

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Specialist Community Public Health Nursing

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
JACS Code	B700
Programme Duration	Full-Time: 1 Year, Part-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	The programme has been benchmarked against the following documents: The Quality Assurance Agency subject benchmarks for nursing (2001) and Health Visiting (2005) Standards of Proficiency for Specialist Community Public Health Nursing (NMC 2004) Educating health visitors for a transformed service (DH 2011)
Programme accredited by	Nursing and Midwifery Council
Description of accreditation	http://www.nmc-uk.org/Approved-Programmes/
Validated target and alternative exit awards	Bachelor of Science with Honours in Specialist Community Public Health Nursing
Programme Leader	Gillian Turner

Educational aims of the programme

The award title is BSc(hons) Specialist Community Public Health Nursing. The programme prepares students to practice as either a school nurse or health visitor. The health visiting / school nursing pathways are not separate awards, and both health visiting and school nursing students study the same modules. However, students are recruited to one specific pathway. The field of specialist practice and field-specific taught sessions provides the context for the development of their specific knowledge, skills and proficiencies, and successful completion of the programme will result in the student registering on part three of the NMC register with the appropriate annotation.

In partnership with practice and community stakeholders, the BSc Hons level the programme aims to provide:

A contemporary approach to the development of the Specialist Community Public Health Nursing which will be fit for practice, fit for purpose, fit for award and fit for professional standing.

Academic rigour that meets the requirements of LJMU, the Nursing and Midwifery Council, the Quality Assurance Agency, and National Standards for Specialist Practice in Public Health

The resources, skills, knowledge and evidence base to:

Change their practice; develop their role; enable them to work as a Specialist Community Public Health Nurse who is a member/leader of a multi-disciplinary/multi-agency team; work from a health-focused perspective recognising health as a positive resource and life-long process

The opportunity to achieve SCPHN competencies in relation to the search for and stimulation of awareness of health needs, influencing policies affecting health and facilitating health enhancing activities.

An awareness of the importance of addressing health inequalities through the re-orientation of existing services and the planning and provision of new ones.

Practice experiences that are relevant, underpinned by the philosophy of the programme and enable the student to develop clinical effectiveness and deliver high quality health care.

Opportunities to meet the competencies of the offered SCPHN fields of practice.

A dynamic and high quality educational experience relevant to the SCPHN practitioner.

Opportunities to work in a critical, analytical and reflective manner and to provide them with the opportunity to acquire life-long learning skills.

Opportunities to be cognisant of the holistic nature of public health nursing and to enable them to develop knowledge, expertise and the individual qualities necessary to emerge as autonomous and competent public health practitioners.

Graduate skills and knowledge to lead, innovate and contribute to the evidence base of practice.

Opportunities to develop their leadership qualities and abilities in a range of complex settings and contexts. This should include responsibility for the delegation, supervision and facilitation of the practice of others.

Cognitive and practical abilities to continue to develop a level of critical thinking, which can be communicated to others in order to enable them to work successfully with uncertainty.

Challenges and opportunities to consider the strategic impact of their professional role on the development of practice within the services they provide and the wider organisation.

Skills and expertise necessary to develop as inspirational role models and mentors of other practitioners seeking to achieve higher levels of competency in community and public health practice.

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Critically examine the role and responsibilities of the Specialist Community Public Health Nurse in a variety of fields of practice
2. Analyse the public health agenda in the context of community care
3. Analyse and interpret data and information sources
4. Use research methods critically
5. Critically examine the health and social policy agenda underpinning the role of the Specialist Community Public Health Nurse
6. Critically examine leadership and management theory and its application in practice
7. Critically examine the role of the multi-professional team and multi-agency working
8. Analyse the potential of other agencies to impact on their practice
9. Critically examine the principles and practice of nurse prescribing (for eligible students)
10. Analyse and interpret the legal and ethical frameworks in which the specialist community public health nurse works
11. Critically analyse and evaluate
12. Interpret data and applying these to make strategic choices to influence policy and processes
13. Use diagnostic skills, problem solving and clinical judgement
14. Demonstrate and exercise independence of mind and thought
15. Make decisions in uncertain and complex situations
16. Anticipate and predict potential critical incidents
17. Demonstrate an understanding of political influences on practice
18. Critically appraise research documents
19. Demonstrate competence in the role of the Specialist Community Public Health Nurse
20. Retrieve, sift and select information from a variety of sources and apply findings to their area of practice
21. Apply concepts and principles of leadership
22. Effectively manage in the individualised practice area
23. Demonstrate sound clinical judgement and decision making skills
24. Demonstrate skills in change management and development of practice
25. Demonstrate predictive skills in practice and in service development
26. Lead a team working in collaboration with multi-professional and multi-agency colleagues
27. Work in partnership with carers and service users

28. Follow policy and procedures relating to child protection and the protection of vulnerable adults
29. Demonstrate safety and competence in nurse prescribing (for eligible students)
30. Communicate ideas effectively using a variety of media
31. Manage time and work to deadlines
32. Participate constructively in groups
33. Work independently and be self-reliant
34. Find information and use information technology
35. Apply principles of numeracy

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Interactive lectures and presentation, including video, practice related activities, informal quizzes, tutorials, seminars, group exercises, enquiry based learning techniques, learning through practice, simulation, Canvas and email, self directed study, use of reflective diary.

Essay, community health needs assessment, poster presentation, learning agreement, multidisciplinary group presentation, individual case study, individual presentation, written report, practice assessment

Programme structure - programme rules and modules

The programme for this award is delivered at level six only, The programme is offered as full time (52 weeks) or part time (104 weeks). The course is 50% theory and 50% practice.

The Practice Evidence Tool (PET) provides the underpinning framework for students to demonstrate competence for the duration of the programmes. The PET structures learning in practice, and provides the opportunity to identify practice learning opportunities which will meet the agreed NMC competencies. The PET must be passed in order to complete the full programme and achieve the NMC qualification

Students cannot be exempted from meeting any programme requirement (NMC circular 1/2011)

In addition to the 120 credits at level 4 and 120 credits at level 5 required to enter the programme, students may be awarded up to 40 credits RP(E)L at level 6 (NMC 2004)

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6102PCCOMM LEADERSHIP FOR SPECIALIST PRACTICE (20 credits) 6127PCCOMM Contemporary Issues in Specialist Community Public Health Nursing Part 1 (20 credits) 6130PCCOMM Risk and Vulnerability (20 credits) 6131PCCOMM PUBLIC HEALTH (20 credits) 6147PCCOMM Research for Specialist Practice (20 credits)	6128PCCOMM Contemporary issues in Specialist Community Public Health Nursing Part 2 with V100 Nurse Prescribing (20 credits) 6129PCCOMM Contemporary issues in Specialist Community Public Health Nursing Part 2 (20 credits)	100 core credits at level 6 20 option credits at level 6

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Students will spend 50% of the programme in practice with the sponsoring / seconding NHS Organisation. They will have an identified Practice Teacher who will assist the student in meeting their learning needs and assist their competency development.

Students will be supernumerary during their practice placement

Criteria for admission

Other

120 credits at level 4 (usually demonstrated by current registration with NMC)

120 credits at level 5 either through study or RPEL, against this programmes stated level 5 learning outcomes (see below)

OR DipHE in Nursing

Additional requirements:

Professional Requirements

Must be a level one nurse on part one or part 2 of the NMC register

Where a nurse or midwife has not yet received confirmation of registration from the NMC, LJMU must receive evidence prior to the student starting the programme that the student has successfully completed their pre-registration nursing or midwifery programme and that the student has made an application for NMC registration. If the student has not received registration within two months, the student will normally be withdrawn from the programme (NMC circular 6/2011)

Students must be seconded or sponsored by an NHS Organisation. Under guidance from the NHS educational commissioning body, some students may be placed as a bursaried student

Recruitment:

A coordinated approach to recruitment is established between the local NHS organisations and Liverpool John Moores University.

Satisfactory references, Occupational Health clearance and DBS check are also required

In the case of RP(E)L, the applicant should demonstrate the following level learning outcomes

FHEQ Level 4:

Demonstrate knowledge of the underlying concepts and principles associated with their field within nursing / midwifery professional practice and an ability to evaluate and interpret these within the context of that area of study or practice.

Demonstrate an ability to present, evaluate and interpret an appropriate evidence base in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts within nursing / midwifery practice.

Utilise different approaches to solving problems related to their area(s) of study and/or work- based practice.

Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.

Demonstrate the values, qualities, specific and transferable skills necessary for employment in their field of practice and exercise an appropriate level of personal responsibility in line with the relevant standards set out by the Nursing & Midwifery Council.

Have established a basis for further education, training and personal development planning and ability to develop new skills within a structured and managed environment.

FHEQ Level 5

Demonstrate knowledge and critical understanding of the well-established principles of nursing / midwifery service provision.

Have developed a sound understanding of the values, principles qualities, specific and transferable skills in nursing / midwifery, and have applied them in the context of either academic or professional practice.

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

Have learned to evaluate the appropriateness of different approaches to solving problems.

Demonstrate that they have undertaken further training, developed existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

Reflect with insight on own personal, academic and professional development or practice.

Exercise personal responsibility and decision-making in line with the relevant standards set out by the Nursing & Midwifery Council.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full

advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.