

## Programme Specification

---

### Postgraduate Diploma in 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.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of study	Full time and part time
Duration in years	One year following standard progression for a FT student Up to four years following standard progression for a PT student
Accreditation details	Currently accredited by Nursing and Midwifery Council
Final award	Postgraduate Diploma in Public Health Practice: Specialist Community Public Health Nursing [SCPHN]  Postgraduate Diploma in Public Health Practice: SCPHN (Health Visiting) Postgraduate Diploma in Public Health Practice: SCPHN (School Nursing)
Interim Exit awards	Postgraduate Certificate in Public Health Studies
FHEQ level of final award	7
Programme Prerequisites	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	QAA Master's Degree Characteristics (2010) (includes Postgraduate Diplomas at Level 7) QAA Subject Benchmark Statement for Health Care Programmes Nursing and Midwifery Council
Programme Leader	Dr Jane March-McDonald
Date specification was written	January 2012
Date Programme was validated	September 2012
Date specification last updated	April 2017

## Programme Overview

---

### Teaching and Learning Methods

Our educational philosophy is based upon recognition of values. We adopt a "Values Based Model" which is designed to develop the habits of mind which will enable you 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 programme and promotes and enhances lifelong learning. Within GDL sessions you will usually work on given scenarios, and will work in groups to identify 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 and 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; and use of reflective diaries. You will be facilitated and supervised by research-led, 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 programme weeks) 22.5 weeks of practice learning and 22.5 of theoretical study. Learning in practice thus 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.

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 graduate entry programme will enable you to become a highly competent, knowledgeable and skilful Specialist Community Public Health Practitioner. As a nurse and/or midwife the programme will enable you 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). You will gain skills in leading, managing, delivering and enhancing the public health of individuals, groups and communities.

## **Programme Learning Outcomes**

---

The programme provides opportunities for you to develop and demonstrate knowledge, understanding, professional skills, intellectual skills, postgraduate attributes and key skills in the following areas. Successful completion of this programme will enable you to:

- develop a critical awareness of issues and developments within your defined area of practice and learn to recognise and respond responsibly to the complexities of public health care and the context within which current and future services will be managed and delivered. This will involve your attainment of the knowledge and skills to propose and progress new ideas in advancing the evidence base for SCPHN. You will be supported in developing the qualities which are required to lead others in advancing the delivery of health care across agencies where necessary.
- within your chosen field of SCPHN practice, build on your existing learning to develop skills and theoretical understanding that inform the attributes of an independent learner and competent, autonomous, reflective, ethical practitioner.
- develop competence and proficiency in applying professional skills to plan, deliver and evaluate public health in your defined area of SCPHN practice in relation to:

- Searching for health needs
- Stimulating an awareness of health needs
- Influencing policies affecting health
- Facilitating health-enhancing activities (NMC 2004)
- synthesise knowledge of SCPHN as an academic discipline informed by knowledge of the interconnectedness of different disciplines within public health
- effectively apply key transferable skills for general use in graduate employment so that you become an accomplished autonomous practitioner in independent and team working situations.
- build on your existing research skills to develop advanced critical and analytical competence so that you consistently apply current research evidence.
- develop a capacity to identify, define and creatively respond to complicated and unpredictable challenges in your defined area of public health practice.
- effectively use advanced group participation skills and abilities to appraise groups/team function in complex situations.
- Appreciate the value of diversity and your role as a SCPHN in an increasingly interconnected global society based on a respect for the values and rights of others and a belief in collaborative and empowering ways of working.
- Refine independent study and life-long learning skills including reflection, utilising appropriate information technology and sophisticated learning resources.

## Knowledge and Understanding

---

Having successfully completed this programme you will be able to synthesise knowledge within your chosen field of practice in relation to:

- A1 the philosophical foundations and theoretical perspectives of SCPHN practice;
- A2 psycho-sociological and epidemiological principles related to public health and wellbeing;
- A3 the bio-psychosocial model of diversity and the impact of inequalities on the participation in society of individuals, groups and communities;
- A4 clinical governance and evidenced-based practice in your defined area of SCPHN based on a systematic appraisal of established research findings;
- A5 systematic and critical analysis and evaluation of data and research findings to generate new knowledge within your defined area of SCPHN practice;
- A6 ethical, moral and legal issues in relation to your defined area of SCPHN to make sound judgements in both simple and complex clinical situations while exercising critical non-discriminatory decisions;
- A7 the changing and diverse nature of public health and social care provision in the private, public and third sectors including structure, political and policy drivers.

## Subject Specific Intellectual and Research Skills

---

Having successfully completed this programme you will be able to demonstrate appropriate intellectual skills relevant to your field of practice including the ability to:

- B1 effectively work autonomously and with accountability in relation to complex clinical decision making while recognising your own limitations and your relationship/responsibility within public health care provision;
- B2 demonstrate the critical analytical skills of independent reflection necessary to continuously learn and meet the challenge of pursuing excellence in the delivery of values-based and equitable public health care;
- B3 engage intellectually with public health underpinned by a curiosity and an openness to new ideas, methods and ways of thinking such that you are able to reflect critically and systematically on your own and other professionals' practice;
- B4 critical recognition of the ethical dilemmas arising from resourcing, funding and managing issues concerning resource funding and the ethics of modern health and social care;
- B5 make holistic assessment and identification of the needs of individuals, groups and communities from a physical, psychological, environmental, social, emotional and spiritual perspective to understand and value the diversity and complexity of human behaviour and interaction;

- B6 adopt a creative and evidenced-based approach to problem resolution and make critical judgements supported by an ability to locate data effectively, analyse and evaluate information.

## **Transferable and/or Generic Postgraduate Attributes**

---

Having successfully completed this programme you will have advanced skills relevant to your field of practice in:

- C1 autonomous and team working practice utilising leadership skills;
- C2 selecting and applying verbal, written, numerical and visual literacy skills so as to communicate in a variety of forms to a multiplicity of audiences;
- C3 using technology to work, research, learn, present ideas or data so as to influence others in an increasingly digital world;
- C4 effectively managing time and prioritising workload to sustain efficient and effective practice;
- C5 promoting the safety, rights, dignity and diversity of clients, their families and your colleagues;
- C6 safe practice - ensuring the safety of yourself as a practitioner, your client and others who utilise your service through need/risk assessment and appropriate and timely management;
- C7 creative and innovative problem-solving by applying theoretical concepts to practical situations;
- C8 utilising and responsibly applying information management/technologies to support learning, evidenced based practice and research activities;
- C9 managing change effectively and responding with ethical appropriateness to changing service demands;
- C10 advocating for and empowering individuals, groups and communities to take responsibility for their own health;
- C11 critically evaluating your own personal, academic, clinical and professional performance through reflective practice;

## **Specific Specialist Community Public Health Nurse skills**

---

Having successfully completed this programme within your defined area of SCPHN practice you will be able to:

- D1. practise autonomously, professionally and be responsible and accountable for safe, compassionate, evidence-based care appropriate to your defined area of SCPHN practice.
- D2. work in collaborative 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 protection of vulnerable individuals and groups, including those with complex health and social care needs arising from inequalities.
- D4. respond warmly, positively and proactively to individuals, groups and communities who may be anxious, distressed, or facing adversity that impacts upon 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, wellbeing and social outcomes and public health priorities.
- D6. promote the concept and synthesise knowledge to the 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. utilise appropriate diagnostic and decision-making skills and safely use non-invasive procedures and current technological and pharmacological interventions, where relevant, in SCPHN practice, and 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 and critically debate your leadership role in emergency management, major incident provision and public health emergencies, and respond appropriately according to your level of competence/proficiency.

## **Defined area of SCPHN skills as applied in practice**

Having successfully completed this programme within your defined area of practice you will be able to:

### **Health Visiting**

- D12. recognise, advocate and respond to the health and wellbeing 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. identify 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. recognise the normal physiological and psychological development of infancy and childhood with particular insight into neurological development and attachment.
- D19. practise 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 utilise and synthesise 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 wellbeing 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 wellbeing 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 person's 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 (including 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 wellbeing 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.

## 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.

## Programme Structure

The award of Postgraduate Diploma 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 70 ECTS (140 CATS) credits, 55 ECTS (110 CATS) of which must be at Masters' level 7. This programme is a graduate entry programme, designed for those who already have a degree.

(ECTS = European Credit Transfer Scheme; CATS = Credit Accumulation and Transfer Scheme).

Postgraduate Diploma in Public Health Practice with SCPHN registration				ECTS/CATS credits
Taught Modules Generic	Social Policy for Health and Wellbeing 10 ECTS/20 CATS	Leadership and Management for Public Health Improvement 10 ECTS/20 CATS	Collaborative Working for Community Capacity 10 ECTS/20 CATS	30 ECTS/60 CATS Level 7
SCPHN Pathway specific modules	Skills for SCPHN Practice 10 ECTS/20 CATS	EBP and Epidemiology in SCPHN 30 credits		25 ECTS/50 CATS Level 7
SCPHN Practice modules	Taught Practice 10 ECTS/20 CATS		Consolidated Practice 5 ECTS/10 CATS	15 ECTS/30 CATS 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 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

#### Practice Modules

The two practice modules, Taught Practice and Consolidated Practice will be assessed at level 6. 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 (level 6 and 7), the credit ratings of the modules and the awards that can be gained are shown below.

Level	Modules	ECTS/CATS Credits	Exit Award
7	Collaborative working for community capacity	10 ECTS/20 CATS	
7	Social policy for health and	10 ECTS/20 CATS	

	wellbeing		
7	Leadership and management for public health improvement	10 ECTS/20 CATS	
	Total credit	30 ECTS/60 CATS	Postgraduate Certificate in Public Health Studies
7	Skills for SCPHN Practice	10 ECTS/20 CATS	
7	EBP and Epidemiology in SCPHN	15 ECTS/30 CATS	
6	Taught Practice	10 ECTS/20 CATS	
6	Consolidated Practice	5 ECTS/10 CATS	
	Total level 6 and 7 credits	70 ECTS/140 CATS	Postgraduate Diploma in Public Health with registration

### 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: Standalone Masters Programmes\*](#) as set out in the University Calendar.

The minimum pass mark for all level 7 modules is 50%, level 6 modules (practice elements) have a pass mark of 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.

To qualify for a Distinction at Masters Level, the mean programme mark will be 70% or higher from the M level modules. In addition, the student will achieve a mean practice experience mark of 70% or over in the final two placements and have met all programme completion requirements.

Transfer from PG DIP programme to the BSc (Hons) programme is possible for a student who, in the opinion of the programme leader/team/programme committee, has the potential to achieve the necessary qualifications that would lead to NMC registration. The programme leader/admissions tutor of the BSc (Hons) programme will arrange an interview with the applicant to ensure that they have the necessary motivation and attributes to undertake the BSc (Hons) programme. Students transferring to the BSc (Hons) programme will carry forward credits for any successfully completed modules through the RPL process and would be required to re-sit any failed modules. Transfer back to the PG Dip programme would then not be possible.

The Postgraduate Diploma in Public Health Practice programme provides opportunities for you to develop and demonstrate knowledge, understanding, professional skills, intellectual skills, attitudes, values, and key skills necessary for practice as a SCPHN in your defined area of practice (health visiting or school nursing) (Adult, Child) and register with the NMC. The learning outcomes are those that you will achieve on gaining the final award of Postgraduate Diploma in Public Health Practice.

## Learning Outcomes for Named Exit Awards

In some circumstances students will exit the programme before achieving the final learning outcomes. In these cases there is the potential to receive intermediate exit awards. There is one intermediate exit award, i.e. Postgraduate Certificate (PG Cert) should the learning outcomes of the award be successfully met through

assessment and sufficient credit gained at the appropriate levels. ***The PG Cert in Public Health Studies DOES NOT provide eligibility to apply to the NMC for registration purposes.***

### ***Postgraduate Certificate Public Health Studies (PG Cert)***

You will be eligible for this award if you successfully complete academic (taught) modules and accrue 30 ECTS/60 CATS at Masters level but fail to meet the programme learning outcomes that relate to the practice module component. Having successfully completed three level 7 (core) modules you will be able to:

- critically assess definitions of health, wellbeing, policy and social policy
- demonstrate critical awareness of social factors impacting on health and wellbeing and policy interventions for addressing these factors
- critically debate and synthesise key concepts and ideological perspectives in social policy
- identify, apply and evaluate appropriate concepts and frameworks used in policy analysis
- appraise the implications of a policy development at national level for the strategic leadership/management of a service or organisation
- evidence the skills required to manage capacity building in complex environments, handling appropriately uncertainty, the unexpected and conflicts.
- critically analyse and synthesise theories and models which enable nurses to engage and work collaboratively with communities and agencies to plan, implement and evaluate health improvement projects.
- systematically and creatively involve communities in assessing their health and wellbeing and needs, and identifying approaches to address these needs.
- critically analyse and synthesise key political, ethical and philosophical issues which arise during work to sustain the capacity and capability of communities in addressing health improvement and the reduction of inequalities.
- utilise a range of models and tools to critically examine an aspect of current Public Health service provision.
- from the analysis of the current situation, critically appraise a range of possible options and justify your selection of a strategy for improving that aspect of public health service provision.
- critically explore how you would lead and manage a team in implementing your chosen strategy.
- critically reflect on your own leadership and management styles, behaviours and attributes in relation to implementing the strategy.

The PG Cert recognises your academic achievement but this **will not** give you an entitlement to apply for registration as a SCPHN on part 3 of the NMC register

## **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 of Southampton;
- An induction programme for orientation to the Faculty;
- Opportunities to learn from a wide range of health professionals including expert nurses/SCPHN from the area of practice;
- Student handbooks to support campus based studies, practice experience and to explain assessment regulations;
- Faculty computer workstations;
- Web-based learning facilities both faculty and University provided;
- Library and study skills packages available in faculty as well as in the libraries and learning centres;
- Practical skills labs and specialist equipment for student-led learning;
- Extensive practice placement opportunities;
- Placements have locality contact visits from nursing academic staff to support both you and your practice teacher and mentor 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 from your own 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 accounts which will connect you 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 timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are 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) to assist you 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, chrPLaincy, 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 if you need to make an academic appeal;
- support for student peer-to-peer groups, such as Nightline.

## Methods for evaluating the quality of teaching and Learning

---

We consider it extremely important that your comments and those of your student colleagues influence changes and developments that may be made to the programme. We intend that the programme is 'student centred' and to meet that we aim to encourage you to have your say on the teaching and the learning experience at Southampton. We will achieve this through seeking your views and opinions via

- Monitoring of individual student progression through personal tutor and review system.
- Monitoring of modules through student mentor system.
- Module evaluation and report.
- Annual University Learning and Teaching Reports and Action Plans.
- Annual contract monitoring by NHS South Central.
- Annual external examiners' reports..
- Annual report to the professional bodies.
- Quinquennial review and re-approval involving NMC, the University, Strategic Health Authority, employers and peer professionals.
- Centre for Learning and Teaching with many study skills resources to support staff in their development of teaching methods.

- Student reflection of clinical experience.
- Student membership of programme committees.
- Higher Education Review by Quality Assurance Agency

## Criteria for admission

Qualification	Grade/GPA	Subjects requirements	Specific requirements
Degree	2:2 or higher	Nursing or Midwifery	Graduate nurses or midwives

To be admitted to the Postgraduate Diploma in Public Health Practice with SCPHN registration programme you will need to satisfy the requirements of the University of Southampton, Nursing and Midwifery Council, and the Faculty of Health Science. Abatement against any part of the programme will require the completion of Recognition of Prior Learning [RPL].

### 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.

More information can be found through the University website:

<http://www.soton.ac.uk/postgraduate/pgstudy/programmes/index.html>

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 the 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 SCPHN in your area of defined practice.

This programme 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 professional health related union. All places are conditional on satisfactory evidence of academic achievement and health and criminal record checks.

### English Language Proficiency

Overall	Reading	Writing	Speaking	Listening
7.0	7.0	7.0	7.0	7.0

## Career Opportunities

This programme is designed specifically for nurses and midwives who want to achieve career progression into a community based, public health role.

Successful completion of this programme will entitle you to register with the Nursing and Midwifery Council in the clearly defined area of specialist community public health nursing.

As a result, graduates typically find employment as a health visitor or as a school nurse.

## External Examiner(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.

**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.

## Appendix 1:

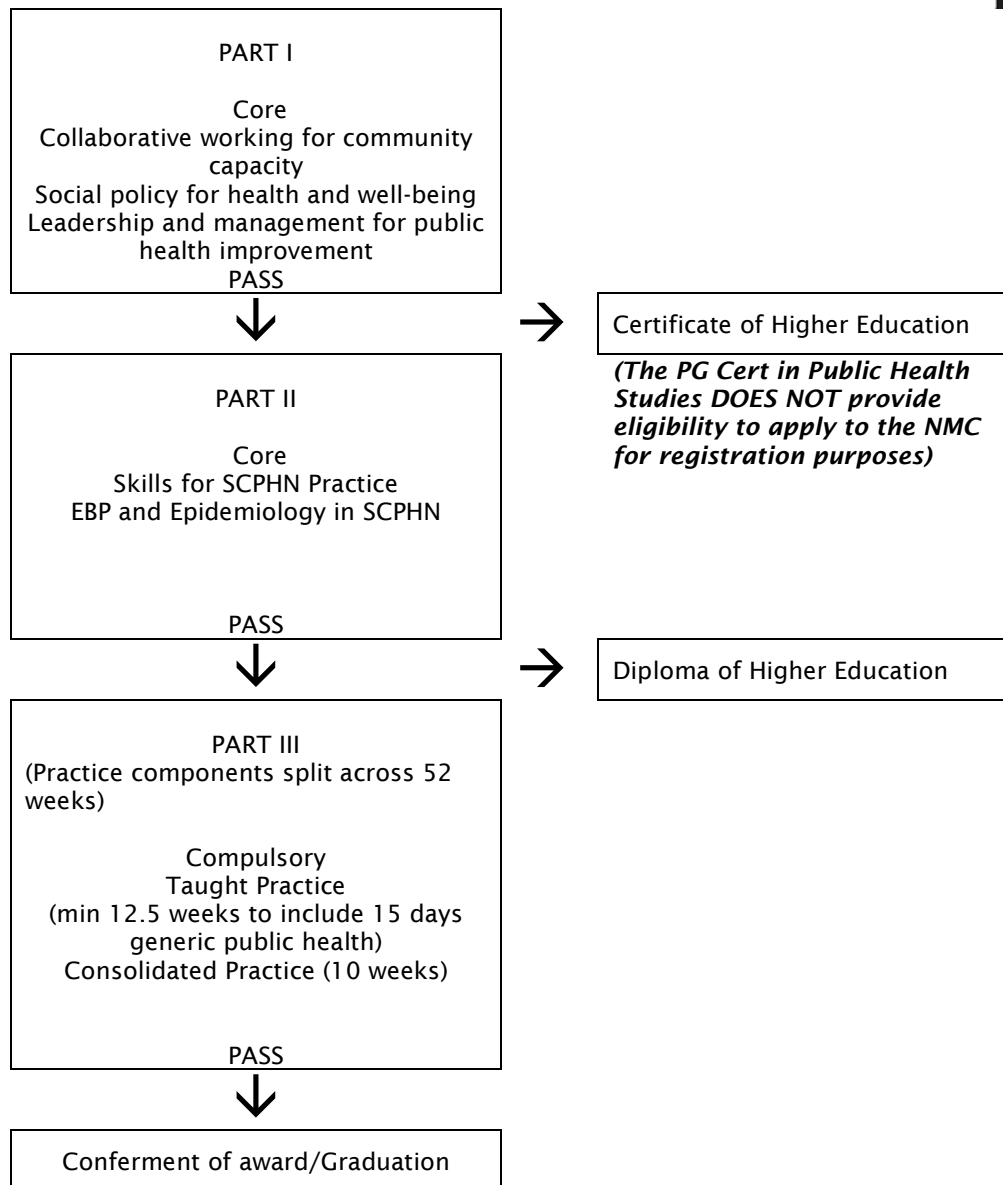
### Learning outcomes and Assessment Mapping document template

		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
HLTH6052	Skills for SCPHN	•	•	•			•	•			•			•	•	•			•
HLTH6055	Leadership and management for public health improvement						•	•	•	•	•	•	•	•		•	•	•	•
HLTH6056	Social policy for health and well being						•			•		•				•	•		•
HLTH6054	Collaborative working for community capacity						•	•	•	•		•			•	•			•
HLTH 6048	EBP, Research and epidemiology	•	•		•	•	•	•	•		•		•			•	•	•	•
NQCG3100	Taught Practice	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
NQCG 3098	Consolidated Practice	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Module Code	Module Title	Coursework 1	Coursework 2	Exam
HLTH6052	Skills for SCPHN	N/A	N/A	1 hour invigilated on line (CAA) examination based on competencies and skills associated with the Healthy Child programme. You must achieve a minimum of 50% to achieve a pass for this examination
HLTH6055	Leadership and management for public health improvement	<p><b>Summative assessment – Group presentation:</b></p> <p>The presentation will clearly demonstrate the development of a public health strategy and will include consideration for how the strategy will be implemented in practice. As an academic piece of work the presentation must demonstrate in depth critical analysis of relevant underpinning theory. In addition the group must reflect upon their learning throughout the process in relation to leadership; management and team working.</p> <p><b>Marks will be awarded as follows:</b></p> <ul style="list-style-type: none"> <li>a) The group presentation will be assessed by a peer group and academic staff- the two marks will be added together &amp; divided by two to arrive at a mark for the whole group</li> <li>b) The contribution of each individual will be assessed by their peers who must agree an overall mark – this mark will be added to the mark awarded for the group presentation and divided by two to arrive at an individual mark</li> </ul> <p><b>Assessment requirements</b> You must achieve a minimum of 50% overall</p>		N/A
HLTH6056	Social policy for health and well being	<p>The assessment provides the opportunity for you to demonstrate achievement of the learning outcomes.</p> <p>Essay 3500 words</p> <p>The assignment will be based on a national policy/an aspect of a national policy for improving health and wellbeing which you select. You will be expected to analyse and evaluate the policy through critical application of some of the concepts and frameworks explored in the module. To conclude the assignment, you will be asked to assess the implications of the selected policy for the strategic leadership/management of a service or organisation.</p>		N/A

		<b>Assessment requirements</b> 50% pass mark for the essay 100% of the module mark is for the essay	
HLTH6054	Collaborative working for community capacity	<p>The assessment provides the opportunity for you to demonstrate achievement of the learning outcomes.</p> <p>The assessment is in four sections which are submitted together.</p> <p>Patch 1: With reference to theory and practice explore and critically discuss why collaborative working is important for improving community health (LO 4, 1000 words)</p> <p>Patch 2: With reference to theory and practice critically discuss the importance of effective planning of community-based health improvement projects (LO 2 and 3, 1000 words)</p> <p>Patch 3: With reference to theory and practice critique and explore the methods used for evaluating the process and impact of community-based health improvement projects (LO 2 and 3, 1000 words)</p> <p>Patch 4: Critically reflect on ONE skill that YOU bring to collaborative working (LO 1, 800 words)</p> <p>All patches should be supported by relevant literature and theory. Patches 1, 2 and 3 should also draw on examples from practice. Patch 4 should be supported with relevant literature and draw on your personal experiences.</p> <p>The first patch can be submitted in draft form to your academic tutor. You will receive written feedback on this draft.</p> <p>The 4 patches will be submitted together and marked together. Each patch will contribute to 25% of the final mark. An overall mark of 50% or more must be achieved.</p> <p>Feedback method – you will receive a mark sheet which indicates the mark achieved for each patch. The marker will also provide written feedback on your work, including what was done well and what improvements could be made.</p>	
HLTH 6048	EBP, Research and epidemiology	<p>The assessment for this module is in two parts:</p> <ol style="list-style-type: none"> <li>1. You will be required to produce a 3,500 word paper or report of a standard for academic publication.</li> <li>2. Produce an evidence-based poster of a standard to be presented at a research conference (in terms of content) summarising the evidence base</li> </ol> <p><b>The paper will constitute 80% of the final mark for this module.</b></p>	N/A

		<b>The poster will constitute 20% of the final mark for this module.</b> (With no compensation)	
NQCG3100	Taught Practice	Completion of Assessment of Practice Document (AoP) On achievement of consolidated practice a Grading in Practice assessment will be completed by you and your practice teacher.  <b>The percentage grade, awarded by your practice teacher will NOT contribute to your overall award outcome.</b>	
NQCG 3098	Consolidated Practice	Completion of Assessment of Practice Document (AoP) On achievement of consolidated practice a Grading in Practice assessment will be completed by you and your practice teacher. <b>The percentage grade, awarded by your practice teacher will NOT contribute to your overall award outcome.</b>	



## 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
<b>Travel Costs</b>	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.
<b>Stationery</b>	N/A	You will be expected to provide your own stationary items, e.g. pens, pencils, notebooks, etc. for undertaking university academic work
<b>Textbooks</b>	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.
<b>IT</b>	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.
<b>Photocopying/Printing Costs</b>	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.