

Course Specification

Course Summary Information		
1	Course Title	Post Graduate Diploma (PGDip) Specialist Community Public Health Nursing (Health Visiting/School Nursing)
2	Course Code	PT1677-01 (Health Visiting) PT1677-02 (School Nursing)
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s) (if different from point 3)	
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	Nursing and Midwifery Council (NMC)

6	Course Description
	<p>The Specialist Community Public Health Nursing (SCPHN) course is aimed at registered nurses or midwives who wish to develop their knowledge and skills within the context of Specialist Community Public Health Nursing (Health Visiting or School Nursing).</p> <p>SCPHN practitioners are uniquely placed to reach, children, young people, families and communities. Being supported by academic assessors, practice assessors, and practice supervisors (NMC, 2018) students will develop skills that enable them to work collaboratively, ensuring support for children, young people and families is effective and proportionate to need.</p> <p>Underpinned by research and evidence the SCPHN course provides a range of learning opportunities which encourage students to; become autonomous practitioners in public health; adopt a life course approach to their developing practice and to develop skills to effect change that reduce health inequalities.</p> <p>Students will reflect their knowledge and skill development by achievement of the NMC Standards of Proficiency for Specialist Community Public Health Nursing (NMC, 2004). The NMC SCPHN standards include four domains, which require SCPHN practitioners to search for health needs; stimulate an awareness of health needs; influence policies affecting health and facilitate health enhancing activities in different public health settings.</p> <p>On successful completion of this course students are eligible for registration by the Nursing and Midwifery Council (NMC) on the third part of the register (specialist community public health nurse) and can prescribe from the community practitioners formulary (V100).</p>

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	Postgraduate Diploma Specialist Community Public Health Nursing (Health Visiting)	7	120
	OR Postgraduate Diploma Specialist Community Public Health Nursing (School Nursing)	7	120

7b	Exit Awards and Credits Awarded		
	Postgraduate Certificate Studies in Community Health*	7	60

** this award does not allow for application to NMC for registration on third part of register*

8	Derogation from the University Regulations
	<p>As this course is PSRB regulated by the Nursing and Midwifery Council (NMC), the following derogations apply:</p> <ol style="list-style-type: none"> 1. For modules with more than one item of assessment, all items of assessment must be passed in order to pass the module. 2. Compensation of marginally failed modules is not permitted. 3. Condonement of failed modules is not permitted.

9	Delivery Patterns		
	Mode(s) of Study	Location(s) of Study	Duration of Study
	Full Time	City South Campus	1 year
			Code(s)
			PT1677

10	Entry Requirements
	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk , or may be found by searching for the course entry profile located on the UCAS website.

11	Course Aims
	<p>The aim of the Specialist Community Public Health Nursing (SCPHN) course is to prepare students with the skills and knowledge to provide leadership and innovation in community public health.</p> <p>The wider aims are to improve population health, in particular the health of children, young people and families, and to prevent illness and are based upon the four guiding principles with the NMC Standards of Proficiency for SCPHNs (NMC, 2004) as follows:</p> <ol style="list-style-type: none"> 1. Preparation: fitness to practice The programme aims to ensure students are prepared to practise safely and effectively developing students' evidence based public health skills and knowledge with the ability to integrate theory with practice. 2. Service: fitness for purpose The programme aims to enable students to be able to relate to the changing health needs of the public and the wider communities, which they will serve with the ability to respond to current and future needs.

	<p>3. Recognition: fitness for award</p> <p>The programme aims to develop students' skills in nurse prescribing, leadership and management and continued personal and professional development to have the appropriate skills be able to meet the needs of the health services, communities and profession.</p> <p>4. Responsibility: fitness for professional standing</p> <p>The programme aims to demonstrate that students' take responsibility for maintaining high standards of professional conduct and legal and ethical practice, by adhering to The Code (NMC, 2018) whilst taking responsibility for their own learning and delivery of safe and effective care that respects all individuals and communities with whom they work with.</p> <p>Overall, there is a balance of 50% theory 50% practice across the whole programme.</p>
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12	Course Learning Outcomes
	By the end of the course, students will be able to:
1	Critically appraise health and social models of health with application to public health practice
2	Critically evaluate methodologies used to search for health needs through surveillance, assessment and screening
3	Synthesise current problems and/or new insights to differentiate the health needs of populations and defined social groups in order to stimulate an awareness of health needs
4	Devise, plan, implement and critically appraise health-promoting programmes/strategies working with and for populations and defined social groups facilitating health-enhancing activities
5	Review, demonstrate and critically evaluate self-direction and originality in tackling and solving problems through reflection and safe decision-making skills within public health practice
6	Critically appraise the impact of policies affecting health in promoting and protecting the population's health and well being
7	Demonstrate sensitivity and understanding in relation to complex issues using leadership skills to contribute to policy development and implementation to improve health and well-being
8	Review and influence policies affecting health through robust critical evaluation of research and innovative developments
9	Foster and facilitate partnerships based on trust to secure and improve health of populations and defined social groups whilst critically evaluating quality and risk management strategies
10	Independently evaluate initiative and personal responsibility using effective methods of collaborative and inter-professional working, to promote health and well being
11	Review and critically analyse service frameworks to assess risk in complex situations, and work safely and effectively with conflicting priorities and ambiguities
12	Work within the boundaries of The NMC Code directing and teaching others, managing resources and people whilst demonstrating anti-oppressive practice in providing public health provision to reduce inequalities in health and improving health and well-being

13	Level Learning Outcomes
	N/A

14	Course Learning, Teaching and Assessment Strategy
	Birmingham City University is committed to developing learners who are able to develop a reflective and problem-solving approach to their practice by acquiring knowledge and skills in a contextual, integrated manner. During the SCPHN course student-centred approaches to

learning are adopted along with a recognition of the value of learning from past and current experiences as well as the introduction of new knowledge. Students are supported to be independent life-long learners who are able to plan and manage their own learning. Learning and teaching methods are designed to integrate theory with practice, to foster a spirit of enquiry and to encourage new ways of thinking.

Learning is facilitated by a variety of teaching methods including:

- Lectures (in person and virtual)
- Seminars
- Enquiry and work-based learning supported by practice supervisors and practice assessors
- Case studies
- Workshops
- Practice simulation
- Group work
- E-learning
- Self-directed study

A variety of assessment methods are used to enable students to demonstrate their knowledge, skills and understanding. The assessment methods are designed to enable students to apply theory to their developing SCPHN practice; develop critical thinking and analysis skills and to achieve the required level of internalisation (Steinaker and Bell, 1989) in their field of Specialist Community Public Health Nursing (SCPHN).

Assessment methods used include formative assessments such as group work – presentations; professional skills profile; self-assessments; midpoint placement assessment; quizzes. A range of summative assessments are used such as essays; invigilated exams; presentations and practice assessment documents (SCPHN and V100).

15	Course Requirements																						
15a	In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Module Code</th> <th style="background-color: #ffff00;">Module Name</th> <th style="background-color: #ffff00;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>PHE7016</td> <td>Research: methods of enquiry</td> <td>20</td> </tr> <tr> <td>PHE7011</td> <td>Evaluating the principles and practices of Specialist Community Public Health Nursing</td> <td>20</td> </tr> <tr> <td>PHE7012</td> <td>The safeguarding of vulnerable people</td> <td>20</td> </tr> <tr> <td>PHE7013</td> <td>Leadership innovation and managing change</td> <td>20</td> </tr> <tr> <td>LBR7628</td> <td>Prescribing from the Nurse Prescribers' Formulary for Community Practitioners V100 (Level 7)</td> <td>20</td> </tr> <tr> <td>PHE7015</td> <td>Consolidating the role of the Specialist Community Public Health Nurse</td> <td>20</td> </tr> </tbody> </table>	Module Code	Module Name	Credit Value	PHE7016	Research: methods of enquiry	20	PHE7011	Evaluating the principles and practices of Specialist Community Public Health Nursing	20	PHE7012	The safeguarding of vulnerable people	20	PHE7013	Leadership innovation and managing change	20	LBR7628	Prescribing from the Nurse Prescribers' Formulary for Community Practitioners V100 (Level 7)	20	PHE7015	Consolidating the role of the Specialist Community Public Health Nurse	20	
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	<i>For School Nurses Only</i>																						

This OPTIONAL module can be completed in place of prescribing should your employing Trust deem this more suitable.

Module Code	Module Name	Credit Value
PHE7017	Sexual health practice	20

15b Structure Diagram

PART ONE		
<p>PHE7011 Evaluating the principles and practices of Specialist Community Public Health Nursing (SCPHN) (20 credits)</p> <p>Linked to Practice Placement 1 experiences (defined area of SCPHN practice) and public health experiences (minimum of 15 days over term 1 & 2) (Pass/Fail)</p>	<p>PHE7016 Research: methods of enquiry (20 credits)</p>	
PART TWO		
<p>PHE7012 The safeguarding of vulnerable people (20 credits)</p> <p>Linked to Practice Placement 2 experiences (defined area of SCPHN practice) and public health experiences (minimum of 15 days over term 1 & 2) (Pass/Fail)</p>	<p>PHE7013 Leadership, innovation and managing change (20 credits)</p>	<p>LBR7628 Prescribing from the Nurse Prescribers' Formulary for Community Practitioners V100 (Level 7) (20 credits)</p> <p>OR for School Nursing students only</p> <p>PHE7014 Sexual health practice (20 credits)</p>
PART THREE		
<p>PHE7015 Consolidating the role of the Specialist Community Public Health Nurse (SCPHN) (20 credits)</p> <p>Linked to Practice Placement 3: 10 weeks Consolidation of defined area of SCPHN practice (Pass/Fail)</p>		

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may

depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Workload

**For Health Visitors and School Nurses including V100:
18% time spent in timetabled teaching and learning activity (plus clinical practice)**

Activity	Number of Hours
Scheduled Learning	217
Directed Learning	252
Private Study	731
Total Hours	1200 plus clinical practice hours

Balance of Assessment

Assessment Mode	Percentage
Coursework	42.5
Exam	18.8
In-Person	38.7

**For School Nurses excluding V100 and including optional module:
17.4% time spent in timetabled teaching and learning activity (plus clinical practice)**

Activity	Number of Hours
Scheduled Learning	209
Directed Learning	174
Private Study	817
Total Hours	1200 plus clinical practice hours

Balance of Assessment

Assessment Mode	Percentage
Coursework	42.5
Exam	13.3
In-Person	44.2