

Programme Specification

BSc (Hons) Public Health Practice: Specialist Community Public Health Nursing [SCPHN] : Academic Year 2017-18

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 the student takes full advantage of the learning opportunities that are provided.

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| Awarding Institution | University of Southampton |
| Teaching Institution | University of Southampton |
| Accreditation details | Currently accredited by Nursing and Midwifery Council |
| Mode of study | Full time and part time |
| Duration in years | One year following standard progression for a FT student Up to five years following standard progression for a PT student (dependent on pathway) |
| Final award | BSc (Hons) Public Health Practice: Specialist Community Public Health Nursing [SCPHN] |
| Name of award | BSc (Hons) Public Health Practice: SCPHN (health visiting) BSc (Hons) Public Health Practice: SCPHN (school nursing) |
| Interim Exit awards | |
| FHEQ level of final award | Level 6 |
| Programme Pre-requisites | Applicants to this programme must fully comply with the NMC requirements for programmes to meet the Proficiencies for Specialist Community Public Health Nursing (NMC 2004). Applicants must be registered on either part 1 or part 2 of the NMC register. |
| UCAS code | N/A |
| QAA Subject Benchmark or other external reference | Health Studies |
| Programme Leaders | Dr Jane March-McDonald |
| Date specification was written | January 2012 |
| Date Programme was validated | September 2012 |
| Date specification last updated | April 2017 |

Programme Overview

Brief outline of the programme

This degree in clinical practice will help you develop your knowledge and critical skills to assess, plan, deliver and evaluate care within a given area of practice. The programme is designed to help you enhance your ability to make sound clinical judgements through careful evidence-led analysis.

Throughout your study you will benefit from the findings of our clinical research, as well as our values based approach to learning. You will also vastly improve both your understanding of the context of modern healthcare, and your ability to analyse the issues that affect the delivery of care. These enhanced skills will help you to work much more closely with other health and social care professionals for the benefit of service users, whilst advancing your career as well.

Learning and teaching

Throughout this degree in clinical practice you will benefit from variety of learning methods that will help you to integrate practice and theory, whilst developing your critical thinking skills as well.

These methods may include: enquiry based learning; seminar and discussion groups; lead lectures; simulated practice; role play; case study reviews; workbook activities and technology enhanced learning.

Your module lead will play a key role in facilitating your ability to make links between theory and practice.

Where appropriate, modules of learning are mapped to National Health Service Knowledge and Skills Framework, or Nursing and Midwifery Council standards.

Assessment

The programme utilises a variety of assessments methods for each of the modules of learning. These methods include: Computer Assisted Assessment [CAA], professional conversations, presentations (poster and group), peer assessment, and written essays and reports. Each of which are designed to creatively assess the students' knowledge base and application of theoretical content of the programme to the 'real world' context of professional practice.

As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration, however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's programme validation process which is described in the University's Quality Handbook.

Educational Aims of the Programme

This programme will enable you to provide high quality Specialist Community Public Health Nursing [SCPHN] in rapidly changing community healthcare. The programme has been designed to reflect how current and future. As a nurse and/or midwife the programme will equip you to offer to offer a robust and effective public health function in your defined area of practice and to enter Part 3 of the Nursing and Midwifery Council (NMC) register for Specialist Community Public Health Nurses [SCPHN], (NMC, 2004).

As a graduate of this programme you will have developed your skills and abilities and be able to think analytically, use problem solving approaches and evidence in decision making, exploit technologies and meet future expectations through lifelong learning.

The programme provides opportunities for you to develop and demonstrate knowledge, understanding, professional skills, intellectual skills, key skills and graduate attributes in the following areas:

- Provide you with the knowledge, skills and attitudes to equip you for a career in Specialist Community Public Health Nursing;
- Develop your competence in professional skills required to provide the highest level public health.
- Develop key, transferable skills for general use in graduate employment so that you become competent in both autonomous practice and in team-working in a variety of community including: government, research, private and third sector services;
- Develop critical and analytical competence so that you become users and/or creators of research evidence in your professional practice;
- Provide opportunities for you to learn with and from other healthcare professionals so that you develop competence in inter-professional practice and working;
- Provide you with the skills for life-long learning;
- Provide a responsive curriculum that acknowledges service change, national and local developments;
- Develop a range of professional and interpersonal skills to work within a diverse and changing health and social care arena;
- Develop reflective skills to equip you with the ability to influence future healthcare provision.
- Challenge and develop your own beliefs and values to promote self.

Programme Learning Outcomes

Knowledge and Understanding

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of:

- A1 the philosophical foundations of Specialist Community Public Health Nursing;
- A2 current theoretical perspectives of Specialist Community Public Health Nursing;
- A3 Epidemiological, physiological, neurological, biomechanical, psycho-socio, socio-economic and pathological principles related to human health and wellbeing;
- A4 the bio-psychosocial model of disadvantage and the impact on the individual's participation in society;
- A5 the ethical, moral and legal issues in relation to Specialist Community Public Health Nursing practice;
- A6 the requirements of clinical governance as demonstrated through the theoretical and scientific basis of research, research methodology, clinical audit, and evidence-based practice and application to Specialist Community Public Health Nursing practice;
- A7 the current and predicted future provision of health and social care in the private, public and third sectors including structure, drivers of change and policies.

Teaching and Learning Methods

Our educational philosophy is based upon recognition of values and we adopt a "Values Based Model" which is designed to develop the habits of mind which will ensure that you are able to develop into a caring and compassionate practitioner with confidence and self-belief and with well-developed critical thinking skills. These three attributes taken together characterise the Southampton nurse.

To develop the higher order critical and analytical skills, which characterise holders of postgraduate awards, we adopt a model of Guided Discovery Learning [GDL]. GDL is the 'difference which makes a difference' for your program and promotes and enhances lifelong. Within GDL sessions you will usually work on scenarios, which you are given, and will work in groups to identify and your own learning needs. GDL is designed to develop your skills as an independent thinker and learner, and your reflective thinking and clinical reasoning skills. GDL scenarios will become more complex throughout the programme and will reflect aspects of current clinical practice across all age ranges and areas of nursing practice.

In addition to GDL, your theoretical learning will be facilitated through a range of additional strategies. These include: attendance & participation in learning sessions; technology enhanced learning; self-directed study, guided learning activities; conference attendance; lead lectures; student and tutor-led seminars; case based learning opportunities; tutorials; academic and personal reviews; personal portfolio development; use of reflective diaries. You will be facilitated and supervised by research-led and research-informed and research active academic educators throughout your programme. Southampton has a well-developed history of interprofessional and transdisciplinary learning, and some aspects of your programme may be shared with students of other health professions.

To conform to NMC (2004) requirements the programme, including any accredited prior learning, will consist of 52 weeks (of which 45 weeks are programmes weeks) 22.5 weeks of practice learning and 22.5 of theoretical study. Learning in practice therefore accounts for half of the time on the programme, and will be facilitated by a practice teacher and mentors who are supported by the University's Supporting Learning in Practice team.

Assessment methods

Assessment may include assessment for learning (formative assessment) which consists of tasks on which you receive formal feedback to help you develop. You will demonstrate the achievement of your learning outcomes through summative forms of assessment.

Subject Specific Intellectual and Research Skills

Having successfully completed this programme you will be able to demonstrate appropriate intellectual skills including:

- B1 formulation of strategies for selecting appropriate and relevant information from a wide range of professional and inter-professional sources of knowledge;
- B2 synthesise and critically appraise information from a variety of sources to gain a coherent and evidenced based understanding of Specialist Community Public Health Nursing theory and practice;
- B3 reflect critically on your and other professionals' practice and recognise the limits of your competency;
- B4 develop and utilise appropriate study skills to facilitate your own learning;

- B5 engage in debate and discussion in areas of professional controversy and future professional development areas;
- B6 construct reasoned argument concerning the funding and ethics of modern health & social care;
- B7 identify the needs of individuals from physical, psychological, environmental, social, emotional and spiritual perspectives to understand and value the diversity and complexity of human behaviour;
- B8 communicate with other professionals the health and wellbeing needs of people and the impact of health and social dysfunction and adversity on individuals', groups' and communities' life course and wellbeing.

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Transferable and/or Generic Skills

Having successfully completed this programme you will be able to demonstrate skills necessary to:

- C1 communicate effectively in a variety of forms to a variety of audiences;
 - C2 critically evaluate academic, clinical and professional performance and utilise research skills;
 - C3 effectively manage time and prioritise workload to sustain efficient and effective practice;
 - C4 work in individual and team working practice situations, developing autonomy and leadership skills;
 - C5 demonstrate a concern for and promote the safety, rights, dignity and diversity of clients and colleagues;
 - C6 demonstrate adherence to safe practice by ensuring the safety of yourself as a practitioner, your clients and others who utilise your service through appropriate risk assessment and management;
 - C7 utilise creative problem-solving skills in a variety of theoretical and practical situations;
 - C8 utilise information management technologies to support learning, practice and research activities and take responsibility for this learning;
 - C9 contribute confidently and appropriately to discussion utilising evidence to support and justify your argument;
 - C10 manage time and resources appropriately to demonstrate self-management and manage personal emotions and stress;
 - C11 manage change effectively and respond to changing demands;
 - C12 empower individuals to take responsibility for their own health and wellbeing;
 - C13 evaluate your own personal, academic, clinical and professional performance through reflective practice, exploring your own values and beliefs;
 - C14 recognise and take responsibility for the need to and have the skills to engage with lifelong learning.
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Specific professional Specialist Community Public Health Nursing skills

Having successfully completed this programme you will be able to:

- D1. Practise autonomously, professionally and be responsible and accountable for safe, compassionate, person-centred, evidence-based specialist community public health nursing in you defined area of practice
- D2. Work in partnership with other health and social care professionals and agencies, ensuring decisions about public health care are informed and shared;
- D3. Apply current legislation paying special attention to the safeguarding of vulnerable people, including those with complex health and social care needs arising from inequalities
- D4. Respond warmly and positively to people of all ages who may be anxious, distressed, or facing problems with their health and wellbeing;
- D5. Undertake assessment and surveillance to identify and evaluate public health needs of individuals of all ages with whom you have professional contact. Taking account of how behaviour, culture, socioeconomic adversity and other factors, in the environment and its location, can affect health, well being and social outcomes and public health priorities;
- D6. Promote the concept, knowledge and practice of empowerment and behaviour change for individuals, groups and communities with health and social care needs using a range of communication strategies and skills
- D7. Meet complex and co-existing health needs of individuals, groups and communities within your defined area of SCPHN practice, in any setting
- D8. Use appropriate diagnostic and decision-making skills and safely use non-invasive procedures and current technological and pharmacological interventions, where relevant, in SCPHN practice, recognise and respond to the changing needs of individuals, groups and communities during the life course
- D9. Use clinical governance processes to maintain and improve SCPHN practice and standards of healthcare;
- D10. Provide ethical leadership in managing SCPHN care appropriate to your defined area of SCPHN practice and initiate and coordinate inter-professional care when needed;
- D11. Recognise your leadership role in emergency management, major incident provision and public health emergencies, and respond appropriately according to level of competence/proficiency.

Defined area of SCPHN skills

Having successfully completed this programme within your chosen fields of practice you will be able to:

Health Visiting

- D12. Recognise, advocate and respond to the health and well-being needs of all individuals, groups and communities who come into your care including babies, children and young people, pregnant and postnatal women, people with mental health problems, people with physical disabilities and people with learning disabilities
- D13. Use a range of assessment tools and strategies to assess the health and wellbeing of children, their families and the community;
- D14. Safely use procedures and pharmacological interventions, where relevant, in health visiting practice, providing information and taking account of individual health and wellbeing needs and preferences;
- D15. Recognise and respond to the changing health and wellbeing needs of children their families, groups and communities during adversity and be aware of how choices may be impacted upon in complex situations
- D16. Recognise, identify and minimise risk to health and wellbeing for people of all ages, making accurate assessments and initiating appropriate and timely management of those who are at risk of interpersonal abuse or who require immediate safeguarding and protection;
- D17. Understand normal physiological and psychological processes of pregnancy and childbirth and work with the midwife and others, to provide supportive care to pregnant women, and their families during pregnancy and after childbirth.
- D18. Understand the normal physiological and psychological development of infancy and childhood with particular insight into neurological development and attachment;
- D19. Practice in a way that focuses on the therapeutic use of self to engage with women experiencing symptoms of mental ill-health, and to help them make informed choices about pharmacological, psychological and physical treatments;
- D20. Skilfully use a range of evidence-based interpersonal, psychological and psychosocial approaches to help individuals and groups explore and make sense of their experiences in a way that promotes self-determination, empowerment and recovery;
- D21. Promote mental health and well-being in at risk groups, challenging inequality and discrimination taking account of how behaviour, culture, socioeconomic and other factors, in the environment and its location, can affect health, illness, outcomes and public health priorities;
- D22. Contribute to the leadership, management and design of health visiting care and services, working with service users, carers and others to shape future services, promote positive health enhancing behaviours and ensure continuity of care across service boundaries.

School Nursing

- D23. Recognise, advocate and respond to the health and well-being needs of all individuals, groups and communities who come into your care including babies, children and young people, pregnant and postnatal women, people with mental health problems, people with physical disabilities and people with learning disabilities
- D24. Understand and apply the laws relating to child and parental consent, including giving and refusing consent and legal capacity;
- D25. Safely use procedures and pharmacological interventions, where relevant, providing information and taking account of individual health and wellbeing needs and preferences
- D26. Act as advocate for the right of all children and young people to lead full and independent lives and ensure the best interests of children and young people in all decisions;
- D27. Understand all aspects of physiological and psychological development from infancy to young adult, and identify each child or young persons development stage, to communicate effectively with them using play and other modes of communication as appropriate to the individual's stage of development;
- D28. Use recognised, evidence-based, child and family-centred frameworks to assess, plan, implement, evaluate health enhancing interventions and care, and to underpin clinical judgments and decision-making especially in relation to long term health/educational care needs;
- D29. Work closely with relevant agencies and professionals in the prevention of interpersonal abuse (inc bullying) maltreatment and the safeguarding of children and young people;
- D30. Work effectively and collaboratively with the multidisciplinary team and other agencies, to ensure smooth transition through education and children's services to adult services, taking account of individual needs and preferences
- D31. Skilfully use a range of evidence-based interpersonal, psychological and psychosocial approaches to help children and young people explore and make sense of their experiences in a way that promotes self-determination, empowerment and recovery;
- D32. Promote mental health and well-being in at risk groups, challenging inequality and discrimination taking account of how behaviour, culture, socioeconomic and other factors, in the environment and its location, can affect health, illness, outcomes and public health priorities

- D33. Contribute to the leadership, management and design of school nursing services, working with service users, families and others to shape future services, promote positive health enhancing behaviours and ensure continuity of care across service boundaries.

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Graduate Attributes

Graduate Attributes are the personal qualities, skills and understanding you can develop during your studies. They include but extend beyond your knowledge of an academic discipline and its technical proficiencies. Graduate Attributes are important because they equip you for the challenge of contributing to your chosen profession and may enable you to take a leading role in shaping the society in which you live.

We offer you the opportunity to develop these attributes through your successful engagement with the learning and teaching of your programme and your active participation in University life. The skills, knowledge and personal qualities that underpin the Graduate Attributes are supported by your discipline. As such, each attribute is enriched, made distinct and expressed through the variety of learning experiences you will experience. Your development of Graduate Attributes presumes basic competencies on entry to the University.

1. Global Citizenship

Global Citizens recognise the value of meaningful contribution to an interconnected global society and aspire to realise an individual’s human rights with tolerance and respect

This may be further understood as:

- Appreciation of ethical and responsible practices
- Awareness of social, civic and environmental responsibilities
- Appreciation of the value of diversity

2. Ethical Leadership

Ethical Leaders understand the value of leading and contributing responsibly to the benefit of their chosen professions, as well as local, national and international communities

This may be further understood as:

- Capacity to work well in a team including virtual communities
- Ability to respond responsibly to complex new situations
- Appreciation of enterprise to exercise tolerant and fair practices

3. Research and Inquiry

Research and Inquiry underpin the formulation of well-informed new ideas and a creative approach to problem resolution and entrepreneurial behaviour

This may be further understood as:

- A capacity to identify, define and creatively respond to a challenge
- Ability to locate effectively, analyse and evaluate information
- Ability to sustain intellectual engagement with a subject

4. Academic

Academic attributes are the tools that sustain an independent capacity critically to understand a discipline and apply knowledge

This may be further understood as:

- Openness to new ideas, methods and ways of thinking
- Deep knowledge of a subject informed by an understanding of the interconnectedness of different disciplines
- A capacity to make critical judgements

5. Communication Skills

Communication Skills encompass an individual's ability to demonstrate knowledge, and to express ideas with confidence and clarity to a variety of audiences

This may be further understood as:

- Ability to select and apply verbal, written, numerical and visual literacy
- Ability to utilise presentation skills in order to represent ideas and data
- Familiarity with a range of appropriate communication technologies

6. Reflective Learner

The Reflective Learner is capable of the independent reflection necessary to continuously learn and meet the challenge of pursuing excellence

This may be further understood as:

- An ability to respond effectively to new challenges
- An ability to sustain intellectual curiosity
- An ability to utilise continuously learned skills and constantly to seek improved solutions

Programme Structure

The award of BSc (Hons) in Public Health Practice with Specialist Community Public Health Nursing [SCPHN] registration (health visiting or school nursing) is obtained upon completion of a minimum of 140 HEI credits at level 6. The course content addresses the requirements of the NMC (2004) standards of proficiency for specialist community public health nurses and includes the development of: leadership and management skills, knowledge of social policy, collaborative ways of working. The programme also addresses generic and pathway specific skills and evidence associated with the preventive, protective and safeguarding role of the SCPHN.

| BSc (Hons) in Public Health Practice with SCPHN registration | | | | FHEQ (CATs) credit |
|--|--|---|--|--------------------|
| Taught Modules Generic | Social Policy for Health and Wellbeing 20 credits | Leadership and Management for Public Health Improvement 20 credits | Collaborative Working for Community Capacity 20 credits | 60 Level 6 |
| SCPHN Pathway specific modules | Skills for SCPHN Practice 20 credits | EBP, Research and Epidemiology in SCPHN 30 credits | | 50 Level 6 |
| SCPHN Practice modules | Taught Practice 20 credits | | Consolidated Practice 10 credits | 30 Level 6 |

The integration of theory and practice based education is designed to achieve, on completion of the programme, the standards required by the professional and statutory body. The emphasis on work-based learning as the primary mechanism for clinical learning is a significant feature of this programme. This has the benefit of allowing you, the student, to experience "authentic and fit for purpose" clinical learning, thus further improving employability. This has been achieved through collaboration and an ongoing partnership with the Strategic Health Authority) and other regional practice experience providers. Additionally, the innovative structure of the programme incorporates an emphasis on leadership and managing increasing complexity, which align to key governmental drivers around the future career development of SCPHN's and workforce requirements.

Study Modules

SCPHN Practice Modules

The practice modules will be integrated into the programme and you will have the opportunity to consolidate what you learn at university under the supervision of a recognised practice teacher (NMC 2008). You will also be expected to integrate what you learn during the practice modules into the university based modules where you will be expected to share this learning with the rest of the cohort and this will contribute towards your award. Opportunities also exist for students to undertake a one week 'elective placement' in a public health practice setting which differs from your existing practice placement. This is a very valuable experience as it provides a different perspective to practice, and enables you to observe, without pressure and responsibility, the practice of colleagues of their public health work. You will also see the differing priorities and policies in a contrasting environment.

Theory Modules

The study modules within the programme, the credit ratings of the modules and the awards that can be gained are shown below.

| Level | Modules | Credit Value | Exit Award |
|--------------|---|---------------------|--|
| 6 | Collaborative working to build community capacity | 20 | |
| 6 | Social policy for health and well-being | 20 | |
| 6 | Leadership and management for public health improvement | 20 | |
| 6 | Skills for SCPHN Practice | 20 | |
| 6 | EBP, Research and Epidemiology in SCPHN | 30 | |
| 6 | Taught Practice | 20 | |
| 6 | Consolidated Practice | 10 | |
| | | | |
| | | | |
| | Total credit | 140 | BSc (Hons) Public Health Practice |

The minimum pass mark for all level 6 modules is 40%; all modules and practice experiences must be passed. In cases where a practical component forms part of an overall assessment of a module this component must be passed and compensation will not be allowed.

Re-sit for any failed assessments will be scheduled at the first available assessment opportunity.

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essay, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for this programme typically also have to pay for are included in Appendix 2.

Progression Requirements

The programme follows the University's regulations for [***Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes***](#) as set out in the University Calendar:

On completion of the programme you will have five years in which to register or record a qualification leading to a mark on the register.

Intermediate exit points

The BSc (hons) is offered on the understanding that students will enter the programme with or with equivalent of 120 FHEQ (CAT) credit at Diploma level 5. Therefore the only exit point is a BSc (Hons). However, students who undertake modules and do not achieve practice learning/competency outcomes will be offered the opportunity to transfer the generic public health pathway.

In this instance completion of the generic pathway does not lead to Part 3 registration.

Successful completion of this programme provides eligibility to apply for registration with the Nursing and Midwifery Council (NMC). It is a legal requirement that anyone who wishes to practice using a title protected by the Nursing and Midwifery Order 2001 is registered with the NMC. For more information, please see the NMC website at: www.nmc-uk.org

Support for student learning

There are systems available both to support your learning in the Faculty and from the central University.

In the Faculty you will be able to access:

- A tutorial system – you will have a personal tutor to take an interest in your whole experience of being a student at the University Southampton.
- An induction programme for orientation to the Faculty.
- Opportunities to learn from a wide range of health professionals including expert from the field.
- Student handbooks to support campus based studies, placements and to explain assessment regulations.
- University computer workstations.
- Web-based learning facilities provided by both the Faculty and the University.
- Library and study skills packages provided by the Faculty as well as the libraries and learning centres.
- Practical skills labs and specialist equipment for student-led learning and simulated practice.
- Practice experience opportunities.
- Placements have visits by academic staff to support both you and your practice mentors and guide on assessment issues.
- A student representative system and staff-student liaison committee so that your views on the programme can be heard both during the teaching periods and after the modules are completed.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date,; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and student owned devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer account for students which connects them to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers their timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. to them whilst on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Student Services Centre
- Enabling Services offering assessment and support (including specialist IT support) facilities if you have a disability, dyslexia, mental health issue or specific learning difficulties
- the Student Services Centre (SSC) assisting students with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career Destinations, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- a range of personal support services : mentoring, counselling, residence support service, chaplaincy, health service

- a Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support for students making academic appeals
- Support for student peer-to-peer groups, such as Nightline.

Methods for evaluating the quality of teaching and Learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feed back on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty
- Programme validation, normally every five years.
- External examiners, who produce an annual report
- Professional body accreditation/inspection involving the NMC, Health Education Wessex, employers and peer professionals.
- A national Research Assessment Exercise (our research activity contributes directly to the quality of your learning experience)
- Institutional Review by the Quality Assurance Agency
- Monitoring of your individual progression through personal tutor and review systems.
- Annual contract monitoring by NHS South Central.
- Annual report to relevant professional bodies.
- Teaching Student reflection and evaluation of practice experience.

Criteria for admission

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

| Qualification | Grade/GPA | Subjects requirements | Specific requirements |
|-------------------|-----------|------------------------------|--|
| HE5 or equivalent | 120 ECTS | Nursing or Midwifery Diploma | Applicants must be registered nurses or midwives |

You must be able to satisfy the requirements of the University of Southampton, the Nursing and Midwifery Council and the Faculty of Health Science.

More information can be found through the University website:

http://www.southampton.ac.uk/healthsciences/undergraduate/courses/bsc_public_health_practice.page?

For candidates who do not have sufficient academic credit, applications can be made via the Experienced Practitioner Route [EPR]

Experienced Practitioner Route

To access level 6 (HE3) studies, candidates must demonstrate achievement of the Framework for Higher Education Qualifications (FHEQ) descriptors for a higher education qualification at level 5 (HE 2). If you are applying via this route you will be asked to consider what evidence from your experience (from your practice or job description), demonstrate achievement of the descriptors. You will be asked to map your evidence to each of the sections on a proforma.

More information can be found at:

http://www.southampton.ac.uk/healthsciences/cpd/study/credit_for_prior_learning.page?

Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#). Applications for recognition of prior learning will be considered on a case by case basis.

Since you may be working with physically and psychologically vulnerable people, it is important that you should be in good physical and mental health on entering any Nursing programme. You will be required to undertake a health screening process and may need to update your immunisation status before going on clinical placement. Disability is not a bar to entry as long as you are capable of working as a Nurse within your chosen field of practice.

This course is exempt from the Rehabilitation of Offenders Act, 1960. This means that you will be subject to a check by the Criminal Records Bureau and any police cautions, civil or criminal convictions will be revealed. You must disclose any police record and discuss it, in confidence, with the programme leader. Having a record will not necessarily debar you from entering the programme.

All students registered for this programme are advised to become members of a Nursing union. All places are conditional on satisfactory evidence of academic achievement and health and criminal record checks.

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 s/he takes full advantage of the learning opportunities that are provided.

English Language Proficiency

| Overall | Reading | Writing | Speaking | Listening |
|---------|---------|---------|----------|-----------|
| 7.0 | 7.0 | 7.0 | 7.0 | 7.0 |

Career Opportunities

This specialist community public health nursing degree is often referred to as a health visitor degree. However, it can also lead to employment in a number of other roles, such as: school nurse. You will also gain many transferable skills that will benefit you in many aspects of your life and career. When you graduate you will have an enhanced portfolio of qualifications, which will assist you when applying for more senior healthcare positions.

At Health Sciences we are committed to improving your employment prospects through our world class learning environment.

For example, in 2010 an amazing 90% of Health Sciences graduates were either employed or had opted for more study within six months.

External Examiners(s) for the programme

| | |
|--------------------|----------------------|
| Name | Heather Dean |
| Institution | Bucks New University |

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration

through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their personal tutor in the first instance.

Appendix 1:

Learning outcomes and Assessment Mapping document template

| | | Knowledge and Understanding | | | | | | Subject Specific Intellectual Skills | | | Transferable/Key Skills | | | | | | | | |
|-------------|--|-----------------------------|-----|-----|-----|-----|-----|--------------------------------------|-----|-----|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Module Code | Module Title | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | B 1 | B 2 | B 3 | C 1 | C 2 | C 3 | C 4 | C 5 | C 6 | C 7 | C 8 | C 9 |
| MANG1001 | Financial Accounting 1 | • | • | | | | | • | | • | | • | • | | • | | | | |
| NQCG3107 | Social Policy for Health and Well Being | | | | | | | | | | | | | | | | | | |
| NQCG3105 | Leadership & management for Public Health improvement | | | | | | | | | | | | | | | | | | |
| NQCG3106 | Collaborative Working for Community Capacity | | | | | | | | | | | | | | | | | | |
| NQCG3100 | Taught practice | | | | | | | | | | | | | | | | | | |
| NQCG3098 | Consolidated Practice | | | | | | | | | | | | | | | | | | |
| NQCG3104 | Specialist Community Public Health Nursing – Skills for Health Visiting Practice | | | | | | | | | | | | | | | | | | |
| NQCG3097 | Evidence Based Practice, Research and Epidemiology for Health Visiting | | | | | | | | | | | | | | | | | | |

| Module Code | Module Title | Coursework 1 | Coursework 2 | Exam |
|-------------|---|---|--------------|------|
| NQCG3107 | Social Policy for Health and Well Being | Health and Wellbeing assignment/report 100% | | |
| NQCG3105 | Leadership & management for Public Health improvement | Group presentation 100% (aggregated from both elements) | | |

| | | | | |
|----------|--|---|--|--|
| NQCG3106 | Collaborative Working for Community Capacity | Critical analysis assignment 80% | Collaborative working reflective essay 20% | |
| NQCG3100 | Taught practice | Midpoint/interim practice assessment Formative professional conversation 0% | Summative practice assessment 100% | V100 nurse prescribing and drug calculation 100% |
| NQCG3098 | Consolidated Practice | Midpoint/interim practice assessment Professional conversation 25% | Summative practice assessment 75% | |
| NQCG3104 | Specialist Community Public Health Nursing – Skills for Health Visiting Practice | | | 1 hour CAA invigilated examination 100% |
| NQCG3097 | Evidence Based Practice, Research and Epidemiology for Health Visiting | Intervention assignment 70% | Evidence based poster and presentation 30% | |
| | | | | |

Appendix 2:

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme typically also have to pay for the items listed in the table below.

| Main Item | Sub-section | PROGRAMME SPECIFIC COSTS |
|---------------------------------|-------------|--|
| Travel | N/A | Students are expected to cover petrol costs for travel to and from home to practice placement, including for elective placement and for university attendance. Free roadside parking surrounding the Highfield campus is available but this can be limited due to demand. You will need to cover any parking costs incurred for university attendance. |
| Stationery | N/A | You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks. |
| Textbooks | N/A | Modules suggest reading texts as supportive background reading to the lectures. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. |
| IT | N/A | Access to a PC or Mac will be necessary for undertaking course assignments. Students may find the use of an ipad useful for lectures but this is not essential. |
| Printing and Photocopying Costs | N/A | The majority of assessments are submitted online. The Assessment of Practice document and evidence folder will require a small amount of additional printed material. The Hartley library on the Highfield campus has photocopying resources available to students for a minimum charge. |