PROGRAMME SPECIFICATION

Postgraduate Diploma in Specialist Community Public Health Nursing

Awarding institution: Liverpool John Moores University
Teaching institution: LJMU
JACS Code: B710
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: Postgraduate Diploma in Specialist Community Public Health Nursing

Programme Leader: Gillian Turner

Educational aims of the programme

The award title is PG Diploma 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 Post Graduate Diploma level the programme aims to provide:

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

Academic rigour that meets the requirements of the:
Higher Education Institution
Nursing and Midwifery Council
Quality Assurance Agency
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.

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.

Opportunities to develop their creativity and vision, based on a comprehensive, systematic and evaluative understanding of knowledge related to their role and its synthesis and application across a broad range of health and social care provision.

The capability to critically analyse and evaluate the impact of complexity on practice and to design and implement strategies that support and meet the needs of populations within this context.

The potential to develop originality and sound judgement in becoming effective and creative leaders when working in unpredictable professional environments.

The opportunity to develop the high level of knowledge, skills and critical thinking required to be innovators and leaders of change in practice in the teams in which they work and across the broad range of health and social care services.

**Target award Learning Outcomes - Postgraduate Diploma**

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

**Knowledge and understanding**

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

A1. Critically evaluate the role and responsibilities of the Specialist Community Public Health Nurse in a variety of fields of practice

A2. Analyse the public health agenda in the context of community care

A3. Analyse, interpret and evaluate data and information sources

A4. Use research methods critically and constructively

A5. Critically evaluate the health and social policy agenda underpinning the role of the Specialist Community Public Health Nurse

A6. Critically evaluate leadership and management theory and its application in practice

A7. Critically evaluate the role of the multi-professional team and multi-agency working

A8. Appraise the potential of other agencies to impact on their practice

A9. Critically examine the principles and practice of nurse prescribing (for eligible students)

A10. Analyse and interpret the legal and ethical frameworks in which the specialist community public health nurse works

A11. Critically examine the factors that influence professional practice and service delivery

A12. Appraise and evaluate the commissioning process and the financial and budgetary constraints that impact on service delivery
Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated
Interactive lectures and presentation, including video, practice related activities, informal quizzes, tutorials, seminars, group exercises, enquiry based learning techniques, learning through practice, simulation, Blackboard and email, self directed study, use of reflective diary.

Assessment
Essay, exam, poster presentation, learning agreement, multidisciplinary group presentation, individual case study, individual presentation, written report, practice assessment

Skills and other attributes

Intellectual Skills

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

B1. Critically analyse, evaluate and synthesise
B2. Interpret data and applying these to make strategic choices to influence policy and processes
B3. Use diagnostic skills, problem solving and clinical judgement
B4. Demonstrate and exercise independence of mind and thought
B5. Make decisions in uncertain and complex situations
B6. Anticipate and predict potential critical incidents
B7. Demonstrate an understanding of political influences on practice
B8. Critically appraise research documents
B9. Demonstrate critical reasoning, creativity and originality of thought
B10. Use complexity theory
B11. Demonstrate an understanding of emotional intelligence

Professional practical skills

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

C1. Demonstrate competence in the role of the Specialist Community Public Health Nurse
C2. Retrieve, sift and select information from a variety of sources and apply findings to their area of practice
C3. Apply concepts and principles of leadership
C4. Effectively manage in the individualised practice area
C5. Demonstrate sound clinical judgement and decision making skills
C6. Demonstrate skills in change management and development of practice
C7. Demonstrate predictive skills in practice and in service development
C8. Lead a team working in collaboration with multi-professional and multi-agency colleagues
C9. Work in partnership with carers and service users
C10. Follow policy and procedures relating to child protection and the protection of vulnerable adults
C11. Demonstrate safety and competence in nurse prescribing (for eligible students)
Interactive lectures and presentation, including video, practice related activities, informal quizzes, tutorials, seminars, group exercises, enquiry based learning techniques, learning through practice, simulation, Blackboard and email, self directed study, use of reflective diary.

Assessment
Essay, exam, poster presentation, learning agreement, multidisciplinary group presentation, individual case study, individual presentation, written report, practice assessment

Transferable / key skills
A student who is eligible for this award will be able to:

D1. Communicate ideas effectively using a variety of media
D2. Manage time and work to deadlines
D3. Participate constructively in groups
D4. Work independently and be self-reliant
D5. Find information and use information technology
D6. Apply principles of numeracy

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated
Interactive lectures and presentation, including video, practice related activities, informal quizzes, tutorials, seminars, group exercises, enquiry based learning techniques, learning through practice, simulation, Blackboard and email, self directed study, use of reflective diary.

Assessment
Essay, exam, poster presentation, learning agreement, multidisciplinary group presentation, individual case study, individual presentation, written report, practice assessment

Programme structure - programme rules and modules

Programme rules

The programme for this award is delivered at level seven. 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)

No more than 40 credits of the programme may be accredited through prior learning (NMC 2004)

<table>
<thead>
<tr>
<th>Level 7</th>
<th>Potential Awards on completion</th>
<th>Postgraduate Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Option</td>
<td>Award Requirements</td>
</tr>
<tr>
<td>7101PCCOMM PUBLIC HEALTH (20 credits)</td>
<td>7121PCCOMM Contemporary Issues in Specialist Community Public Health Nursing Part 1 with V100 Nurse Prescribing (20 credits)</td>
<td>100 core credits at level 7</td>
</tr>
<tr>
<td>7102PCCOMM ADVANCING LEADERSHIP THROUGH ACTION LEARNING (20 credits)</td>
<td>7125PCCOMM Contemporary Issues in Specialist Community Public Health Nursing Part 1 without V100 Nurse Prescrib (20 credits)</td>
<td>20 option credits at level 7</td>
</tr>
<tr>
<td>7123PCCOMM Managing complexity in safeguarding (20 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7124PCCOMM Contemporary Issues in Specialist Community Public Health Nursing Part 2 (20 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7147PCCOMM Research for specialist practice (20 credits)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information about assessment regulations

Programme: 35736-3500006861 Version: 01.01 Start date of programme: 01-AUG-16
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 supernumary during their placement

Criteria for admission

Other
Minimum Academic Entry Requirement
120 Credits at Level 4
120 Credits at Level 5
120 Credits at Level 6
The Degree must normally be in a Health related area
Non-graduates may, in exceptional circumstances, gain entry to the programme by virtue of a strong portfolio which provides evidence of significant achievement. These must meet both of the following criteria:
Have a Diploma in H.E. in a related area (e.g. nursing or public health) and
Written work equivalent to the standard of a First Degree, for example:
Papers presented at conferences
Publications
Reports and innovative proposals
Successful project management experience
Professional Requirements
A challenge assessment may be required.
Must be a level 1 nurse on part one or part two of the NMC Professional 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 cannot be exempted from meeting any programme requirement (NMC circular 1/2011)
Students must be seconded or sponsored by an NHS Organisation.
Recruitment:
A co-ordinated 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

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
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.