with the NMC.

If you have not gained the required authorization for leave of absence, do not respond to communications from the university and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Student attendance at university is monitored by SAM (swipe ID card). Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

## 3. Approaches to teaching and learning

### 3.1 Expertise of staff

The course team are all qualified in the field in which they teach and hold relevant NMC registration. Each member of the team has their own specialty and you will benefit from their expertise. Staff are involved with publishing their work and publications will be highlighted to you throughout the course. All the team have further degrees or are working towards them. The course leader is a fellow of the higher education Academy.

A major strength of the BSc. (Hons) Specialist Community Public Health Nurse programme is the expertise of staff to facilitate shared learning across a range of community disciplines. This facilitates the discussion of common issues and concerns, enabling examples of good practice to be shared. Opportunities are also available for inter-professional education and practice, for example with allied health professionals during two of the course modules.

### 3.2 Learning and teaching methods

The course is designed for practitioners who have post registration practice experience who bring a variety of professional and life experiences. The emphasis of the teaching and learning strategy will be student-centred and aimed at utilising and maximising your own experiences to assist the learning process. This diversity of experience enables the use of a variety of approaches to teaching and learning particularly the use of problem-based learning, experiential learning, web-based learning, seminars, debate and other informal, interactive methods. Guest speakers will also be invited to contribute to some of the modules in order to ensure both employer involvement and the involvement of practitioners currently operating within the practice environment. These approaches are further enhanced by the commitment to shared learning.

The emphasis within the course will be upon the creation of an adult learning environment with a student-centred approach as the team feels this is essential to facilitate your development as an independent learner. You have, as mature practising professionals, much to contribute to the learning process. It is believed that an interactive and creative experience, facilitated through team teaching will enable you to be innovative with your own strategies to identify independent perspectives and develop conceptual understanding of practice with a critical perspective. You will be given time within the course to reflect and informally discuss your expectations, views and experiences.

Throughout the course you will maintain a learning journal which will be used to document individual practice learning experiences and inform dialogue between you and your practice teacher. Within your learning journal you are encouraged to include a variety of evidence to demonstrate your achievement of competence.

Coherence and progression throughout the programme is ensured through the sequencing of modules and is supported by the collation of a Course Portfolio. A partnership approach to learning will include tripartite discussion between you, your practice teacher and an identified educationalist. One of the major benefits of working within a tripartite system is the development of a practitioner who is seen as fit for purpose, practice and award. This is achieved through ongoing dialogue.

### 3.3 Study skills

There are a variety of services to support students and these include WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



### 3.4 Learning resources

#### 3.4.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Library facilities are available to you at the Main Library in Preston and in the Practice Site Libraries at the following Acute Trust Hospitals: Blackpool, Burnley, Blackburn, Ormskirk and Wigan. These provide a range of dedicated books, journals, audio and video cassettes, CD-Rom databases, online and Internet resources. These are supported by inter-library loan



services, making use of local and national networks e.g. British Lending Library, University Library facilities and Post Graduate Medical Libraries.

### **3.4.2 Electronic Resources**

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Relevant material will also be available on Blackboard sites and in your practice areas. The Specialist Community Public Health Nurse Course has a Course Blackboard site with general course information and a discussion board for you to share ideas and information. All modules within the course also have information available on their Blackboard page. (The module leader will discuss this with you on the first day). Normally this will include timetables, reading material, links to useful web sites and lesson plans. Whenever possible, lesson plans are posted prior to the session to enable you to access the relevant material in advance and relevant seminar papers are also added. Please note, however, that lessons may not be available prior to the lecture if a lecturer has put information on that they do not want you to have before the session.

### **3.5 Personal development planning**

Personal and Professional Development Planning (PDP) is a process designed to assist you to get the most from your time as a student at the University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development.

#### Personal and Professional Development Planning

PDP provides an opportunity for you to develop your capacity for learning by encouraging an ongoing cycle of :

- self-reflection on why and how you are learning
- identification of your 'next steps' through target setting and action planning
- monitoring and recording of your academic learning, personal development, your skills development and career management.

For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of practice experience and skills associated with the module. You may also be achieving skills or may have gained awards outside of university which should also be recorded.

The main benefits you will achieve by participating in the PDP process are that you will become more:

- self-aware, self-confident, reflective and self-directed in your learning
- able to plan and take responsibility for your own learning
- able to articulate personal goals and evaluate progress and achievement
- able to link your current learning to a wider context and to your future development

Therefore by actively participating in PDP you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness. Another important aspect of PDP is that it integrates personal development with academic activity and helps you to become more self-aware. It also helps you recognise value and further develop core skills such as personal and interpersonal skills, problem solving and team working.



### 3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

## 4. Student Support

There are a range of University support systems for students: find out more at: <https://www.uclan.ac.uk/students/study/partnership/help.php>



### 4.1 Academic Advisors

This is the term used to describe the lecturer who supports you throughout the whole of the course and provides general academic advice, monitors your attendance, and offers general and personal support.

#### Module Advisor

This is the term used to describe the lecturer who provides you with specific academic advice in relation to a named module. As such they are part of the module team and take a full role in all aspects of the module including teaching, supervising and marking academic work.

## Practice Teacher

This is the term used for the practice practitioner who provides you with support in practice placements. Your designated practice teacher will also assess you with regards to your progression and achievement of the NMC (2004) 'standards of proficiency'.

## 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

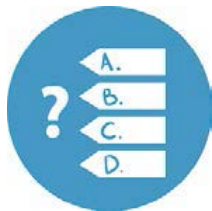
## 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

## 5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.



### 5.1 Assessment Strategy

Part of the process requires that you develop skills of self-assessment and it is important that you accept this responsibility. The assessments demand that you focus on your own area of practice as it is through this critical reflexive approach to theory and practice that professional practice is enhanced. The philosophy underpinning the assessment strategy is one that supports the promotion of life-long learning. Assessment is considered to be a process that allows the demonstration of your achievement in both theory and practice and is not just an end product. In accordance with these beliefs, approaches to assessment are varied, innovative and designed to measure achievement of learning outcomes across the course. Each module maintains a coherent structure which links content, teaching and learning, outcomes and assessment strategies.

#### 5.1.1 Practice Assessment

Central to the assessment strategy is the recognition that practice supervision and the application of principles studied during university time are an essential component of your development and learning on this course. This requires completion of the Practice Assessment Document that demonstrates your achievement of the NMC standards of proficiency for specialist community public health nurses (NMC 2004). Your progress towards achievement of these NMC standards will be formatively assessed in both semesters one and two, whereas in the third semester you will be summatively assessed. Learning contracts will be developed in partnership with you, your practice teacher and an

identified educationalist to support your achievement of the NMC standards in addition to individually identified learning outcomes.

The practice assessment process is a vehicle by which you can learn and continue to develop. In addition to assessing function, practice assessment is also seen as a diagnostic, nurturing, problem solving and target setting process. To facilitate learning in practice a named practice teacher will link with you with the aim of promoting reflective practice through practice experience and dialogue. Your practice teacher will be an appropriately qualified and experienced practitioner who will be familiar with the aims and structure of the course. He or she will have documented and recognised skills in the facilitation of learning within the practice environment and will be a qualified practice teacher.

Reflection on practice is an important element of learning. You will be required to reframe personal perspectives, view situations in new ways and consider others' points of view. You will also maintain a learning journal, which will help to promote ongoing self-reflection and will be used to generate evidence of reflection on practice to include in your Course Portfolio. In your learning journal you should experiment with a variety of reflective models and utilise a range of evidence to demonstrate your achievement of competence. This evidence may be in the form of testimonials, key reading, critical incident analyses, peer reviews or trust study day documentation, or any other format that demonstrates key learning and how this has informed your practice i.e. this evidence must demonstrate meaningful integration of relevant theory and knowledge into your professional practice.

**More information on how to write a reflective learning journal can be found in the School of Health Student Handbook.**

### *The Practice Assessment Process*

*The assessment process consists of a number of stages which requires ongoing dialogue between you, your practice teacher and an identified educationalist:*

- I. At the beginning of your practice you must formulate a learning contract with your practice teacher, which you both feel will enable you to meet the NMC standards of proficiency.
  
- II. Practice proficiency is assessed by your practice teacher through observation of practice and examination of written work from your learning journal. You will need to arrange weekly meetings in order to discuss your practice and reflect on ways of working. Together these will help your practice teacher to assess the knowledge base that informs your actions in practice.

- III. At the mid point of each semester of the programme your learning contract will be reviewed and modified in response to your progress.
- IV. At the end of semester one you and your practice teacher are required to formatively assess your progress towards the achievement of the standards of proficiency. You will have discussed your progress at regular intervals with your practice teacher. You and your practice teacher must sign your Practice Assessment Document at the end of this semester to verify that your progress has been formatively assessed.
- V. At the end of semester two you and your practice teacher are required to formatively assess your progress towards the achievement of the standards of proficiency. You will have discussed your progress at regular intervals with your practice teacher. You and your practice teacher must sign your Practice Assessment Document at the end of this semester to verify that your progress has been formatively assessed.
- VI. At the end of semester three you and your practice teacher are required to summatively assess your achievement of **ALL** the standards of proficiency for SCPHN (HV or SN or SHA). You must both sign your Practice Assessment Document to verify that this has been completed.
- VII. At the end of the programme The 'Final Completion of Practice Statement' will be signed by your practice teacher and must be included in your Course Portfolio.
- VIII. At the end of each semester you are expected to submit your Practice Assessment Document to the pathway leader who will review your progress and sign the appropriate documentation. The standards that are not being progressed must be clearly identified and an action plan detailing how a particular standard will be advanced during the next semester. During each semester the original Practice Assessment Document must be submitted in its booklet format unchanged, as this is a University of Central Lancashire copyright document.

### 5.1.2 Course Portfolio

You are required to generate and complete a professional portfolio (assessed as part of the final consolidation of practice module), which will contain all the evidence you are presenting to meet the required professional NMC standards for practice as well as the course outcomes. This Course Portfolio must contain the following:

- Contents page (see page 2 of the portfolio guidance pack for recommended 'list of contents')
- Summary Sheet with all Modules undertaken and marks awarded
- Feedback sheets for all modules
- Reflective Synopsis of learning experiences and evaluation – *to demonstrate journey of professional development to meet NMC standards*
- Extracts from your learning journal / reflections on practice linked to the NMC domains of practice

- Evidence of practice hours undertaken (Appendix 2a)
- Client and Carer Feedback Sheets (Appendix 2b)
- Evidence of inter-professional and inter-agency learning in practice (Appendix 2c)
- Evidence of alternative public health experience (Appendix 2d)
- Evidence of how you have made up any practice and theory time missed (appendices 2e & 2f)
- Practice Assessment Document (the PAD)
- Final Completion of Practice statement

Your supporting evidence must be explicitly relevant and mapped to the specific standards of proficiency you have achieved, with appropriate supporting explanation and underpinning theory.

## Portfolio Format and Presentation

You may choose any plain colour A4 Lever Arch File for your Course Portfolio. This will need to be clearly marked on the front with your name, UCLan registration number, degree, the course you are studying and the academic year of entry to the course.

### 5.2 Notification of assignments and examination arrangements

The assessment dates are on the course run-through and in each module handbook. Students will also have guidance within the module sessions and on Blackboard. Each module leader will give students instructions on when and how to submit assignments or attend for exams.

### 5.3 Referencing

Please use the APA referencing guide located within the assessment section of Blackboard.

### 5.4 Confidential material

You must ensure that confidentiality is maintained by not identifying specific areas or locations and ensuring that no personal information about patients / clients is included in your assignments. Breaches of confidentiality are unacceptable and will potentially have implications for your progression on the Course.

When you are engaged in courses that involve documenting research and producing written work, you may be using very sensitive information. As a result you are required to always respect **confidentiality**, and to maintain the **anonymity** of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality.

The policy of maintaining anonymity and confidentiality applies to you whether you are an undergraduate or post graduate student.

Remember anonymity and confidentiality is not the same thing! The British Medical Association (BMA) defines the two as:

**“Confidentiality:** The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship.”

**“Anonymised** information: Information which does not, directly or indirectly identify the person to whom it relates (BMA 2005)

#### Exceptions

There may well be cases where exceptions to maintaining anonymity and confidentiality occur. These can include:

Signatures of staff or practice teachers on official documents;

Names of persons in acknowledgements who have supported the work, such as acknowledgements in dissertations;

Naming individuals or organisations where the information is already in the public domain, providing this material is accurate;

Instances where you have written permission from an individual or organisation. It may be possible for you to obtain consent to use information for academic purposes. Clearly state that this is the case at the beginning of your work. Written consent forms will be retained with the academic work. If you intend to publish your work, you may need to seek further guidance from an appropriate Ethics Committee.

You may have access to sensitive information about an organisation through your personal contact or employment which is quite separate from their university course. In this case you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure.

The course team may have agreed that it is an essential part of an assignment that information is provided about a place or group. Consent from that place or group must be obtained, the assessment guidelines will clarify how this can be achieved.

If you do need to refer to an organisation in your work, you can maintain anonymity by the following method:

In the text: “this action was in accordance with the NHS Trust’s (name withheld) infection control policy”

If there is a breach of Anonymity and or Confidentiality you will receive feedback from the module leader/marker and support to prevent errors in your future work.

Actions taken following a breach in anonymity and or confidentiality will depend on a number of issues and will be determined within School/course teams.

Issues which will be of importance may include:

Professional standing of course

Level of study of student and or stage of course

Extent and nature of the breach

Under these circumstances it may be that Schools will impose a penalty. Your module leader/academic advisor will work with you and the course leader to review the specific situation and involve the Head of School/named deputy in the decision making process.

| Please make sure you have read and understood the exceptions detailed above   |   |
|---|---|
| <p><b>Do's</b></p> <p><b>Do respect the right to privacy of an individual and/or organisation;</b></p> <p><b>Do change all names to fictitious ones;</b></p> <p><b>Do provide a statement with your assignment that all information has been anonymised;</b></p> <p><b>Do reference work accurately if information is already in the public domain;</b></p> <p><b>Do support your discussions with reference to published work.</b></p> <p><b>Do seek guidance and advice where you are unsure.</b></p> | <p><b>Don'ts</b></p> <p><b>Don't name an individual or organisation; (unless it is already in the public domain)</b></p> <p><b>Don't include identifiable stationery in your work, such as letter heads, Lab forms or X-rays;</b></p> <p><b>Don't give information away that could identify an individual or organisation; (unless it is already in the public domain)</b></p> <p><b>Don't include photographs that can identify a person or place;</b></p> <p><b>Don't make unsupported accusations;</b></p> |
| <p><b>Subjective or judgmental opinions about an employer or placement provider (even when not identifiable) are not normally acceptable. This may mean that your opinion may not be able to be kept confidential under the Freedom of Information Act and will lead to further discussion (see fig 1)</b></p> <p><b>NB: Please note that by seeking guidance from your personal tutor/module advisor, you have the opportunity to ensure the work is not in breach of the guidance.</b></p>            |   |

Should you need to reference your trust or employers policies, protocols or guidance documentation please refer to page 69 of the referencing guide found on blackboard. You are also reminded to look at your own professional governing bodies guidance on protecting confidentiality.

### **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all



summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## **6. Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



## **7. Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give. You will be invited to give feedback midway and at the end of the course which staff can use to help improve the course for the future.

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

## 8.1 Programme Specification(s)

### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

|   |  |
|---|--|
| <b>1. Awarding Institution / Body</b>                   | University of Central Lancashire   |
| <b>2. Teaching Institution and Location of Delivery</b> | University of Central Lancashire   |
| <b>3. University School/Centre</b>                      | School of Community Health and Midwifery   |
| <b>4. External Accreditation</b>                        | Nursing and Midwifery Council  |
| <b>5. Title of Final Award</b>                          | B.Sc. (Hons) Specialist Community Public Health Nurse - Health Visiting <b>OR</b><br>B.Sc. (Hons) Specialist Community Public Health Nurse - School Nursing <b>OR</b><br>B.Sc. (Hons) Specialist Community Public Health Nurse - Sexual Health Adviser |

|   |  |
|---|--|
| <b>6. Modes of Attendance offered</b>   | Part time & full time  |
| <b>7. UCAS Code</b>   |  |
| <b>8. Relevant Subject Benchmarking Group(s)</b>  | NMC (2004; 2006; 2008) QAA (2009, 2012) Public Health Skills & Career Framework (2009), DH (2011)Health Visitor Implementation Plan, DH (2012) Vision and Model for School Nursing, NMC (2013) Quality Assurance Framework |
| <b>9. Other external influences</b>   | Health Education North West  |
| <b>10. Date of production/revision of this form</b>   | Periodic Review 22 <sup>nd</sup> January 2014<br>Revised January 2017<br>Revised January 2020  |
| <b>11. Aims of the Programme</b>  |  |
| <ul style="list-style-type: none"> <li>• To promote the evolution of a specialist community public health nurse (SCPHN) who is adaptable, reflexive and responsive in meeting the diversity of community public health needs and promotes the highest standards of public health.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• To promote the development of a specialist community public health nurse (SCPHN) who is socio-politically aware, has the values, attitudes, skills, knowledge, professional confidence and personal motivation commensurate with specialist community public health practice.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• To ensure that personal, professional and educational development needs are met through the provision of a range of learning opportunities informed by scholarship, professional activity, advances in technology and research.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• To promote independent, shared and autonomous learning in the development of a specialist community public health nurse who is fit for practice, purpose and award in order to meet the changing public health and safeguarding needs of a diverse population.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• To incorporate the key principles of public health practice in the context of specialist community public health nursing, grouped into four domains that include search for health needs; stimulation of awareness of health needs; influence on policies affecting health; facilitation of health enhancing activities</li> </ul> |  |
| <ul style="list-style-type: none"> <li>• To enable registration as a specialist community public health nurse (health visitor, school nurse or sexual health adviser) on the third part of the Nursing and Midwifery Council register.</li> </ul>   |  |
| <b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>   |  |

**A. Knowledge and Understanding**

- A1. Evaluate the knowledge base that underpins and informs practice within the context of current and future specialist community public health nurse practice
- A2. Critically apply theory to practice in order to enhance professional proficiency and personal development
- A3. Critically reflect upon academic, professional and personal development
- A4. Demonstrate critical awareness of safeguarding policy, procedure and practice.

**Teaching and Learning Methods**

Key lectures, case study presentations, seminars, peer group learning, workshops, critical incident analysis, web based learning, directed reading, action learning sets, work based learning, tutorials.

**Assessment methods**

Written assignments, presentations, OSCEs, portfolio, assessment of practice, examinations

**B. Subject-specific skills**

- B1. Exercise professional accountability and responsibility, utilising professional knowledge, skills and expertise in practice within a multidisciplinary context.
- B2. Develop specialist public health nursing skills, knowledge and expertise in the defined area of practice
- B3. Evaluate the role and mechanisms by which the specialist community public health nurse contributes to the health of the community
- B4. Analyse the perspectives of organisational, economic, political, legal and ethical frameworks that influence public health and care provision
- B5. Assess the health and health-related needs of clients, families, groups and defined population, identifying, initiating, managing and evaluating appropriate strategies for effective public health care
- B6. Apply leadership skills and supervise a team to improve health and wellbeing of a defined population
- B7. Demonstrate competence in recognising and responding to the safeguarding needs of vulnerable clients.

**Teaching and Learning Methods**

Key lectures, case study presentations, seminars, peer group learning, workshops, critical incident analysis, web based learning, work based learning, directed reading, action learning sets

#### **Assessment methods**

Written assignments, presentations, OSCEs, portfolio, assessment of practice, examinations

#### **C. Thinking Skills**

C1. Demonstrate a repertoire of critical thinking and problem solving skills relating to the process of initiating, developing and managing public health practice

C2. Identify and critically appraise key research to support evidence based practice

C3. Actively engage in critical reflection and develop the skills of reflective practice

C4. Formulate a strategy for the continuation of personal and professional learning and development

#### **Teaching and Learning Methods**

Key lectures, seminars, action learning sets, peer group learning, critical incident analysis, web based learning, work based learning, directed reading, portfolio development.

#### **Assessment methods**

Written assignments, presentations, OSCEs, portfolio, assessment of practice, examinations

#### **D. Other skills relevant to employability and personal development**

D1. Communicate and work with colleagues, service users and carers demonstrating interpersonal sensitivity when imparting knowledge and information

D2. Use information technology when working to meet the needs of patient/clients

D3. Develop skills in report writing, portfolio development and presentation skills (verbal and written)

D4. Build upon self-management, organisational and time management skills whilst keeping an effective work life balance

D5. Develop problem solving and numeracy skills to inform decision making

D6. Further develop self-awareness and self-assessment skills to inform professional and personal development planning and reflective practice

D7. Work as part of a team to gain a greater understanding of collaborative / partnership working

**Teaching and Learning Methods**

Key lectures, seminars, action learning sets, peer group learning, critical incident analysis, web based learning, work based learning, directed reading, portfolio development.

**Assessment methods**

Written assignments, presentations, OSCEs, portfolio, assessment of practice, examinations

**13. Programme Structures\***

**14. Awards and Credits\***

| Level   | Module Code | Module Title   | Credit rating |  |
|---------|-------------|--|---------------|--|
| Level 6 |             | <b><u>Core modules</u></b><br><b>ALL PATHWAYS</b>              |               | <b>Bachelor Honours Degree (top up)</b><br><br>Requires 120 credits at Level 6 |
|         | NU3124      | Principles of Public Health and Social Policy                  | 20            |  |
|         | NU3114      | Healthy Child; Healthy Adult: Safeguarding Healthy Development | 40            |  |
|         | NU3047      | Valuing Research   | 20            |  |
|         | NU3268      | Developing Leadership Skills                                   | 20            |  |
|         |             | <b>ABOVE + FOR HEALTH VISITING PATHWAY ONLY</b>                |               |  |

|  |        |   |    |  |
|--|--------|---|----|--|
|  | NU3240 | Consolidation of Health Visiting Practice       | 10 |  |
|  |        | <b>ABOVE + SCHOOL NURSING PATHWAY ONLY</b>      |    |  |
|  | NU3243 | Consolidation of School Nursing Practice        | 10 |  |
|  |        | <b>ABOVE + SEXUAL HEALTH ADVISER PATHWAY</b>    |    |  |
|  | NU3077 | Consolidation of Sexual Health Adviser Practice | 10 |  |
|  |        | <b><u>Optional modules</u></b>                  |    |  |
|  |        | <b>ALL PATHWAYS</b>                             |    |  |
|  | NH3100 | Community Practitioner Prescribing              | 10 |  |
|  | NU3036 | Professional Development in Practice            | 10 |  |
|  | MW3019 | Cervical Screening in Practice                  | 10 |  |

|  |        |  |    |  |
|--|--------|--|----|--|
|  | PS3103 | Sex and Gender                           | 10 |  |
|  | PS3208 | Anti-social Behaviour Among Young People | 10 |  |
|  | PS3311 | Eating Behaviour and Disorders           | 10 |  |
|  | NU3710 | Safeguarding                             | 10 |  |
|  |        |  | 10 |  |

### 15. Personal Development Planning

According to QAA (2009), Personal Development Planning (PDP) is:

- A structured process that is integral to higher level learning
- Concerned with learning in an holistic sense (academic and non-academic)
- Something done with guidance and support
- A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives
- Intended to improve the capacity of the individual to communicate their learning to others who are interested in it (academic staff/ employers)

QAA (2009) state that “the ultimate responsibility for deriving benefit from PDP should rest with each student”.

The overall aim of PDP is to improve your capacity to understand what and how you are learning, and to review, plan and take responsibility for your own learning. The following opportunities for PDP are integrated within this course.

- You are encouraged to develop skills of reflection on your academic, personal and professional development through the collation of an evidence based portfolio.
- You will set a learning contract with your practice teacher in order to achieve standards of proficiency (NMC 2004) within the practice assessment document. This process will enable you to set goals, implement your action plan and monitor and review your progress towards agreed goals.
- You will further develop your IT and searching skills by utilising the interactive e-learning resource.



- You are advised to discuss with your personal tutor, either via individual appointments, email or telephone, your PDP.
- Group support is encouraged via taught University days and discussion board on E-Learn.

### Reference

Quality Assurance Agency for Higher Education (2009) *Personal development planning: guidance for institutional policy and practice in higher education*.

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/PDPguide.pdf>

### **16. Admissions criteria**

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

All applicants must have:

- An effective current registration on either part one or two of the NMC register
- Hold equivalent of 240 credits either by DipHE or accumulated relevant credits, 120 of which must be at a minimum of level 5 study. A maximum of one third of the programme can be Accredited Prior (Experiential) Learning (AP(E)L). Please discuss this with the course leader.
- Identified a qualified Practice Teacher who is registered in the relevant discipline
- Acceptance is subject to a satisfactory, up to date, DBS.

### **17. Key sources of information about the programme**

- Factsheet
- University Website
- Faculty brochures
- Course team

## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

### Programme Learning Outcomes

|         | Module Code  | Module Title   | Core (C) or Option (O) | Knowledge and understanding |    |    |    | Subject-specific Skills |    |    |    |    |    |    | Thinking Skills |    |    |    | Other skills relevant to employability and personal development |    |    |    |    |    |    |
|---------|--------------|--|------------------------|-----------------------------|----|----|----|-------------------------|----|----|----|----|----|----|-----------------|----|----|----|---|----|----|----|----|----|----|
|         |              |  |                        | A1                          | A2 | A3 | A4 | B1                      | B2 | B3 | B4 | B5 | B6 | B7 | C1              | C2 | C3 | C4 | D1  | D2 | D3 | D4 | D5 | D6 | D7 |
| Level 6 | NU3124       | Principles of Public Health and Social Policy                  | Core                   | ✓                           | ✓  | ✓  | ✓  |                         |    | ✓  | ✓  |    |    | ✓  | ✓               | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓  | ✓  |    |
|         | NU3114       | Healthy Child; Healthy Adult: Safeguarding Healthy Development | Core                   | ✓                           | ✓  | ✓  | ✓  | ✓                       | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓               | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓  | ✓  |    |
|         | NU3047       | Valuing Research   | Core                   | ✓                           | ✓  | ✓  |    | ✓                       |    |    | ✓  |    |    |    | ✓               | ✓  | ✓  | ✓  | ✓   | ✓  |    |    | ✓  | ✓  |    |
|         | NU3268       | Developing Leadership Skills                                   | Core                   | ✓                           | ✓  | ✓  |    | ✓                       |    |    |    |    | ✓  |    | ✓               | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓  | ✓  |    |
|         | NU3240       | Consolidation of Health Visiting Practice                      | Core (HV)              | ✓                           | ✓  | ✓  | ✓  | ✓                       | ✓  | ✓  |    | ✓  | ✓  | ✓  | ✓               | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓  | ✓  |    |
|         | NU3243       | Consolidation of School Nursing Practice                       | Core (SN)              | ✓                           | ✓  | ✓  | ✓  | ✓                       | ✓  | ✓  |    | ✓  | ✓  | ✓  | ✓               | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓  | ✓  |    |
|         | NU3077       | Consolidation of Sexual Health Adviser Practice                | Core (SHA)             | ✓                           | ✓  | ✓  | ✓  | ✓                       | ✓  | ✓  |    | ✓  | ✓  | ✓  | ✓               | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓  | ✓  |    |
|         | NH3100       | Community Practitioner Prescribing                             | Option                 | ✓                           | ✓  | ✓  | ✓  | ✓                       |    |    | ✓  | ✓  | ✓  |    | ✓               | ✓  | ✓  | ✓  | ✓   |    | ✓  | ✓  | ✓  | ✓  |    |
|         | NU3036       | Professional Development in Practice                           | Option                 | ✓                           | ✓  | ✓  | ✓  |                         | ✓  | ✓  | ✓  | ✓  | ✓  |    | ✓               | ✓  |    | ✓  | ✓   |    |    | ✓  |    | ✓  |    |
|         | MW3019       | Cervical Screening in Practice                                 | Option                 | ✓                           | ✓  | ✓  | ✓  | ✓                       | ✓  | ✓  | ✓  | ✓  | ✓  |    | ✓               | ✓  |    | ✓  | ✓   |    |    | ✓  |    | ✓  |    |
|         | PS3103       | Sex & Gender   | Option                 | ✓                           | ✓  | ✓  | ✓  | ✓                       | ✓  | ✓  | ✓  | ✓  | ✓  |    | ✓               | ✓  |    | ✓  | ✓   |    |    | ✓  |    | ✓  |    |
|         | PS3208       | Anti-social Behaviour among Young People                       | Option                 | ✓                           | ✓  | ✓  | ✓  | ✓                       | ✓  | ✓  | ✓  | ✓  | ✓  |    | ✓               | ✓  |    | ✓  | ✓   |    |    | ✓  |    | ✓  |    |
|         | PS3311       | Eating Behaviour & Disorders                                   | Option                 | ✓                           | ✓  | ✓  | ✓  | ✓                       | ✓  | ✓  | ✓  | ✓  | ✓  |    | ✓               | ✓  |    | ✓  | ✓   |    |    | ✓  |    | ✓  |    |
| NU3710  | Safeguarding | Option   | ✓                      | ✓                           | ✓  | ✓  | ✓  | ✓                       | ✓  | ✓  | ✓  | ✓  |    | ✓  | ✓               |    | ✓  |    | ✓   | ✓  |    |    | ✓  |    |    |

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks