

## KEY PROGRAMME INFORMATION

<b>Originating institution</b> Bournemouth University	<b>Faculty responsible for the programme</b> Health and Social Sciences
<b>Final award(s), title(s) and credit</b> Post Graduate Diploma Specialist Community Public Health Nurse – School Nursing 120C level 7	
<b>Intermediate award(s), title(s) and credits</b> Post Graduate Certificate in Public Health 60 credits level 7 Post Graduate Certificate in Professional Practice 60 credits level 7	
<b>UCAS Programme Code(s) (where applicable and if known)</b>	<b>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.</b> 100293
<b>External reference points</b> Nursing and Midwifery Council 2018 Standards Framework for Nursing and Midwifery Education Nursing and Midwifery Council 2018 Standards for student supervision and assessment Nursing and Midwifery Council 2022 Standards of Proficiency for Specialist Community Public Health Nurses Nursing and Midwifery Council 2022 Standards for post-registration programmes United Nations Sustainable Development Goals 2020 UK Quality Code for Higher Education Qualification and Credits Framework Characteristics Frameworks QAA Advice and Guidance: course design and development	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> Nursing and Midwifery Council Approved Education Institution NMC Approved programme	
<b>Places of delivery</b> Bournemouth University	
<b>Mode(s) of delivery</b> Full time	<b>Language of delivery</b> English
<b>Typical duration</b> Typical duration 52 week PSRB requirement: HSS non-standard programme	
<b>Date of first intake</b> October 2023	<b>Expected start dates</b> October
<b>Maximum student numbers</b> 40 across the SCPHN programmes; 16 for School Nursing	<b>Placements</b> NHS partnership
<b>Partner(s)</b> Dorset HealthCare University Foundation NHS Trust Solent NHS Trust Southern Health NHS Foundation Trust HCRG Care Group Wilts	<b>Partnership model</b> Practice placement for seconded/employed/supported learners
<b>Date of this Programme Specification</b> April 2023	
<b>Version number</b> 1.0-1024	
<b>Approval, review or modification reference numbers</b>	

E222304TBC, approved 27/04/2023

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## PROGRAMME STRUCTURE

Programme Award and Title: Post Graduate Diploma Specialist Community Public Health Nurse – School Nursing								
Stage 1/Level 7								
Unit Name	Core/Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Context and Scope of Public Health	Core	20		100		30	1.0	101317
Population Health Improvement	Core	20		100		30	1.0	100280
Exploring and Evaluating Evidence	Core	20		100		30	1.0	101317
Addressing Health Inequalities	Core	20		100		30	1.0	100280
Public Health Leadership - School Nursing	Core	20		100	P/F	60	1.0	100293
Professional Role – School Nursing	Core	20		100		60	1.0	100293
<b>Exit qualification: Post Graduate Diploma Specialist Community Public Health Nurse – School Nursing</b>								
<b>Placement: 27 weeks placement across the programme supported by employing/seconding NHS Trust</b>								

### Exit awards

#### Post Graduate Certificate in Public Health

Should a student withdraw or be withdrawn from the programme having successfully completed the three units named below a Post Graduate Certificate in Public Health (60 L7 credits) can be awarded:

- Exploring and Evaluating Evidence;
- Context and Scope of Public Health;
- Population Health Improvement

#### Post Graduate Certificate in Professional Practice

Should a student withdraw or be withdrawn from the programme having successfully completed any other combination of 60 credits from the programme a Post Graduate Certificate in Professional Practice can be awarded.

These Postgraduate Certificates **do not** lead to any eligibility to register a qualification with the NMC.

## **AIMS OF THE DOCUMENT**

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

## **AIMS OF THE PROGRAMME**

The programme aims to

- enable Nursing and Midwifery Council Registered Nurses (RN) and/or Midwives (MW) to develop and demonstrate the learning and professional practices which demonstrate the achievement of the NMC 'Standards of Proficiency for Specialist Community Public Health Nurses' (2022) in the field of School Nursing
- develop Specialist Community Public Health Nurses who are resilient, dynamic, fit for practice and fit for purpose and who are able to lead and deliver public health services for school-aged children and young people
- develop autonomous practitioners able to adapt and tailor their professional response to the health and wellbeing needs of school-aged children, parents, carers and families in diverse and changing contexts
- enable practitioners to provide culturally appropriate support and early interventions to promote positive choices and reduce risk-taking behaviours, promoting health and well-being with evidence informed age and maturity based interventions
- develop practitioners' skills and knowledge to address health inequalities through prevention and early intervention, and promote everyone's right to a healthy life (UN SDG's 2021)

The NMC 2022 standards recognise that progression from first level registration to a specialist professional qualification requires alignment with Level 7 transferable academic skills: critical depth and synthesis to enable students to achieve a Post Graduate Diploma award (120 level 7 credits).

## **ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN**

The Bournemouth University strategic plan, BU 2025, states that our purpose is to 'inspire learning, advance knowledge, and enrich society' whilst demonstrating 'fusion' of our values of 'excellence, inclusivity, creativity and responsibility'.

This programme sits within the portfolio of the Faculty of Health and Social Sciences. The Specialist Community Public Health Nursing (SCPHN) programmes, both School Nursing and Health Visiting fields of practice, have been offered by BU in collaboration with our NHS partners for more than 20 years.

SCPHN programmes enable NMC registered nurses and midwives to develop and achieve the specialist skills and knowledge to provide commissioned public health services based on best evidence of what works for individuals, families, communities and populations; enhancing health and wellbeing and reducing health inequalities through proactive, universal services. Health Visiting services focus on the needs of all children aged 0-5 years, their families, and vulnerable populations targeted according to need, and School Nurses focus on the health and educational needs of school aged children and young people aged 5-19 years, their parents and carers. The programmes have been co-produced with committed engagement from practitioners, service leads, public health commissioners and experts by experience to ensure that the programmes support the development of practitioners who are fit for practice locally and nationally.

The programme will provide the opportunities for students to learn from and with academics who are active in research and who can deliver inspiring learning with the aim to provide students with the opportunities to apply knowledge to practice and to integrate research into their understanding and PG Dip Specialist Community Public Health Nurse – School Nursing

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practice. As required by the Nursing and Midwifery Council the programmes will be led by academics who are NMC registered SCPHN's. The programme will make best use of evidence based educational approaches and technology enhanced learning to create an inspiring and effective learning experience for students.

Bournemouth University is committed to enriching society by having significant impact on national and global challenges and the programme has been designed to develop learners understanding and professional contribution to the achievement of the United Nations Sustainable Development Goals - 1. No poverty; 2. Zero hunger; 3. Good health and well-being; 4. Quality Education; 5. Achieve gender equality; 6. Access to clean water and sanitation; 7 Access to energy; 8. Decent work and economic growth; 10. Reduced inequalities; 11. Inclusive cities, safe, resilient and sustainable; 16. Peace, justice and strong institutions; 17. Partnerships for the goals

## LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection). The Nursing and Midwifery Council (NMC) require that students on this programme are also supported to learn in practice settings and BU works in partnership with a number of local NHS Trusts to provide and support quality approved practice learning environments meeting the NMC Standards for Student Supervision and Assessment (2019).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent.

## STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students. The Programme lead will be a current NMC Specialist Community Public Health Nurse registrant.

	Role	NMC Professional qualifications
Dr Karen Rees	Programme Lead  Senior Lecturer – Public Health and Health Visiting	Registered Nurse Adult Specialist Community Public Health Nurse - Health Visitor Specialist practice Qualification - District Nurse Nurse Lecturer
Miriam Buckley	Lecturer Practitioner BU Workforce development Lead, Dorset HealthCare NHS Trust	Registered Nurse Adult Specialist Community Public Health Nurse - Health Visitor
Jade Laycock	Lecturer Practitioner BU Health Visitor, Practice Assessor Dorset Care Trust	Registered Nurse Adult Specialist Community Public Health Nurse - Health Visitor
Ginette Holroyd	Lecturer Practitioner BU School Nurse, Practice Assessor Dorset Care Trust	Registered Nurse Child Specialist Community Public Health Nurse – School Nurse
Dr Holly Crossen-White	Senior Lecturer Public Health	

	Programme Lead MSc Public Health	
Dr Jaqui Hewitt-Taylor	Senior Lecturer Practice Development	Registered Nurse Children Nurse Lecturer
Dr Liz Norton	Senior Lecturer Public Health	Registered Nurse Adult Nurse Lecturer

## INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

### PROGRAMME AND LEVEL 7 INTENDED PROGRAMME OUTCOMES

<p><b>A: Subject knowledge and understanding</b></p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>A1</b> the specialist knowledge and skills required to support and improve population health outcomes of people across the life course;</p> <p><b>A2</b> the specialist knowledge required to lead and provide public health services for school-aged children and young people;</p> <p><b>A3</b> how to locate, critique and synthesise, generate and apply evidence and information that seeks to promote health and prevent ill health and disability from life choices, environmental factors, non-communicable diseases, trauma or other health conditions;</p> <p><b>A4</b> pervasive, contemporary and emerging professional and health issues;</p> <p><b>A5</b> promote and uphold the human rights of school-aged children and young people and address inequalities;</p> <p><b>A6</b> how to advance public health services and promote healthy places, environments and cultures.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1 – A6);</li> <li>• seminars (A1 – A6);</li> <li>• directed reading (A1 – A6);</li> <li>• practice learning (A1 – A6);</li> <li>• independent research (A1 – A6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework essays (A1, A4, A5, A6);</li> <li>• practice assessment (A1 – A6).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p><b>B1</b> critically evaluate theory and practice;</p> <p><b>B2</b> analyse and synthesise information and apply multiple sources of evidence and research relevant to people, communities and populations to inform SCPHN practice;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1 – B5);</li> <li>• seminars (B1 – B5);</li> <li>• directed reading (B1 – B5);</li> </ul>

<p><b>B3</b> integrate and synthesise evidence from a range of sources to support findings, proposed solutions and innovations;</p> <p><b>B4</b> manage complexity, uncertainty and ambiguity;</p> <p><b>B5</b> identify where insufficient evidence, research or policy impacts on public health practice and influence how to address these deficits.</p>	<ul style="list-style-type: none"> <li>• practice based learning (B1 – B5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework Essays (B1 – B5);</li> <li>• practice assessment (B1 – B4).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>C1</b> demonstrate the ability to practice with a high level of autonomy, entrepreneurship, and innovation as a specialist community public health nurse – school nurse;</p> <p><b>C2</b> assess the health needs and assets of school-aged children and young people, parents and carers, and offer evidence informed age and maturity appropriate interventions to promote health and reduce inequalities;</p> <p><b>C3</b> lead teams that are effective in delivering public health services in collaboration with others;</p> <p><b>C4</b> use a range of advanced communication skills which enable the building of trusting relationships and the ability to advocate for Children and young People with peers and interdisciplinary and interagency colleagues to promote individual and population health improvement;</p> <p><b>C5</b> assess and manage risk within the SCPHN School Nursing role;</p> <p><b>C6</b> enable co-design and collective decision making with children, young people, parents and carers to lead public health improvements.</p>	<p><i>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</i></p> <ul style="list-style-type: none"> <li>• practice learning (C2 – C6);</li> <li>• coursework essays (C1 – C4);</li> <li>• simulation (C3, C4).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes)</p> <ul style="list-style-type: none"> <li>• coursework essays (C2, C4, C5);</li> <li>• practice assessment (C1, C2, C3, C5, C6).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This programme provides opportunities for students to</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>D1</b> perform effectively when working in collaboration with school aged children, their families and carers, professional partners and agencies;</p> <p><b>D2</b> deploy a range of interpersonal skills including effective listening, co-design,</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• practice learning (D1 – D5);</li> <li>• seminars (D1 – D5);</li> </ul>

<p>person centered strengths based approaches and presentation of simple and complex information to a variety of audiences;</p> <p><b>D3</b> build alliances and partnerships that support equality, diversity, and inclusion that enable collaboration and innovation;</p> <p><b>D4</b> manage their own motivation, tasks and behaviour in enterprising, innovative and professionally appropriate ways;</p> <p><b>D5</b> lead public health services that promote and improve the health and wellbeing of school-aged children and young people, parents and carers.</p>	<ul style="list-style-type: none"> <li>• lectures (D2, D3, D5).</li> </ul> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework essays (D3, D5);</li> <li>• poster presentation (D2);</li> <li>• practice assessment (D1 – D5).</li> </ul>
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## Programme Skills Matrix

Units		Programme Intended Learning Outcomes																					
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5
L E V E L  7	Context and Scope of Public Health	x	x	x	x	x	x	x			x				x							x	
	Population Health Improvement	x	x		x			x		x	x	x			x			x	x	x	x	x	
	Exploring and Evaluating Evidence	x	x	x				x			x	x					x			x		x	
	Addressing Health Inequalities	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Public Health Leadership - School Nursing	x	x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Professional Role – School Nursing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

## ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Admission Regulations with the following exceptions:

- Applicants must be an 'Nursing and Midwifery Council registered nurse (Level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry' (NMC 2022,1.1.1)
- Applicants whose mother tongue is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are: English language requirements International English Language Test System (IELTS) 7.0 overall (at least 7.0 in listening and reading sections and at least 6.5 in the writing and speaking sections) or Occupational English Test (OET)1 grade B in listening and reading and writing and speaking
- Satisfy through application and selection process suitability for their intended field of Specialist Community Public Health Nurse practice and values and behaviours in accordance with the NMC (2018) Code
- Occupational Health clearance, through student self-declaration, GP statement and occupational health engagement including completion of relevant immunisations (undertaken and confirmed by employer)
- Satisfy criminal conviction checks including the Disclosure and Baring Service (DBS) at an enhanced level (undertaken and confirmed by employer)

The University's standard Admission Regulations are available here:

[3A-standard-admissions-regulations-taught-programmes.pdf \(bournemouth.ac.uk\)](#)

Section 4.9 for Post graduate Taught programmes

## Recognition of Prior Learning (RPL)

RPL requests will be considered on an individual basis in line with both BU and Professional Body guidance.

[3p-recognition-of-prior-learning-policy-and-procedure.pdf \(bournemouth.ac.uk\)](#)

## Specialist Community Public Health Nurse – change of field of practice

Practitioners who have completed an SCPHN programme in one field could change field of practice by undertaking the Developing Professional Specialist Practice unit (L7 20C).

[Wozzad Online Course Application for Bournemouth University \(applycpd.com\)](#)

*This unit aims to enable students to provide evidence that they have consistently and competently demonstrated capability in their professional practice from the point of qualification to the present time. Effective practice is dependent on developing a critical understanding of the context of service delivery as well as critical awareness of their own role and impact. This unit will encourage students to develop critical reflective skills to enhance professional expertise. It will also provide a foundation for further professional development within their chosen context.*

A SCPHN school nurse practitioner will have demonstrated achievement of all of the core and school nursing discipline specific proficiencies for their original award and NMC registration. Completion of a portfolio within this unit demonstrating achievement of the Health Visitor specific proficiencies following a minimum of 40 days of supervised and assessed practice (NMC SSSA 2018) will enable acknowledgement of change of field. The NMC advise that this will not add to or change the SCPHN annotation. The practice portfolio will be assessed by the academic advisor following practice assessment.

## ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Taught Assessment Regulations with the following approved exceptions which align the programme with the requirements of the Nursing and Midwifery Council (2018):

- No compensation is permitted (NMC requirement 5.16 Standards framework for nursing and midwifery education May 2018). A pass mark is required in all defined elements of summative assessment for each individual unit
- The Assessment Board will permit a student who fails the practice element of the programme within the Public Health Leadership unit at the first attempt, to be reassessed on one occasion only. Further repeat attempts for the practice element are not permitted. Additionally, a student who fails the practice element may be denied a retrieval attempt if the practice assessor/academic assessor have provided evidence that it is likely that a retrieval attempt would place the student/practice partner staff or the public at risk of harm, which cannot be reasonably managed by the university and practice partners with reference to PSRB guidance (NMC Managing a student not meeting the progress expected. Reference: AC3-D). As NMC registrants this route of action may include a Fitness for Practice referral.
- To be eligible for the award of PGDip Specialist Community Public Health Nurse – School Nursing students must achieve:
  - 120 Level 7 credits
  - Successful completion of the practice elements
  - A minimum of 45 weeks of programmed study
  - Certified of good health and character.

The award of PGDip Specialist Community Public Health Nurse – School Nursing leads to eligibility to apply for registration with the Nursing and Midwifery Council as a Specialist Community Public Health Nurse - Health Visitor. This award must be registered with the NMC within 5 years of successfully completing the programme (NMC 2022:5.2)

### Interim Awards

#### Post Graduate Certificate in Public Health

Should a student withdraw or be withdrawn from the programme having successfully completed the three units named below a Post Graduate Certificate in Public Health (60 L7 credits) can be awarded:

- Exploring and Evaluating Evidence;
- Context and Scope of Public Health;
- Population Health Improvement

#### Post Graduate Certificate in Professional Practice

Should a student withdraw or be withdrawn from the programme having successfully completed any other combination of 60 credits from the programme a Post Graduate Certificate in Professional Practice can be awarded.

These Postgraduate Certificates **do not** lead to any eligibility to register a qualification with the NMC. [6a-standard-assessment-regulations-postgraduate \(2022-23\).pdf \(bournemouth.ac.uk\)](#)

## WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

The Nursing and Midwifery Council require that SCPHN programmes are of 'no less than 45 programmed weeks of theory and practice learning for full time programmes/pro rata for part time

programmes' (2022: 2.11.2). This programme will programme 45 weeks of learning time across a 52 week full time programme, pro rata for part time.

This programme will offer 27 weeks of practice based, protected learning time culminating in a period of 8 weeks practice learning (NMC 2022 3.6). The practice consolidation period at the end of the programme has been requested by the NHS Trusts who have co-produced the programme. Opportunities for students to spend a up to a week away from their 'home' placement base in order to experience another provider's School Nursing service will be supported with confirmation of host provider offering appropriate practice supervision.

In partnership with our practice learning partners, students will be supervised and assessed in practice in accordance with the NMC Standards for student supervision and assessment (2018). Practice supervisors will have undertaken a period of preceptorship as an SCPHN and be able to evidence relevant practice supervisor experience and preparation to facilitate effective and evidence informed learning opportunities for SCPHN students (NMC 2022;4.4).

Practice and academic assessors will have undertaken a period of preceptorship as SCPHN's and be able to evidence practice assessor experience and preparation that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN (NMC 2022; 4.5).

Practice learning partners will be flexible to the students individual learning needs and personal circumstances when allocating practice learning, including making reasonable adjustments for students with disabilities. Learning experiences will be tailored to the student's stage of learning, previous experience, and skills development, NMC proficiencies and programme outcomes.

#### **Self funding/self employed learners:**

Working with our practice learning partners, BU will monitor and quality assure practice learning opportunities that enable students to develop, progress and meet all of the SCPHN School Nursing standards of proficiency in settings that comply with the SSSA requirements. Self funding and self employed students will need to negotiate an appropriate practice placement with a school nursing public health service provider, such providers may make a charge to the student for this.

#### **Simulation**

A range of simulated learning environments and experiences may be utilised within the programme to support students in developing their knowledge, behaviours and skills. Where the achievement of specific proficiencies might not be possible or appropriate for service users they may be practised in simulated environments. In conjunction with the Social Work team, family court scenarios around safeguarding will be used.