

PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

SECTION A: DETAILS OF THE PROGRAMME AND AWARD

Programme Title	MSc (PG diploma entry) - Specialist Community Public Health Nursing
Awarding Body	Buckinghamshire New University
Teaching Institution / Programme Location	Buckinghamshire New University High Wycombe Campus
Name of Final Award	Master of Science, MSc
NQF/FHEQ Level of Qualification	Level 7: Master's degree
QAA Subject Benchmark Statement(s)	There are no QAA benchmarks for this programme. Programme outcomes are mapped to the NMC standards of proficiency for SCPHN (NMC, 2004).
UCAS Code	NA
Course Code(s)	MC2CPH1 FT MC2CPH2 PT
Mode of Delivery	Full Time Part Time
Length of Study	52 weeks (FT) 104 weeks (PT)
Regime of Delivery	Blended Learning
Language of Study	English
Programme Accreditation	Nursing and Midwifery Council (NMC)
Month and Year valid from	01 September 2017
Publication & Revision Dates	21 August 2017, January 2019, February 2022

Programme Introduction

This programme is for nurses who wish to specialise and qualify as health visitors or school nurses and be registered as a Specialist Community Public Health Nurse on the third part of the NMC register. The NMC (2004) require all students undertaking the SCPHN programme to be registered as a nurse and/or midwife in the first instance.

Specialist Community Health Nursing is an area of nursing practice which has a focus on assessing and reacting to, the health needs of young people aged 0-19 and their families. Working in the community requires specialist knowledge, skills and behaviours that are distinct from working in the hospital setting. This programme will appeal to nurses who want to develop their skills in working with families, children, adolescents and young adults in their homes, schools or local community. A wide

range of advanced skills are needed to work in this environment and this programme will prepare learners for this complex and dynamic area of nursing practice.

Therefore, applicants that have done a PG diploma in nursing must complete the whole specialist programme in order for them to demonstrate competence in the community setting.

Distinguishing Features of the Programme

Students should choose this award if they want to develop their knowledge and skills in working in the community. The community setting is an exciting and dynamic environment which has been highlighted in health policy as an area of further development for improving the health of individuals and communities (DH, 2011; DH, 2014). This award will enable learners to develop a deeper level of understanding of the needs of local communities and how to address those needs. It will provide students with enhanced knowledge and skills that will equip them to 'make a difference' to the health and well-being of people in their care.

Distinguishing Features

- This is a well-established programme that has a number of years of positive evaluations from previous cohorts of students.
- The programme is well-evaluated by practice partners.
- This is an innovative programme that provides a range of creative modules that address current issues in the NHS and practice.
- The programme is taught by highly skilled academics with a good foundation in specialist practice and who belong to a range of professional bodies that maintain currency in the teaching and learning strategies.
- Members of the programme team are involved with external bodies such as the institute of health visiting (iHV) and the Queens Nursing Institute (QNI) and this enables them to contribute at a national level on pertinent issues related to SCPHN.
- Members of the team also belong to professional educational bodies: the United Kingdom Standing Council (UKSC) and the National Forum School Health Educators (NFSHE).

Admission Requirements

The criteria for admission for this course is a Post Graduate Diploma (PG dip) (120 credits at level 7) in nursing or midwifery.

The professional entry criteria for this course are that applicants must be a first level nurse or midwife. A second level nurse who wishes to undertake this SCPHN programme must first complete a programme leading to registration as a first level nurse, prior to acceptance onto this programme (NMC circular 02/2102). *Integrated V100 - 'You intend to practise in an area of clinical need for which prescribing from the Nurse Prescribers' Formulary will improve patient/client care and service delivery'.*

The Health Visitor Implementation Plan (DH, 2011) meant that there was a requirement for SHAs to ensure that an increasingly large number of SCPHN students were recruited and supported on programmes. The NMC responded to this initiative with Circular 06/2011 which allows students to be recruited from pre-qualifying programmes as long as they have completed their nursing or midwifery training and have made an application for NMC registration. This has set a precedent for allowing newly qualified nurses to come on to the programme.

The NMC requirement for credit and access for this programme is as follows:

'All programmes of preparation should value prior learning and, by doing so, provide wide access to programmes and advanced standing through appropriate accreditation of relevant prior learning and experience for a maximum of one-third of the programme' (NMC, 2004, p7.)

Therefore a student enrolling onto the programme who has undertaken appropriate academic modules elsewhere, where the learning outcomes can be mapped against the modules in this programme can be exempted up to 40 credits, through application to the APL Committee.

The University has well established Institutional processes for managing APL. This includes APCL which is prior learning acquired on award bearing (certificated) courses or APEL which is learning acquired through life and work experience and study, and that is not formally attested through an educational or professional certification. A student guide is available to enable a clear understanding of the process. Furthermore, students are invited to seek advice and guidance from the Programme Leader and Accreditation of Prior Learning (APL) Co-ordinator about making an APL claim on their application.

This professional programme is funded by employers and students who lose their funding will be unable to complete the course.

Employability Statement / Career Prospects

The learners on this programme will be qualified nurses doing a specialist course that is funded/sponsored by a health trust. The expectation is that they will be developing their career in community nursing: health visiting or school nursing. They will become team leaders on qualification with options for progression through management and leadership structures within those disciplines. However, there are other opportunities within the health and social care fields of practice for which this programme may prepare students for future career opportunities. It is expected that the programme will stimulate a love of lifelong learning and therefore, learners will be encouraged to do further higher education courses such as masters programmes or other further qualifications. In the past, the SCPHN graduates from Bucks New University have gone on to become community practice teachers, teachers in further education or higher education or they have progressed through the management structures in their local areas to become senior managers or commissioners out in practice.

Professional Statutory and Regulatory Body Accreditation

This course is regulated by the Nursing and Midwifery Council (NMC, 2004). On completion of the programme, a record update and self-declaration of good health and good character form is completed by the student and submitted by Registry to the NMC portal.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Prepare the student to become an autonomous, safe and competent Specialist Community Public Health Nurse (SCPHN).
- Develop skills of leadership that demonstrate a refined level of decision making in providing quality care in the community.
- Extend knowledge of public health practice utilising a critical, evidence based approach.
- Develop skills of independent learning and promote enhanced decision-making in complex and unpredictable situations in the community setting

Table 1: Programme Learning Outcomes and Mapping to Modules**On successful completion of the MSc will be able to demonstrate:**

K	Knowledge and Understanding	Core Modules (Code) Level 7
K1	A systematic approach to the delivery of quality community public health nursing and show critical awareness of current issues in the community setting*	CP721/ CP723
K2	Critical understanding of the application of research and enquiry to identify, interpret and react to the public health needs of children, young people and their families;	CP724/ CP725/CP730
K3	A comprehensive understanding of innovative leadership that contributes to safe, effective and ethical healthcare	CP724
K4	Refined knowledge of managing risks with particular attention to safeguarding children and adolescents.	CP726/ CP725
C	Intellectual/Cognitive Skills	
C1	Originality in analysing evidence-based practice within the context of professional practice delivery;	CP730
C2	An ability to understand the complexities of specialist community practice, identify creative solutions to problems and disseminate information appropriately.	CP721/ CP723
P	Practical Skills	
P1	An appropriate level of professional competency in their chosen field of practice and demonstrate a refined approach to reflection on and in practice.*	CP721
P2	A systematic approach to the evaluation of developing therapeutic relationships in the community setting.	CP721 CP725
P3	Evaluate practical methods of measuring need and the effectiveness of individual and community interventions.	CP721
P4	Meet the standards for prescribing in the Nurse Prescribers Formulary for Community Practitioners	CL030
T	Key Transferable skills	
T1	Critical understanding of the development of self as leader and the role of leadership and management in the delivery of ethical health services.	CP724
T2	Refined communication skills in a variety of settings with individuals, groups and communities.	CP724/CP721
T3	Originality in the critical understanding of the strategic vision of managing community resources effectively and demonstrate skills in bidding for resources that improve health care.	CP724

On successful completion of 60 credits at level 7, students can be awarded an MSc in Health Studies, but if they fail practice*, they will not be recorded on the third part of the NMC register and therefore, will be unable to practice as a qualified health visitor or school nurse.

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

How will students learn?

The teaching, learning and assessment strategy has been developed to encourage an ethos of lifelong learning. This will be achieved by developing and enhancing key study skills, which ensure independence in learning and will produce Specialist Community Public Health Practitioners who will be confident in their ability to seek out new learning opportunities.

There is a strong emphasis on shared learning on this course which leads to a comprehensive understanding of the roles of other community practitioners. Therefore, there will be shared learning with the Specialist Practitioner Qualification programme (District Nurses and Community Children's Nurses). This has been evaluated by previous students as invaluable to the learning experience. There will also be opportunities for school nurses and health visitors to have discipline specific study time in separate seminars as appropriate. They will also gain their practice experience in their chosen field of practice and be supported by an appropriate practice teacher, link tutor, personal supervisor and project supervisor. The project supervisor will give additional support for research and study skills throughout the final project.

There is recognition that level 7 students have specific academic needs. Level 6 and level 7 students are taught separately in the research modules. This acknowledges the specific research needs and experience of research at the two academic levels. Level 7 students will be expected to develop a deeper level of understanding of research and demonstrate 'mastery' of the topics. Researchers at level 7 and level 8 will contribute to the research module to foster an environment of discussion at the appropriate level. Students undertaking the MSc (PG diploma entry) will need additional support to manage the academic workload and will be allocated a personal supervisor from the start of the programme. Extra Individual or group study sessions will be offered to these students dependent on numbers accessing this programme of study.

In other modules, while the indicative professional content may be the same for both levels, the learning outcomes, application of academic learning and critical discussion are different. Therefore, lead lectures will provide the overall content which will be followed by seminars for the different academic levels where appropriate. Individual tutorials and other academic sessions for level 7 students will be provided including 6 academic session at the start of the programme specifically for level 7 students. These six sessions will be on their allocated study days and all students will be encouraged to attend these sessions. They will cover topics such as: time management, referencing, writing at level 7: creating deeper critical analysis, developing 'mastery' and searching the literature. A personal supervisor/tutor will be allocated to the students to provide additional academic support at level 7.

A variety of assessment methods will be used across the modules. These include two exams: one two-part, short answer paper on Community Practitioner Nurse Prescribing (V100) and the other an unseen paper in '*aspects of safeguarding vulnerable children and adolescents*'. There will also be group exercises and presentations, a practice based project, a portfolio, essays, case studies and simulated role plays. The skills laboratories will be used to allow students to develop practical skills in a safe environment and reflect on their abilities in communication and home visiting for example. There is recording equipment to record these learning opportunities with space for discussion and evaluation.

In the leadership module, students work together in teams to organise an event that is delivered to an outside audience. This promotes innovation and creativity and enables them to understand the realities of working in teams and how to deal with potential conflict and change in practice. It also helps to build resilience in an ever-changing community landscape. In the past, this module has promoted creativity in the student's application of leadership ideas. For example, there has been a conference on community nursing education and an event in a local shopping centre highlighting health promotion

messages across the lifespan. A 'dragons den' approach has been used to develop the student's presentation skills as well as their understanding of budgets and procurement. External experts in the field of business and commissioning have been invited to be on the 'dragons den' panel.

The Practice Supervisor is responsible for teaching and supporting the student in practice, and the Practice Assessor will assess the student in the practice setting. They will grade the portfolio with the Academic Assessor. The Academic Assessor will hold tripartite meetings on at least three occasions during the year. The portfolio is the assessment strategy for the practice element of the course. This is an E portfolio which has been developed in conjunction with the Student Achievement and Success Team at the university and has been a successful and creative assessment strategy that students can continue to populate in the future. This is a valuable resource for ongoing NMC revalidation purposes (NMC, 2018).

The assessments within the portfolio include a tool that considers the knowledge, skills and attitudes (behaviour) of students in the practice setting as they progress towards competence.

Students on the Masters programme will complete the whole professional programme with an additional requirement that they complete a 15,000 word extended literature review. They will submit this piece of work at the end of the course with the reflective portfolio (this allows them an extra three months to complete the dissertation).

The programme is designed so that students are able to apply new knowledge to their field of practice: students undertake 15 days (three weeks) of alternative public health practice. In addition, students undertake a week of alternative practice within health visiting or school nursing in a different area. This may be a different geographical area or a comparison between rural and urban needs for example. These experiences enable students to gain learning opportunities through practice in different learning environments and alternative community nursing roles.

Part time students, if they are working as well as undertaking the programme, will be supported, in partnership with the trust, to ensure that they have suitable learning experiences equivalent to 50% of the programme. This will be monitored through educational audits and the link tutor system. Part time students will undertake their consolidation of practice at the end of the second year, this will be 10 weeks full time in their chosen field of practice.

How will students be assessed?

Formative assessment will be employed throughout all the modules and at the start of the students learning. This is a written essay on a topical issue related to the learner's field of practice. This will allow the programme team to assess the academic ability of students. This allows experienced academics to refer learners if necessary for extra help, from the Student Achievement and Success Team.

Formative reflections will also be used in the E portfolio for the team to monitor progress.

Summative assessments include:

- Exam - Community Practitioner Nurse Prescribing (V100)
- Exam – Safeguarding module
- Case Study
- Essay
- Reflective Essay
- Group Presentations
- E portfolio
- Dissertation (extended literature review)

Work-Based / Placement Learning

This programme is 50% theory and 50% practice across the whole programme. This is a requirement of the NMC standards of proficiency (NMC, 2004). This means that across the programme students will spend half of their time in academic study and half in the practice setting learning the practical aspects of the role of health visiting or school nursing. The programme is divided into three learning

'blocks'. Full time students will spend two days in practice and two days in university in the first two blocks of learning and in the third block, they will spend 50 days in full time practice in their chosen field (health visiting or school nursing).

Part time students will spend one day in university and one day in practice in the first two blocks of learning in year 1 and year 2 and will also undertake the last 10 weeks of the programme full time in their chosen field at the end of the second year.

The modules are designed so that the primacy of practice is a key focus and learning will involve the integration of relevant and sound theoretical knowledge with the experience derived from practice. The modules are designed for this purpose with the assessments reflecting current practice issues. Students will be supervised and assessed in practice in line with the standards for Student Supervision and Assessment (NMC, 2018). Students are assigned an Academic Assessor who will hold tripartite meetings on at least three occasions during the year. Educational audits are undertaken to assess the suitability of the practice areas for learners and the Practice Supervisors and Practice Assessors attend meetings four times a year for educational updates and liaison with the programme team.

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table FT

Programme Title		MSc (PG dip entry) Specialist Community Public Health Nursing (SCPHN)							
Course Code		MC2CPH1							
Mode of Study		Full Time							
Credit Value		UK	150	ECTS			75		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
CP721	Enhancing Specialist Community Public Health Practice.	7	1	C	30		100%		SB
CP730	Innovation and philosophical enquiry in practice.	7	1	C	60		100%		SB
CP723	Critical perspectives in child and adolescent development.	7	1	C	15		100%		S1
CP724	Leading innovative healthcare in the community setting.	7	1	C	15		70%	30% (P/F)	S2
CP725	Critical issues in mental health across the lifespan.	7	1	C	15		100%		S1
CP726	Critical aspects of safeguarding vulnerable children and adolescents.	7	1	C	15	100%			S2
CL030	Community Practitioner Nurse Prescribing (V100)	6	1	C	0	50%	50%		SB

Table 2: Programme Structure Table PT

Programme Title		MSc (PG dip entry) Specialist Community Public Health Nursing (SCPHN)							
Course Code		MC2CPH2							
Mode of Study		Part Time							
Credit Value		UK	150	ECTS			75		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>IClose / IOptional</i>)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
Year 1									
CP721	Enhancing Specialist Community Public Health Practice	7	1	C	30		100%		SB
CP726	Critical aspects of safeguarding vulnerable children and adolescents	7	1	C	15	100%			S2
CP723	Critical perspectives in child and adolescent development	7	1	C	15		100%		S1
Year 2									
CP730	Innovation and philosophical enquiry in practice	7	2	C	60		100%		SB
CP724	Leading innovative healthcare in the community setting.	7	2	C	15		70%	30% (P/F)	S2
CP725	Critical issues in mental health across the lifespan	7	2	C	15		100%		S1
CL030	Community Practitioner Nurse Prescribing (V100)	6	2	C	0	50%	50%		SB

Table 3: Breakdown of Contact Hours

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	350	566	916	1832
Total	350	566	916	1832

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	175	283	374	749
Year two	175	283	542	917
Total	350	566	916	1832

SECTION D: ASSESSMENT REGULATIONS

This programme complies with the approved University regulations *Academic Assessment Regulations* and procedures as detailed on the University website.

With the following exceptions:

- Modules may not be compensated on this programme.

The final award calculation will be based at level 7 at 100%.

This professional programme is funded by employers and students who lose their funding will be unable to complete the course. As such decisions on reassessment will also be impacted by any loss of funding and / or employment; in particular it may not always be possible to allow reassessment in module CP721 Enhancing Specialist Community Public Health Practice as it is a practice-based module and reliant on a placement opportunity being made available by a partner Trust. The University will endeavour, where possible, to enable completion by affected students of theory-based modules for an appropriate exit award in line with its assessment regulations.

Exit Awards Available

Students who fail the practice element of the programme will be awarded an MSc in health studies.

Exit Award Type	Award Title	Credits Achieved
MSc	Health Studies	60

SECTION E: FURTHER INFORMATION

Reference Points

The following reference points were used when designing the programme:

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA (2014) Framework for Higher Education Qualifications
- Equality & Diversity Teaching & Learning Toolkit
- QAA (2015) University Academic Qualifications Framework
- NHS (2014) Five Year Forward
- Skills for Health; Mental Health Core Skills, Education and Training Framework
- Skills for Health (2016) Dementia Core Skills Education and Training Framework
- Skills for Care (2016) Common Core Principles and Competencies for Social Care and Health Workers working with adults at the End of Life

- Skills for Care (2016) Leadership Qualities Framework
- DH (2016) Public Health Skills and Knowledge Framework (PHSKF)
- QNI (2016)
- NMC (2001, 2004) The Code (2018)
- Royal Pharmaceutical Society (RPS) (2016) *A competency framework for all prescribers*. London, RPS.
- NHS Leadership Framework (Berwick report, 2013)
- Standards for Student Supervision and Assessment (NMC, 2018)
- Part 3: Standards for Prescribing Programmes (NMC, 2018)

Annual Review and Monitoring

This programme will be monitored annually through the University's Programme Review and Enhancement process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

Other monitoring – Quality and Contract Performance Management (QCPM) processes.

Educational audits of practice areas every other year.

The re-approval of this programme is scheduled for academic year: 2023

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