

PgDip Specialist Community Public Health Nursing (Health Visiting)

NRS036-F-UOB-DX-01 Full-time

Awarding Institution University of Bolton

Teaching Institution University of Bolton

HECOS Code 100298

Language Of Study English

Notes: This Programme adheres to the University's Fitness to Practice Declaration

Professional Accreditation

Professional Body	Professional Body URL
Nursing and Midwifery Council (NMC)	http://www.nmc-uk.org/

Programme Awards

Title	Type	Level	Description
Postgraduate Certificate (FndCert)	Exit or Fallback Award	Level 7	Community Health (Does not lead to NMC SCPHN registration)
Postgraduate Diploma (PgDip)	Final Award	Level 7	Specialist Community Public Health Nursing (Health Visiting)

Benchmark Statements

The following benchmark statements apply to this programme:

- Health Studies (2019)
- QAA Characteristics Statement: Masters Degree (2020)

Internal and External Reference Points

1. Office for Students Sector Recognised Standards
2. UK Quality Code for Higher Education
3. The University of Bolton awards framework

Other Points of Reference

- Standards of Proficiency for Specialist Community Public Health Nurses (NMC, 2022)
- NMC Part 1: Standards Framework for Nursing and Midwifery Education (NMC, 2023)
- NMC Part 2: Standards for Student Supervision and Assessment (NMC, 2023)
- NMC Part 3: Standards for Post-Registration Programmes (NMC, 2023)
- NMC The Code (NMC, 2018)
- NMC Guidance on Health and Character (2019)
- UNICEF Baby Friendly Initiative Accreditation

General Entry Requirements

You are normally expected to have successfully completed an honours degree (or equivalent) in a relevant subject and have appropriate work experience. You may be required to attend an interview and/or provide a portfolio of work.

Additional Criteria

- Applicants must be an NMC registered Nurse (level 1) or NMC Registered Midwife
- 2:1 degree classification, or better in a relevant subject
- For applicants whose first language is not English, an IELTS test score of 7.0 or equivalent (with no element below 6.5) is required on entry to the programme.
- Satisfactory professional reference, and Occupational Health Screening

Additional Admission Matters

- DBS (Disclosure and Barring Service) Check
- Attend Interview

- Portfolio
- Industry Experience

Aims of the Programme

The principal aims of the programme are to:

- Enable NMC registered nurses (level 1) and midwives to meet the core and field specific NMC Standards of Proficiency for Specialist Community Public Health Nurses (NMC, 2022) for Health Visiting at postgraduate level.
- Prepare you to practise safely and effectively to such an extent that the protection of the public is assured.
- Develop your knowledge, skills and behaviours to become a culturally competent, autonomous practitioner committed to improving peoples' health and wellbeing
- Equip you to understand the wider determinants of health and seek to address health inequalities across diverse communities and populations
- Enable you to lead, influence and collaborate with others to improve and embed sustainable changes to health and wellbeing
- Equip you to play a key role in safeguarding children, young people, and families.
- Equip you to lead services that are person-centred and evidence driven with creativity and resourcefulness
- Enable you to embrace and champion new technologies in leading changes in service delivery
- Develop the ability to take responsibility for your own learning and to exercise independent judgement in the investigation, analysis and evaluation of Specialist Community Public Health Nursing Practice

Distinctive Features of the Programme

- The programme has been accredited by UNICEF as Baby Friendly. This recognises programmes that focus on supporting all families to develop close and loving relationships with their newborns, and to understand the importance of this for their baby's development.
- People who use services, and their carers, are involved throughout the recruitment, delivery, and assessment of the programme.
- Whilst in the practice learning environment, you will have protected learning time and will be supported by Practice Supervisors and a Practice Assessor. You will also be allocated an Academic Assessor who will visit you in practice. Your Assessors and Supervisors will help you to plan your learning to ensure that you are meeting the required competencies in both theory and practice.
- The programme theoretical delivery will include, but is not limited to, in-class and online provision and guest speakers.
- 50% of your time will be work based learning within a practice learning environment. This programme runs full time over 53 weeks and part-time over 64 weeks. 862.5 practice hours must be completed. Please see programme calendar for details.

Learning Outcomes

Knowledge & Understanding

On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:

- Contemporary legal, regulatory and governance requirements, policies and frameworks relevant to specialist community public health practice
- Published literature, research findings, and improvement data in relation to Specialist Community Public Health Nursing
- Leading and promoting public health provision that is person-centred, anti-discriminatory, culturally competent and inclusive
- Anatomy, neuro-development, physiology and epigenetics relevant to nutrition for optimum health, physical and socio-emotional development and future behaviour patterns for infants and children.
- Your professional role in promoting mental health for parents, families, infants and children during the perinatal period.
- Sustainable and innovative strategies that contribute to improving public health outcomes for children, families and populations.

Cognitive, Intellectual or Thinking Skills

On completion of the programme successful students will be able to demonstrate the ability to:

- Synthesise evidence, data and information that seeks to promote health, and prevent ill health and disability from life choices, environmental factors, non-communicable diseases, trauma and other health conditions.
- Critically analyse the factors that may lead to inequalities in health outcomes, demonstrating compassionate leadership in the co-production of health interventions
- Critically appraise the use of advanced communication skills in assessing risk in complex situations and working in partnership with children and families who are affected by trauma to strengthen their resilience.
- Critically evaluate the impact of trauma and adverse childhood experiences upon individuals across the life course, considering a collaborative trauma informed approach

Practical, Professional or Subject-specific Skills

On completion of the programme successful students will be able to demonstrate the ability to:

- Lead and promote public health provision that is person-centred, anti-discriminatory, culturally competent and inclusive through co-production and collaboration with people who use services.
- Develop innovative solutions in leading and coordinating care through interdisciplinary partnership working.
- Critically appraise sustainable and innovative strategies that contribute to improving public health outcomes for children, families and populations.
- Formulate innovative solutions for service improvement to address an identified need within professional practice, demonstrating autonomy and entrepreneurship

Transferable, Key or Personal Skills

On completion of the programme successful students will be able to demonstrate the ability to:

- Synthesise the knowledge and skills required in using a strength-based approach to develop and maintain open and meaningful dialogue resulting in trusting relationships with people who use services.
- Critically evaluate the skills required to be an effective ambassador, role model and compassionate leader, and positive influence on specialist community public health nursing.
- Synthesise the advanced numeracy, literacy, digital and technological skills required to meet the needs of people, communities and the wider population, to ensure safe and effective specialist public health nursing practice.
- Critically analyse the importance of professional judgement to observe, recognise and respond to signs of abuse and neglect, with sensitivity to a wide range of attitudes, values, beliefs, expectations, faiths, cultures and approaches to parenting.
- Act in accordance with the NMC Code, show leadership, act professionally and be professionally curious, be self-reflective and aware, be open and flexible and be positive, resilient, proactive and influential.
- Clearly communicate complex ideas either verbally and/or in writing, and construct coherent arguments using language appropriate to your programme of study.

Other Learning Outcomes

Other learning Outcomes associated with this programme are:

- Students must meet the NMC (2022) Standards of Proficiency for specialist community public health nurses (SCPHN)

Programme Structure

The programme comprises of 120 Credits as level HE7. All modules are core, and 20 credits at HE7.

Validated Modules

Title	Module Code	COE ¹
Synthesising The Evidence-Base For Innovative Specialist Practice	NRS7004	C
Sustainable Population Health Across The Life Span	NRS7007	C
Professional Practice and Compassionate Leadership in Health Visiting	NRS7008	C
Early Intervention For Improving Outcomes Across the Lifespan	NRS7010	C
Advocating For Children, Young People and Families at Risk	NRS7011	C

¹Core, Optional, Elective

Learning & Teaching Strategies

The programme is underpinned by the Nursing and Midwifery Council (2022) Standards of Proficiency for Specialist Community Public Health Nurses. Our aim is to deliver a stimulating, challenging, and engaging programme of study, enabling you to become a professionally autonomous practitioner. This will be achieved through development of essential skills to study for at post-graduate diploma level. Students will be allocated Practice Supervisors and a Practice Assessor within the practice learning environment who will support the provision of practice learning opportunities that allow students to develop, progress and meet the required core and field specific standards of proficiency. Students will also be allocated an Academic Assessor who will work collaboratively with the Practice Assessor to collate and confirm evidence of proficiencies and programme outcomes in both the academic and practice learning environments. Within the academic learning environment, strategies for teaching and learning are consistent with those adopted for the provision of professional education in health care. It is recognised that students are extending their previous professional practice education to be empowered and supported to become resilient, caring, reflective and lifelong learners who are capable of working in inter-professional and inter-agency teams at a specialist level. Accordingly, approaches to teaching and learning seek to utilise and build upon current knowledge and experience as practitioners therefore, practice-based learning is valued and drawn upon throughout. Within the practice learning environment, protected learning time will be facilitated to support progression towards and achievement of proficiencies. A wide variety of teaching and learning strategies will be used including, but not limited to; lectures, presentations, simulation, seminar discussions, small group workshops, small group tutorials, and one-to-one tutorials. Teaching of core NMC (2022) Standards of Proficiency for specialist community public health nurses (SCPHN) will be delivered to all SCPHN students, followed by specific content delivery dependent on field of practice. People who use services, and their carers, will also contribute towards your learning journey. In addition, the use of the virtual learning environments (VLE) – will include E-learning packages via MOODLE and alternative platforms. It is therefore essential to utilise these to their full advantage and access them on a regular basis. It is important to realise that the time spent with a tutor during formally timetabled classes and the VLE packages is only a very small part of the learning time identified for a module. In addition to the contact time with lecturers and use of the VLEs, a significant amount of personal study should be undertaken. This personal study time should be spent, for example, engaging in general background reading, preparing for seminar activities, working on assignments, or revising for examinations. It is expected that significant independent study is undertaken demonstrating responsibility for the management of individual learning time. This programme adopts a blended style of learning and teaching including online delivery and engagement where appropriate. This programme adopts a blended style of learning and teaching including online delivery and engagement where appropriate.

Learning Activities (KIS entry)

Course Year	Level 3	HE4	HE5	HE6	HE7
Scheduled learning and teaching activities	n/a	n/a	n/a	n/a	12%

Guided independent study	n/a	n/a	n/a	n/a	38%
Placement/study abroad	n/a	n/a	n/a	n/a	50%

Assessment Strategy

The assessment strategy for the programme is designed to ensure that students achieve the overall aims and learning outcomes of the programme, as well as the learning outcomes for individual modules. A range of formative and summative assessment methods is used on the programme including not limited to; reports, literature review, presentations, portfolio, critical reflection, written exam, Viva Voca, and Objective Structured Clinical Examinations (OSCE). Good use is also made of formative assessment, which takes a variety of forms in each module, in order to promote student learning. The assessment for each module may differ considerably. Each module has clearly identified aims and learning outcomes, and the nature and type of assessment for that module is clearly specified and linked to these learning outcomes. The full module specifications describe the assessment brief, and the module handbook will provide you with additional helpful information. Completion of the Practice Assessment Document will be ongoing throughout the programme, with scheduled opportunities to receive formative feedback regarding your progress.

Assessment Methods (KIS entry)

Course Year	Level 3	HE4	HE5	HE6	HE7
Written exams	n/a	n/a	n/a	n/a	8%
Coursework	n/a	n/a	n/a	n/a	55%
Practical Exams	n/a	n/a	n/a	n/a	37%

Assessment regulations

Assessment Regulations for Postgraduate Programmes apply to this programme.

Grade Bands & Classifications

Master's Degree

Regulations can be found at: <http://www.bolton.ac.uk/studentinformation-policyzone/Home.aspx>

Role of External Examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Support for Student Learning

- The programme is managed by a Programme Leader
- Welcome Week introduces the student to the University and their programme
- Each student has a Personal Tutor who is responsible for support and guidance
- Personal Development Planning integrated into all programmes
- Feedback is available on formative and summative assessments
- The Student Centre provides a one-stop shop for information and advice
- Comprehensive guidance is available from the University Student Support Services including housing and accommodation advice, counselling, financial and careers advice, and support via the University disability team
- The Chaplaincy where Chaplains and Pastoral Assistants are available from different traditions, faiths and world-views
- Library and IT services are a very good source of advice and support with excellent study skills sessions and materials
- There are Student Liaison Officers attached to each School
- The Students' Union advice services
- Programme Handbooks and Module Guides which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for international students
- The online Student Information – Policy Zone provides all regulatory and policy information in one place
- Students will be allocated Practice Supervisors and a Practice Assessor within the practice learning environment who will support the provision of practice learning opportunities that allow students to develop, progress and meet the required core and field specific standards of proficiency for specialist community public health nurses (NMC,2022). Students will also be allocated an Academic Assessor who will work collaboratively with the Practice Assessor to collate and confirm evidence of proficiencies and programme outcomes in both the academic and practice learning environments.

Methods of Evaluating & Enhancing the Quality of Learning Opportunities

- Student Staff Liaison Committees
- Module evaluations by students
- Programme and University Student Surveys
- Annual quality monitoring and action planning through Programme Plans including data analysis, Subject Quality Enhancement Plans, School Quality Enhancement Plans, University Quality Enhancement Plan
- Peer review/observation of teaching

- Professional development programme for staff
- External Examiner reports
- NMC annual quality monitoring

Sources of Information

- Student Portal <http://www.bolton.ac.uk/Students/Home.aspx>
- Students Union <https://www.boltonsu.com/>
- External Examiner Report <https://www.bolton.ac.uk/Quality/EEE/ExternalExaminersReports/>
- Careers <http://www.bolton.ac.uk/careers>
- Student Information - Policy Zone <http://www.bolton.ac.uk/studentinformation-policyzone/Home.aspx>