

PROGRAMME SPECIFICATION

for the award of**HC62****Post Graduate Diploma in Specialist Community Public Health Nursing
(School Nursing)****Managed by the Faculty of Health and Life Sciences**

Date approved:	15 th November 2016
Applies to students commencing study in:	September 2017

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University- Headington campus
Language of study:	English
Final award:	Post Graduate Diploma
Programme title:	School Nursing
Interim exit awards and award titles available:	NA
Brookes course code:	HC62
UCAS code:	46224
JACS code:	B710
HECoS code:	NA
Mode of delivery:	Full-time (face to face/on-campus)
Mode/s and duration of study:	Full time (52 weeks) and part time (104 weeks)
QAA subject benchmark statement/s which apply to the programme:	No subject benchmark at level 7 for this area
Professional accreditation attached to the programme:	Nursing and Midwifery Council www.nmc.org.uk
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

The successful completion of the Post Graduate Diploma in Specialist Community Public Health Nursing (School Nursing) enables entry to the Third Part of the register (Nursing and Midwifery Council (NMC) as a School Nurse. The specialist practice modules (Foundations of Specialist Community Public Health Nursing 1, 2 & 3) are distinct and unique modules which must be undertaken in full to meet the requirements of the NMC. Chosen supplementary modules have been mapped to the NMC SCPHN Standards of Proficiency (NMC, 2004) to further fulfil the required standards to be met for entry to the Third Part of the NMC Register.

The programme is 52 weeks in length; Students will have a total of 45 programmed weeks, with 50% theory and 50% practice (NMC 2004). A minimum of 10 weeks of placement must be achieved at the end of the programme, this must take place in that defined area of practice, to ensure application in the particular field (NMC 2004). This programme includes V100 within the specialist practice modules which allows 20 further credits for the Psychosocial Care of Children, Adolescents and Their Families module and the provision of UNICEF breastfeeding education to support the role of the school nurse. This programme is mapped to contemporary high impact areas in public health affecting children and young people.

The prime aim of this programme is to enable a foundation of specialist knowledge, professional identity, required skills and competence as a school nurse. The course will explore fundamental community public health practice in relation to the role of the contemporary school nurse, and will be mapped to the NMC SCPHN Standards of Proficiency to support the development of a resilient and competent practitioner in knowledge, skill and future leadership.

The course will harness the teaching skills of qualified Specialist Community Public Health Nurses and experts in education within the course structure, both in the university and in the practice education setting. The programme uses an e-portfolio to capture practice assessment. The e-portfolio aligns to the NMC re-validation process for professionals, the portfolio is free and accessible following completion of the course. The e-portfolio will capture the acquisition of key professional skills aligned to the NMC (2004) Standards of proficiency for specialist community public health nurses and the standards of proficiency for nurse and midwifery prescribers (NMC 2006).

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 Academic literacy

- Critically explore the implications of public health policy within primary care and articulate the social, political and economic factors which influence patient/client care and impact on diverse health needs and safeguarding of children, young people, parents, carers
- Critically assess, plan and evaluate evidenced based care interventions to meet contemporary need and improve health in order to prevent further deterioration, illness and disease in individuals and populations

3.2 Research literacy

- Demonstrate a critical approach to identifying, applying and disseminating research findings relating to specialist community public health nursing
- Demonstrate depth of insight into the current health, social and environmental challenges affecting and involving children, young people, parents, families, carers and communities
- Protect, support and sustain breastfeeding in the context of the specialist community public health role

3.3 Critical self-awareness and personal literacy

- Assess, identify and manage need in a range of settings and review appropriate quality assurance measures and monitoring standards of care

- Demonstrate and contribute to a positive team culture which promotes an effective learning environment, facilitation of shared leadership, preceptorship, mentorship, clinical supervision, openness and candour, and provision of an educational environment

3.4 Digital and information literacy

- Critically select and utilise relevant databases to search for and identify need in the context of the population and district nurses' role
- Develop the digital literacy skills to prescribe using the Designated formulary for Nurse Prescribers (V100)

3.5 Active citizenship

- Critically explore and synthesise the political, ethical and legal issues in leading and managing contemporary SCPHN teams and service development
- Support and empower children, young people, parents, families, carers and populations to influence and use available services, information and skills to the full and to participate in decisions concerning their care
- Critically evaluate and articulate the importance of multiagency collaboration in working together with and for individuals
- Critically evaluate multiagency and multi-disciplinary working in addressing the issues raised by vulnerable individuals, groups and communities
- Demonstrate a problem solving approach to cultural and lifestyle diversity in the workforce and population in order to not marginalise or exclude individuals or groups within society

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Full Time Route

Module Code	Module Title	Credits	Level	Status*	Semester of delivery**
P44XXX	Foundations of Specialist Community Public Health Nursing 1	20	7	Compulsory	1
P44XXX	Foundations of Specialist Community Public Health Nursing 2	10	7	Compulsory	2
P44XXX	Foundations of Specialist Community Public Health Nursing 3	10	7	Compulsory	3
P45000	Risk and protection of Children	20	7	Compulsory	1
P44820	Leadership in Health and Social Care	20	7	Compulsory	1
P44614	Advanced Health Promotion	20	7	Compulsory	2
P40503	Psychosocial Care of Children, Adolescents and Their Families	20	7	Compulsory	2

Part Time

Module Code	Module Title	Credits	Level	Status*	Semester of delivery**
P44XXX	Foundations of Specialist Community Public Health Nursing 1	20	7	Compulsory	Year 1 Semester 1 & 2
P44XXX	Foundations of Specialist Community Public Health Nursing 2	10	7	Compulsory	Year 2 Semester 2

P44XXX	Foundations of Specialist Community Public Health Nursing 3	10	7	Compulsory	Year 2 semester 2 & 3
P45000	Risk and protection of Children	20	7	Compulsory	Year 1 Semester 1
P40503	Psychosocial Care of Children, Adolescents and Their Families	20	7	Compulsory	Year 1 Semester 2
P44820	Leadership in Health and Social Care	20	7	Compulsory	Year 2 Semester 1
P44614	Advanced Health Promotion	20	7	Compulsory	Year 2 Semester 2

Optional modules

There may be occasions, because of the experienced level of potential students, where students have already acquired some of the core modules through previous study. If this is the case the modules below can be substituted to attain the required 120 credits for a PG Diploma.

If a student were to enter the SCPHN programme with a valid V100 nurse prescribing qualification, it would be expected that the practice competencies for V100 be revisited (within the practice portfolio), to ensure prescribing competency in their new profession and remit. The CPT will support this level of competency as part of the portfolio. The V100 assessment elements would **not** be repeated. As this is a non- credit bearing element of the programme, an optional module will not be required to be completed instead of V100.

Module Code	Module Title	Credits	Level	Status*	Semester of delivery**
P49213	Work Based learning Contract	20	7	Acceptable	1, 2 or 3 (Both Year 1 and 2 PT)
P44012	Diagnostic Reasoning in Practice	20	7	Acceptable	1, 2 or 3 (Both Year 1 and 2 PT)
P44011	Advanced History Taking and Assessment	20	7	Acceptable	1, 2 or 3 (Both Year 1 and 2 PT)
P49210	Advanced Research Design	20	7	Acceptable	1 and 2 (Both Year 1 and 2 PT)

In the event that a student cannot complete the programme in entirety they may exit with credit for the achieved modules at level 7.

4.2 PROGRESSION AND AWARD REQUIREMENTS

At the end of each semester the student's competency in practice will be assessed through their portfolio, as competency needs to be demonstrated before moving forward. These 'progression points' are useful due to the professional nature of the programme. Appropriate progression both in practice and academically is an expectation of the contract of employment for students; funding may be withdrawn if a student is unable demonstrate effective progress. Timely identification of any concern regarding student progress can be supported by the implementation of an action plan, which can lead the student to rectify concerns and move through the progression points.

4.3 PROFESSIONAL REQUIREMENTS

A requirement entry of this programme is that the student is already registered on Part One of the NMC register for registered and active UK Nurses.

SECTION 5: TEACHING AND ASSESSMENT

This programme recognises the value to theory and practice, each one is 50% of the programme. The programme aims to build on the existing skills and knowledge of the qualified nurses through utilising practice experience in the classroom and enhancing the links between theory and practice. The programme facilitates adult learning and through this develops resilience.

The key components of the programme are to build on existing practice experience and skill and supporting the transition of the student into a new practice role. The programme will be coordinated by a registered Specialist community Public Health Nurse. The delivery of the programme will be supported by relevant (practising) community specialists and Community Practice Teachers (CPTs) with an NMC nurse teacher recordable qualification (with have an approved community practitioner nurse prescribing (V100) recordable qualification). The CPTs are highly skilled educators and an integral part of the teaching team.

The exposure to the range of teaching strategies (lectures, seminars, e-learning and practice based learning) allows the student to link theory and practice and enhances the skills of an adult learner. The variety of teaching approaches appeals to the variety of students and diversity in learning style, student demographic, and ability, and accommodates for students with identified specific leaning disorders.

Students will spend a minimum of two days in the university during semester time (1 and 2) participating in lectures, seminars and discussions. Two days are spent in practice and there is allocated private study time. Outside semesters there are blocks of practice time for consolidation of learning and skills. Students are assessed mainly through coursework; however there are two timed examinations as part of the V100 assessment (as required by the [NMC, 2004](#) p18). The programme additionally includes a further timed examination (Observed Structured Clinical Examination (OSCE)) under invigilated conditions which meets the requirements set out in the Standards of proficiency for specialist community public health nurses ([NMC, 2004](#) p18).

Each of the modules' learning outcomes have been mapped to the Brookes graduate attributes. See individual module descriptors for mapping of the learning outcomes (A5.a-f) and how the assessment strategy addresses these. The programme learning outcomes are compliant with and mapped to the Brookes Attributes.

A range of assessment strategies have been utilised in the planning of the programme and the programme aims to engage the learner in the variety of assessed programme elements. The decision to move away from a practice assessment document to a portfolio (that is awarded academic credit) has been reached in collaboration with stakeholders; the portfolio will support the NMC's revised professional revalidation process. The chosen format of an e-portfolio has been commended by external examiners, students and teaching staff as innovative and appropriate as a tool for both programme assessment and for continued professional development following the completion of the programme. This format allows the student to be creative in the presentation of practice based evidence to support demonstration of the acquisition of key professional skills aligned to the NMC standards for proficiency.

There is a strong focus on the practice placement setting as a learning environment, it is 50% of the programme; CPTs provide fundamental support for students in the practice setting, along with the community workforce in building and developing professional skills. The e-portfolio captures the practiced based learning, and will be led and marked by the CPT, and moderated by the academic teaching team.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

This programme is only offered at Level 7, thus is it preferred that a potential student is able to demonstrate achievement of a 1st degree or if completing a Diploma in Nursing, and the applicant can demonstrate achievement of leaning and assessment at level 6.

A Full UK driving licence is also required to meet NHS Trust requirements to enable community practice.

The candidate must have secured Trust sponsorship via the Values Based Recruitment Process in place between the university and the NHS Trust. A CPT will be arranged as part of the sponsorship contract for practice assessment.

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

A mandatory requirement of community placements for Oxford Brookes students is to have an enhanced check including both adults and children before the start of the programme.

SECTION 7: PREPARATION FOR EMPLOYMENT

Students on this programme are already employed by health care providers in the Thames Valley. The programme maintains links with the employers through regular meetings and CPTs who are also employed by the health care providers lecture on the programme to maintain the links between theory and practice, ensuring that the students exit the programme with the skills required by the employers. External speakers from beyond the Thames Valley region support learning further through showcasing excellence in practice and encouraging a national vision of district nursing practice.

In recent years Oxford Brooked University has maintained a strong record of post graduating employment from community programmes. 100% of students have secured employment on successful completion of the programme in their newly qualified field since 2013 (September 2016).