

## Course Specification

Course Summary Information		
1	<b>Course Title</b>	Postgraduate Diploma in Specialist Community Public Health Nursing – Health Visitor
2	<b>Course Code</b>	PT1797-01 PT1797N-01
3	<b>Awarding Institution</b>	Birmingham City University
4	<b>Teaching Institution(s)</b>	
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b>	Nursing and Midwifery Council (NMC)

6	Course Description
	<p>As Specialist Community Public Health Nurses, Health Visitors have a unique role in connecting with families and communities, allowing them to reach every child in their own homes. They provide a collaborative, personalised, evidence-based, and proportionate service that is focused on the needs of children, families, and communities. As a Health Visitor, you will understand the wider determinants of health and the impact these can have on individuals across their lifetime, allowing you to address health inequalities through early intervention and prevention to promote and improve health and well-being.</p> <p>Our Specialist Community Public Health Nursing - Health Visitor course is underpinned by research and evidence and provides you with a balance of academic and practical learning opportunities. The course has been co-produced with people with experience of health visiting services and practice partners who will support your learning in practice. The course will help you develop as an autonomous practitioner in public health and adopt a life-course approach to your evolving practice. You will also acquire skills to effect change that reduces health inequalities.</p> <p>Your learning and development will be supported by academic assessors, practice assessors and practice supervisors in line with NMC guidelines (2023).</p> <p>Upon completion of the course, our aim is for you to be able to demonstrate the development of your knowledge, skills and behaviours by achieving the NMC Standards of Proficiency for Specialist Community Public Health Nursing (NMC, 2022) reflecting the six spheres of influence:</p> <ol style="list-style-type: none"> <li>1. Autonomous specialist community public health nursing practice</li> <li>2. Transforming specialist community public health nursing practice: evidence, research, evaluation and translation</li> <li>3. Promoting human rights and addressing inequalities: assessment, surveillance and intervention</li> <li>4. Population health: enabling, supporting and improving health outcomes of people across the life course</li> </ol>

	<p>5. Advancing public health services and promoting healthy places, environments and cultures</p> <p>6. Leading and collaborating: from investment to action and dissemination</p> <p>Successful completion of the course will make you eligible to register your qualification with the Nursing and Midwifery Council and lead to professional recognition in Specialist Community Public Health Nursing in Health Visiting.</p>
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<b>7</b>	<b>Course Awards</b>		
<b>7a</b>	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
	Postgraduate Diploma Specialist Community Public Health Nursing (SCPHN) (Health Visiting)	7	120
<b>7b</b>	<b>Exit Awards and Credits Awarded</b>		
	Postgraduate Certificate in Community Health Studies*	7	60

\*The Leadership: demonstration and delivery module for SCPHN cannot be used as part of the 60 credits to receive this exit award.

\*This exit award does not allow for application to the NMC for registration on the third part of the register as a SCPHN.

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

<b>9</b>	<b>Delivery Patterns</b>		
	<b>Mode(s) of Study</b>	<b>Location(s) of Study</b>	<b>Duration of Study</b>
	Full Time	City South Campus	12 months
			<b>Code(s)</b>
			PT1797-01 PT1797N-01

<b>10</b>	<b>Entry Requirements</b>	
	<b>Home:</b>	<p>Applicants must:</p> <ul style="list-style-type: none"> <li>• Hold a BSc (Hons) qualification or have evidence of recent study at level 6 or 7 (within 5 years).</li> <li>• Current and active Nursing and Midwifery Council registration as a nurse (level 1) and/or registered midwife.</li> <li>• Applicants must demonstrate safe and effective practice at the level of proficiency appropriate to the</li> </ul>

		<p>NMC-approved SCPHN programme before being considered eligible to apply for entry.</p> <ul style="list-style-type: none"> <li>• Successful interview with the supporting employer, conducted in collaboration with the University.</li> <li>• Normally students are sponsored by an employer to undertake the course, however, self-funded/ non-NHS/ self-employed students can enrol on the course provided they can locate and negotiate an appropriate specialist community public health practice placement with a designated practice supervisor and practice assessor whilst enrolled on the course, with an appropriate service provider e.g., NHS Trust or equivalent.</li> <li>• <b>Non-NHS, self-employed or self-funding applications must</b> complete a SCPHN honorary contract with their allocated NHS Trust in addition to the University online application and supporting admissions form.</li> <li>• Evidence of a satisfactory DBS (enhanced disclosure) within the last three years that covers the active student registration period which is confirmed with the programme leader.</li> <li>• Recognition of prior learning (RPL) will be considered if course learning outcomes and proficiencies are capable of being mapped. The University allows a maximum of 60 credits for RPL for this course.</li> </ul>
	<b>EU:</b>	This course is not available to students classed as international for fee purposes.
	<b>International:</b>	
	<b>Access:</b>	
<b>11</b>	<b>Course Aims</b>	
	<p>The course has been co-developed in collaboration with practice partners, students and people who have experience with the SCPHN (Health Visiting) service and aims to enable registered nurses (level 1) and/or midwives (current and active registration with the Nursing and Midwifery Council) to adopt an autonomous, culturally competent approach to specialist community public health nursing practice to prevent ill-health, protect health and promote wellbeing across diverse communities and populations.</p> <p>Additionally, this course aims to:</p> <ul style="list-style-type: none"> <li>• Enable students to adopt a critical, evidence-based, inclusive, person-centred, salutogenic and strategic approach to public health practice to improve and protect the health of individuals, groups, and communities.</li> <li>• Develop students' skills to work autonomously and confidently in partnership with others and demonstrate advocacy to promote everyone's right to a healthy life.</li> <li>• Facilitate the acquisition of effective and ethical public health leadership skills to enable students to lead and influence people and resources, to embed sustainable changes to improve health and wellbeing.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Provide students with academic and practice learning opportunities to equip them to understand the impact of, and address, wider determinants of health, inequalities in accessing health services, and adverse childhood experiences across the life course.</li> <li>• Develop students' understanding of legislative and contemporary global and national policy drivers that influence SCPHN practice.</li> <li>• Provide students with the core and field-specific (Health Visiting and School Nursing) knowledge, skills and behaviours that the public can expect of a SCPHN set out in the <a href="#">NMC Standards of Proficiency for Specialist Community Public Health Nurses (NMC, 2022)</a></li> </ul> <p>Additionally, the course has been developed in accordance with the University's graduate attributes:</p> <p><b>The BCU Graduate:</b></p> <ul style="list-style-type: none"> <li>• Is professional and work-ready</li> <li>• Is a creative problem-solver</li> <li>• Is enterprising</li> <li>• Has a global outlook</li> </ul> <p>Upon successful completion of the SCPHN course, students will be eligible for registration with the NMC as a Specialist Community Public Health Nurse (Health Visitor). The student award must be registered with the NMC within five years of completing the programme. If a student fails to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered (NMC 2022: b 5.2).</p> <p>On completion of 120 credits students can return to study to top up to a MSc in Professional Practice (Healthcare), by successfully completing Research Dissertation (LBR7337 60 credits) or, Research Dissertation (LBR7467 40 credits) and Writing for Academic Publication (credit bearing) (LBR7643 20 credits).</p>
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12 Course Learning Outcomes	
Knowledge and Understanding	
1	Critically synthesise new knowledge and understanding from health, developmental, relational, ecological, and trauma-informed perspectives to underpin specialist community public health nursing practice.
2	Locate, select, critique, apply and evaluate evidence that seeks to promote mental and physical health and to reduce inequalities across the life course.
3	Demonstrate critical, advancing and evidence-based approaches to judgement, discretion and decision-making when working autonomously and as part of a team, in both planned and unpredictable situations in preparation to enter the Nursing and Midwifery Council register as a Specialist Community Public Health Nurse (Health Visitor or School Nurse).

4	Develop a critical awareness and knowledge of health inequalities and the wider determinants of health to maximise identification of health and socioeconomic vulnerabilities in infants, children, young people and their families or carers in diverse communities and populations.
5	Utilise and critically evaluate appropriate tools and screening processes to identify individuals and groups who are at risk and in need of further support to develop person-centred interventions to promote the health and well-being of infants, children, young people and families within diverse and changing contexts.
6	Apply strategic leadership and innovation to the development, advancement, and promotion of evidence-based, ethical, sustainable specialist community public health nursing provision, to support infants, children, young people, families, carers, and communities.
7	Appraise human rights and social justice approaches when advocating for infants, children, young people and their families and carers during the establishment and development of therapeutic relationships.
8	Evaluate the biopsychosocial care needs of infants, children and young people to ensure that appropriate, effective, and timely referrals are made to Universal, Targeted or Specialist Services.
<b>Skills and other Attributes</b>	
9	Apply complex decision-making skills to make sound judgements within the context of evidence-based practice in the assessment, screening and surveillance of individuals, communities, and populations, through a range of interventions in specialist community public health nursing practice.
10	Appraise advanced communication skills to recognise the person in context and demonstrate an understanding of professional, legal and ethical frameworks to ensure specialist community public health nursing practice reflects these.
<b>Health Visiting:</b>	
11	Critically analyse and apply evidence-based knowledge to support the secure healthy development, secure relationships and well-being of infants, children and their families.
12	Critically assess, plan, and evaluate interventions to improve health outcomes for infants, children, and their families.

<b>14</b>	<b>Course Learning, Teaching and Assessment Strategy</b>
	<p>This overview aligns itself with Birmingham City University's Principles of Learning, Teaching and Assessment (LTA) and the 'I Am BCU' values of Creating opportunity, Thinking differently and Building community.</p> <p>People who have experience of the SCPHN (Health Visiting) service are integral to the learning and teaching during this course. A range of learning and teaching approaches are used to support the achievement of the required learning outcomes of the course. All SCPHN students are allocated an Academic Assessor/Personal Tutor who will support academic, practice and personal development during the course. The teaching and learning methods utilised enable diverse learning opportunities, whilst respecting individual learning styles. The SCPHN programme is led and supported by experienced academics who are qualified and registered Specialist Community Public Health Nurses (SCPHN) (Health Visiting and School Nursing) with a wide range of diverse educational and practice experiences. Additionally, the team is supported by practitioners, visiting lecturers and colleagues from a range of professional backgrounds that include, SCPHN,</p>

Public Health, Speech and Language Therapy and Social Work. To ensure a diverse and multi-professional learning environment SCPHN students will learn alongside SCPHN practitioners from School Nursing as well as colleagues from a range of nursing, social work and other public health backgrounds.

The SCPHN team are developing research careers through MSc and/or doctoral studies, informing and contributing to the learning and teaching culture within the course, college and faculty.

All learning with the SCPHN programme is mapped against the below professional requirements:

NMC (2023) Part 1: Standards Framework for Nursing and Midwifery Education  
<https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/>

NMC (2023) Part 2: Standards for Student Supervision and Assessment  
<https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/>

NMC (2022) Part 3: Standards for Post-Registration Programmes  
<https://www.nmc.org.uk/standards/standards-for-post-registration/standards-for-post-registration-programmes/>

NMC (2022) Standards of Proficiency for Specialist Community Public Health Nurses  
<https://www.nmc.org.uk/standards/standards-for-post-registration/standards-of-proficiency-for-specialist-community-public-health-nurses2/>

**Teaching methods used include:**

- Whole group lectures (Face to Face and Online)
- e-learning materials and activities via our online learning platform 'Moodle'
- Smaller group seminar workshops and learning activities
- Small group workshops and tutorials
- One-to-one and group tutorials
- Skills development exercises spread throughout the course
- Case Studies (Face to Face and Online)
- Experiential accounts from people who have experience with SCPHN services (Face to Face and Online)
- Presentations from a range of practitioners and practice educators in the field of SCPHN, Health and Social Care
- Written and verbal feedback (Formative feedback will be provided face-to-face and written (online), with summative feedback mainly provided electronically (via Moodle)
- Guided study days
- Directed independent study
- Reflective exercises
- Peer feedback
- Use of videos (Face to Face and Online)

- Role play and simulation
- Student Group work projects (Face-to-face and Online)
- Quizzes

SCPHN course teaching is a blend of theoretical and practical applications of the core (that apply to all fields of SCPHN) and field-specific (Health Visiting) proficiencies. Interactive seminars, lectures and simulations will prepare students for practice placement and professional SCPHN practice. Students are encouraged to discuss and critically debate concepts and issues to promote knowledge, skills, behaviours, and professional curiosity and to promote a feeling of community and belonging, both to the University as well as to the profession.

Practice knowledge, skills and behaviours will be facilitated and applied in a safe and supportive environment providing practical opportunities to practice and advance professional skills such as communication, critical thinking, professional curiosity, reflection, 'assessment' and analysis, and emotional intelligence. Skills sessions are integrated throughout the course and are used creatively to offer varied and challenging experiences for learning, including for example, simulating a 'virtual health clinic', a building professional resilience workshop, inter-professional learning opportunities and an invited and co-produced theatre production.

Technology-assisted learning and teaching and digital literacy have been embedded into the course. Online lectures, skills training, discussion forums and assessment methods, using our virtual learning environment and MS Teams, support and complement, in-person face-to-face teaching.

#### **Assessment methods include:**

A range of assessment methods are used throughout the course including:

- Written assignments
- Reflective discussions
- Practice observations
- Individual presentations
- Group presentations

Feedback is provided through formative tasks, tutorials and following the assessment of summative work.

#### **Practice Learning**

Practice learning complies with the [NMC Standards for Supervision and Assessment](#) and is supervised, supported and assessed by practice supervisors and practice assessors who provide learning opportunities, supervision, opportunity for reflection and constructive feedback.

To support the translation of theoretical and evidence-based knowledge into SCPHN (Health Visiting) practice learning is assessed through a practice assessment document. This involves providing evidence of the achievement of identified core and field-specific

(Health Visiting) proficiencies described within the six spheres of influence. This is achieved through:

- Written reflection
- Practice observations
- Evidence of feedback from others (such as service users and carers)
- Shadowing experienced practitioners
- Practice supervision and feedback
- Critical evaluation of the SCPHN service offer
- Critical reflection on knowledge, skills, and behaviours development
- Caseload management
- Teaching (session delivery) and assessment
- Progress review meetings (with Practice Assessor, Practice Supervisor and Academic Assessor)

Students have access to materials on Moodle, various support services (e.g. the Academic Development Department and the Centre for Academic Success) within the University, and crucially to a comprehensive and current collection of printed and online resources carefully curated by the library in consultation with the SCPHN teaching team.

### Support for students

The SCPHN course team have established relationships with practice providers across the Midlands to create a supportive and compassionate learning environment and positive student experience. The SCPHN team adopt a partnership approach to student support during the course and students are supported by a named Academic Assessor/Personal Tutor, Practice Assessor and Practice Supervisor. Progress review meetings are arranged throughout the course and focus on student support, review of academic and practice development and progress towards achievement of the NMC Standards of Proficiency for SCPHNs (NMC, 2022).

The University offers support in several areas, including academic development, mental health, and well-being and with disability-related matters. Students are introduced to and encouraged to engage with BCU support services available, by their Academic Assessor/Personal Tutor and/or the SCPHN teaching team.

<b>15</b>	<b>Course Requirements</b>	
<b>15a</b>	<b>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</b>	
	<b>Module Code</b>	<b>Module Name</b>
	tbc	Context and Scope of Specialist Community Public Health Nursing (SCPHN)
	tbc	Utilising and Proposing Research to Inform Practice
		<b>Credit Value</b>
		20
		20



tbc	Leadership: Demonstration and Delivery for Specialist Community Public Health Nursing (SCPHN)	40
tbc	Promoting Health Across the Life Course	20
tbc	Safeguarding Children, Young People and Families	20
<p><b>Recognition of prior learning</b> No Recognition of Prior Learning (RPL) can be awarded for the Leadership: Demonstration and Delivery for SCPHN module, where students must meet practice proficiencies through a practice assessment document.</p>		

<b>15b Structure Diagram</b>			
<b>September Intake</b>	<b>S1/Learning Period 1</b>	<b>S2/Learning Period 2</b>	<b>S3/Learning Period 3</b>
<b>Modules</b>	Utilising and Proposing Research to Inform Practice	Safeguarding Children, Young People and Families	*
	Context and Scope of Specialist Community Public Health Nursing (SCPHN)	Promoting Health Across the Life Course	
	Leadership: Demonstration and Delivery of Specialist Community Public Health Nursing (SCPHN)		

\*S3/Learning Period 3: students will be in practice to demonstrate overall proficiencies to facilitate achievement of course learning outcomes

<b>February Intake</b>	<b>S2/Learning Period 1</b>	<b>S3/Learning Period 2</b>	<b>S1/Learning Period 3</b>
<b>Modules</b>	Utilising and Proposing Research to Inform Practice	Safeguarding Children, Young People and Families	*
	Context and Scope of Specialist Community Public Health Nursing (SCPHN)	Promoting Health Across the Life Course	
	Leadership: Demonstration and Delivery of Specialist Community Public Health Nursing (SCPHN)		

\*S1/Learning Period 3: students will be in practice to demonstrate overall proficiencies to facilitate achievement of course learning outcomes

### **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  
\*S1/Learning Period 3: students will be in practice to demonstrate overall proficiencies to facilitate achievement of course learning outcomes

- 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.

## Level 7

### Workload

#### 21.5% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	231 hours
Directed Learning	154 hours (+ 855 placement hours) = 1240 hours
Private Study	815 hours
<b>Total Hours</b>	<b>2286 hours</b>

### Balance of Assessment

Assessment Mode	Percentage
Coursework	66.7%
Exam	none
In-Person	33.3%