

PART TWO PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution	Glyndŵr University
Details of accreditation by a professional, statutory or regulatory body	<p>Nursing and Midwifery Council</p> <p>Successful completion of the BSc (Hons) or Graduate Diploma Specialist Community Public Health Nursing (Health Visiting) would lead to students being eligible to join Part 3 of the nursing register as a health visitor. Following registration students will be eligible for recording community nurse prescribing (V100) with the NMC.</p> <p>Successful completion of the BSc (Hons) or Graduate Diploma in Specialist Community Public Health Nursing (School Nursing) would lead to students being eligible to join Part 3 of the nursing register as a school nurse. Following registration students will be eligible for recording community nurse prescribing (V100) with the NMC.</p>
Final award/s available	<p>Bachelor of Science (Honours)</p> <p>Graduate Diploma</p> <p>Graduate Certificate</p>
Award title	<p>BSc(Hons) Specialist Community Public Health Nursing (Health Visiting)</p> <p>BSc(Hons) Specialist Community Public Health Nursing (School Nursing)</p> <p>Graduate Diploma in Specialist Community Public Health Nursing(Health Visiting)</p> <p>Graduate Diploma in Specialist Community Public Health Nursing (School Nursing)</p> <p>Graduate Certificate in Community Health Studies (exit award only)</p>
UCAS code	Direct application to the University
Relevant QAA subject benchmark statement/s	QAA (2001) Subject benchmark statements for health visiting

Other external and internal reference points used to inform the programme outcomes	<p>NMC (2004) Standards of Proficiency for Specialist Community Public Health Nursing(SCPHN) NMC(2006) Standards of Proficiency for Nurse Prescribers NMC (2008) Standards to Support Learning and Assessment in Practice</p> <p>Supplementary information:</p> <p>Programme Student Handbook Practice Assessment Document Practice Teachers Handbook</p>
Mode/s of study	<p>Full Time Part Time</p>
Language of study	<p>English Assessments may be submitted, and examinations taken, in Welsh</p>
Date at which the programme specification was written or revised	<p>January 2012 Revised December 2017 – addition of modular route and change of module NHS666 to remove V100 prescribing and become a 10 credit module (and to add V100 as a separate 10 credit module) – new module NHS699D</p>

1. Distinctive features of the programme
<p>The BSc (Hons) Specialist Community Public Health Nursing (SCPHN) (Health Visiting or School Nursing) and Graduate Diploma Specialist Community Public Health Nursing (Health Visiting or School Nursing) are designed to enable qualified nurses or midwives to meet Nursing and Midwifery Council (NMC) (2004) <i>Standards of Proficiency for Specialist Community Public Health Nurses</i>. Following successful completion students achieve eligibility for registration as either a health visitor or school nurse on part 3 of the NMC register. Within these programmes, students also meet requirements for integrated community nurse prescribing as outlined in <i>Standards of proficiency for nurse and midwife prescribers</i> (NMC, 2006).</p> <p>In order to provide maximum flexibility, SCPHN education is delivered through a choice of three programmes with routes in either health visiting or school nursing.</p> <ul style="list-style-type: none"> i) BSc(Hons) Specialist Community Public Health Nursing (Health Visiting or School Nursing) Full Time and Part Time ii) Graduate Diploma in Specialist Community Public Health Nursing (Health Visiting or School Nursing) Full Time and Part Time

iii) Postgraduate Diploma Specialist Community Public Health Nursing (Health Visiting or School Nursing) Full Time and Part Time

All the Programmes focus on the contemporary development of health visitors and school nurses so that they are able to deliver public health and health promotion outcomes at individual, family and at population level. They are designed to enable students to be responsive to the needs of different client groups, equipping them to search for health needs, stimulate an awareness of health needs, influence policies affecting health and facilitate health enhancing activities. Learning and assessment throughout all programmes is focused on enabling students to enhance their lifelong and independent learning skills and maintain a practice orientation throughout.

Common core learning is enabled throughout the three named programmes to ensure that students have a range of experience across specialist community public health (NMC 2004, Standard 2). Students on all Programmes share learning within all the Specialist modules as this enables maximum exposure to SCPHN principles and shared experiences. In practice, students also achieve at least three weeks (15 days) gaining experience in community public health settings other than their own field of practice (NMC 2004, Standard 4). In ensuring that all programmes are consistent with the NMC (2004) Standards of Proficiency for SCPHN, programme outcomes, although differentiated by level, are the same across the three named programmes.

Each programme has a field specific route (health visiting or school nursing). In order to achieve the named route (health visiting or school nursing) in any of the programmes students must demonstrate specialist application of theoretical learning into practice learning and assessment. The use of applied cases and problems within the classroom enables students to focus on the application of theory into their named route. This is extended into directed, independent and practice based learning. Students situate all theoretical assessment in their named field of practice (e.g. in choice of subject for assignment, exam question answered etc.) This is achieved at either academic level 6 or level 7 depending on the chosen award. For the practice element, students are allocated to a field specific (health visiting or school nursing) practice placement in which they are based throughout their practice element. As part of this they undertake 10 weeks (or up to 20 weeks pro rata for part time students) consolidated practice in the named field at the end of the programme (NMC 2004, Standard 4).

The academic level chosen will depend on the student's ability to meet the relevant entry requirements, a consideration of their previous educational and practical experience and their personal preference. Students will have up to 4 weeks following enrolment to change their programme level if desired (this must be following consultation and with the approval of the Programme Leader and Route Leader). Following this period it will not be possible for students to change their choice of programme. Level 6 programmes do not provide a default option for students who have failed at level 7. Non graduate applicants will normally undertake the BSc (Hons) in Specialist Community Public Health Nursing Practice.

Graduate students are offered a choice in whether they wish to study the programme at level 6 (Graduate Diploma) or level 7 (Postgraduate Diploma). This acknowledges that not all graduate applicants are either ready to or want to achieve the new knowledge and understanding within the SCPHN programme at the level required for level 7. In addition, the choice of level means that students who found undergraduate study challenging can consolidate knowledge and theoretical application within the SCPHN programme without needing to raise the academic level. The following information provides students with initial guidance to consider their appropriate programme choice. The Programme Leader/Route Leader will provide students with further guidance at interview and again prior to enrolment onto a programme.

BSc (Hons) (level 6) is appropriate for students who have previously achieved 120 credits at each level 4 and 5 (240 credits) in nursing or equivalent area of study but have not achieved an undergraduate award at level 6.

The Graduate Diploma (level 6) may be appropriate for

- i) A newly qualified graduate nurse or midwife who has not yet had a period of consolidating knowledge and skills as a qualified nurse in nursing practice (under one year) and has achieved at 2.2 or 3rd within undergraduate nursing education
- ii) Any graduate nurse or midwife who found level 6 study challenging within their undergraduate programme (i.e failed initial assessments at level 6 or achieved an overall 3rd class honours or Ordinary Degree).

The Postgraduate Diploma (level 7) may be appropriate for

- i) A graduate nurse or midwife who has had a period of consolidation in practice (over one year) and is ready to develop their knowledge to a higher level within the study of SCPHN.
- ii) Graduate nurses or midwives (including newly qualified) who have achieved well at undergraduate study (1st class, 2.1).

The NMC (2006) have identified that health visitors and school nurses who have successfully completed a SCPHN programme and have current registration as a health visitor or school nurse with the Nursing and Midwifery Council may change their field of practice (e.g. from health visiting to school nursing) (NMC circular 26/2006). At Glyndŵr University, health visitor and school nurse registrants can complete this by accessing a currently validated 20 credit Negotiated Learning Module from the suite of validated CPD modules. Through negotiated learning, students are able to identify individual and specific learning needs and will be assessed in the new field of practice using the SCPHN Portfolio of Practice (Pass/Refer). Students are required to undertake an assessed practice placement of at least 10 weeks (NMC circular 26/2006). In addition to the assessment of proficiency, the Portfolio will contain a log of this 10 weeks practice (375hrs) and a 3,000 word written critical reflection on the new field of practice (Graded). The Portfolio is assessed by a member of the SCPHN academic team (currently registered on the 3rd part of the register), with practice assessed by a sign off Practice Teacher with due regard for the new field of practice. Applicants will therefore require the formal agreed support of a health employer who will provide a placement in the new field of practice and a sign off Practice Teacher. Completing this module does not lead to additional registration with the NMC – but would enable the practitioner to achieve the continuing professional development to work safely at a local level in the new SCPHN field of practice (NMC circular 26/2006).

2. Programme structures and requirements, levels, modules, credits and awards

2.1 Mode of Delivery

Students can undertake the BSc (Hons) or Graduate Diploma SCPHN (health visiting and school nursing) on a full-time or part-time basis. Any commissioned health visitor cohorts additional to the September intake (i.e. April) will normally only be offered on a full time basis.

From 2018 the Welsh Education and Development Service (WEDS) require that All HEIs delivering Specialist Community Public Health programmes offer a part time

modular route. To this end Glyndwr University will offer such a route (as well as continuing to run full time and part time modes) commencing in February 2018. There are no changes to content or learning outcomes of modules and the assessment scheme remains the same.

2.2 Programme Duration

2.2.1 Duration of BSc (Hons) / Graduate Diploma – Full time (Health Visiting or School Nursing)

The full time BSc (Hons)/Graduate diploma (health visiting or school nursing) programme will be delivered over a 52 week period, comprising 45 programmed weeks (NMC 2004, Standard 1) and 7 weeks Annual Leave. Bank holidays are either scheduled into Annual Leave periods or are scheduled as a student theoretical / study day if not occurring within the normal Annual Leave period.

Students enrolled for the full time BSc (Hons) / Graduate diploma programme, who experience a break in studies, have a maximum of 156 weeks from enrolment (three calendar years) to return and complete their study (NMC Circular 24/2006). This is derogation from the regulations 4.1 for Graduate Diplomas.

2.2.2 Duration of BSc (Hons) / Graduate Diploma – Part time (Health Visiting or School Nursing)

The part time BSc (Hons) / Graduate Diploma will normally be delivered pro rata over a 104 week period, including pro rata Annual Leave (Please see Table 2, Appendix 1). Bank holidays are either scheduled into Annual Leave periods or will be scheduled flexibly as one of the student's normal days off. Part time students who experience a break in studies have a maximum period of 208 weeks from enrolment (four calendar years) in which to return and complete the programme (NMC Circular 24/2006).

The part time modular route (where part time students join the full time programme as and when to complete modules) should be completed within eight years of registration in line with University regulations.

2.3 Programme Structure

2.3.1 BSc (Hons) / Graduate Diploma in Specialist Community Public Health Nursing (Full Time) (Health Visiting or School Nursing)- Full Time

The BSc (Hons) is a 'top up' Honours degree and requires students to have completed 240 credits (120-level 4 and 120-level 5) as an admission requirement to the programme. The Graduate Diploma is an option for graduate nurses who wish to complete the SCPHN qualification at level 6. The BSc (Hons)/Graduate Diploma both comprise modular study of 120 credits at level 6. All modules are core to the programme. Theoretical learning and assessment within the modules are applied into the students named route. Both programmes are completed over 52 weeks, with 45 programmed weeks scheduled as 50% theory days and 50% practice days distributed throughout the course (NMC Standard 2). With the exception of 15 days wider public health experience, all practice is undertaken in the named route, i.e. either health visiting or school nursing practice. There is a period of 10 weeks full time consolidated practice in either health visiting or school nursing at the end of the programme in which NMC proficiencies (NMC 2004) must be successfully completed and signed off in that field of practice. For details of the Programme Schedule please see Appendix 1.

Successful achievement provides the candidate with eligibility to apply for registration as a Specialist Community Public Health Nurse (health visitor or school nurse) with the NMC.

Please see Table 1 for details of the full time Programme Structure.

Table 1: BSc(Hons) or Graduate Diploma in Specialist Community Public Health Nursing (Full Time)(Health Visiting or School Nursing)

Module title	Status	Core / Option	Level	Credit Rating	Module Leader
52 weeks , full time					
Family approaches to health for health visitors and school nurses NHS699D	New	Core	6	10	E. Mills
Individual approaches to Specialist Community Public Health for health visitors and school nurses NHS669	New	Core	6	20	S. Jowett
Population approaches to Specialist Community Public	New	Core	6	40	J. Gargiulo

Health Nursing for Health Visitors and School Nurses NHS667					
Leadership in Health Care Practice NHS668	New	Core	6	20	T. Ross
Process of Enquiry NHS601	Validated	Core	6	20	T. Ross
Community Nurse Prescribing NHS640	Validated	Core	6	10	Eleri Mills
TOTAL CREDITS		CORE OPTION		120 0	= 120

2.3.2 BSc (Hons) / Graduate Diploma in Specialist Community Public Health Nursing (Part Time)(Health Visiting or School Nursing) - part time

The BSc (Hons) is a 'top up' Honours degree and requires students to have completed 240 credits (120- level 4 and 120-level 5) as an admission requirement to the programme. The part time programme comprises modular study of 120 credits at level 6. All modules are core to the programme. This is normally completed pro rata to the full time programme over 104 weeks and is scheduled as 50% theory and 50% practice, distributed throughout the course (NMC Standard 2). With the exception of 15 days wider public health experience, all practice is undertaken in the named route, i.e. either health visiting or school nursing practice. There is a period of 10 weeks full time consolidated practice in either health visiting or school nursing at the end of the programme in which NMC proficiencies (NMC 2004) must be successfully completed and signed off in that field of practice. Where students need to undertake consolidated practice part time, these ten weeks will be achieved pro rata and will extend to 20 weeks consolidated practice at the end of the programme. For details of the provisional Programme Schedule please see Appendix 2.

The part time modular route (where part time students join the full time programme as and when to complete modules) should be completed within eight years of registration in line with University regulations.

Table 2: BSc (Hons) / Graduate Diploma in Specialist Community Public Health Nursing (Part Time) (Health Visiting or School Nursing)

Module title	Status	Core / Option	Level	Credit Rating	Module Leader
Year 1					
Process of Enquiry NHS601	Validated	Core	6	20	T.Ross
Family approaches to health for health visitors and school nurses NHS699D	New	Core	6	10	E.Mills
Leadership in Health Care Practice NHS668	New	Core	6	20	T.Ross
Community Nurse Prescribing NHS640	Validated	Core	6	10	E.Mills
Year 2					
Individual approaches to Specialist Community Public Health Nursing for health visitors and school nurses NHS669	New	Core	6	20	S.Jowett
Population approaches to Specialist Community Public Health Nursing for Health Visitors and School Nurses NHS667	New	Core	6	40	J.Gargiulo
TOTAL CREDITS		CORE OPTION		120 0	= 120

2.3.5 Graduate Certificate in Community Health Studies (exit award)

Students who are enrolled on the Graduate Diploma route and who have chosen or are required to leave the programme and have achieved 60 credits may exit the programme with a Graduate Certificate in Community Health Studies in recognition of subject learning gained. The Graduate Certificate comprises Process of Enquiry as a core module with the other 40 credits gained from other modules on the programme. For the purposes of public protection, the module *Individual approaches* is excluded from the eligible modules as this module contains the final sign off in practice. Students who exit the programme prior to completion of the BSc (Hons) Graduate Diploma, but who have successfully completed the integrated nurse prescribing element will **not** be eligible to record this with the NMC as they will not be registered as SCPHN practitioner with the NMC.

There is no exit award for students enrolled on the BSc (Hons) Specialist Community Public Health Nursing Programme. Students will receive a transcript confirming any modules successfully completed prior to leaving the programme.

Table 3 : Graduate Certificate in Community Health Studies (exit award)

Module title	Status	Core / Option	Level	Credit Rating	Module Leader
Process of Enquiry NHS601	Validated	Core	6	20	T.Ross
40 credits taken from the following:					
Family approaches to health for health visitors and school nurses NHS699D	New	Option	6	10	E. Mills
Leadership in Health Care Practice NHS668	New	Option	6	20	T.Ross
Population approaches to Specialist Community Public Health Nursing for health visitors and school nurses NHS667	New	Core	6	40	J. Gargiulo
Community Nurse Prescribing NHS640	Validated	Option		10	E.Mills
TOTAL CREDITS		CORE OPTION	20 40		= 60

3.0 Criteria for admission to the programme

3.1 Admission to BSc (Hons)/Graduate Diploma in Specialist Community Public Health Nursing (health visiting or school nursing)

Admission to the programme is underpinned by the general admission requirements outlined in the Glyndŵr University Regulations (2011) for Bachelor's degrees and Graduate Diplomas and the NMC requirement for previous registration on part 1 or 2 of the NMC register. Recruitment policy adheres to QAA (2006) Section 10, Recruitment and Admission Entry criteria are also informed by guidance for educational institutions on assessment of good health and character (NMC 2010).

NHS sponsorships are normally advertised and applied for through NHS jobs in partnership with the relevant sponsoring LHB. Potential recruits will also apply to the

University through direct application. Admission/selection criteria will be clearly specified in all information about the course.

Admission to BSc (Hons) /Graduate Diploma Specialist Community Public Health Nursing (Health Visiting or School Nursing) is through written application and interview. Students apply directly for either the health visiting or school nursing route. Interviews are carried out in partnership with the Local Health Boards to ensure a congruent approach. Parents are included as part of the process for interviewing prospective health visiting students. Young people are included in the interview process for interviewing prospective school nursing students.

Graduate applicants are not eligible for the BSc (Hons) programme and must apply for the Graduate or Postgraduate Diploma

Entry criteria – BSc (Hons) Specialist Community Public Health Nursing (Health Visiting or School Nursing)

To be admitted to the BSc (Hons) SCPHN (Health Visiting or School Nursing) candidates must:

- i. Hold current registration as a nurse (part 1) or midwife (part 2) with the UK Nursing and Midwifery Council *or*
- ii. Hold a completed transcript demonstrating successful recent completion of a programme leading to registration on part 1 or 2 of the NMC register and evidence that they have applied for NMC registration. In this instance, candidates must provide proof of registration with the NMC within 2 months of entering the programme or their programme will normally be discontinued (NMC circular 06/2011) AND
- iii. Hold a Diploma in nursing or have previously gained 120 credits at level 4 and 120 credits at level 5 in a related discipline; AND
- iv. Be currently employed in a role with a health visiting or school nursing service *or* have secured a placement /sponsorship equivalent to the above; AND
- v. Have a satisfactory enhanced Criminal Bureau Disclosure AND
- vi. Provide self-declaration of good health and character and, where requested, a satisfactory occupational health assessment AND

- vii. Have satisfactory reference from current employer or nursing / midwifery programme provider

Where concerns are raised over Suitability for Practice through, for example, an issue on enhanced CRB or a health disclosure will be subject to Glyndŵr University Suitability for Practice (admissions) process.

Entry criteria – Graduate Diploma in Specialist Community Public Health Nursing (Health Visiting or School Nursing)

- i. Hold current registration as a nurse (part 1) or midwife (part 2) with the UK Nursing and Midwifery Council *or*
- ii. Hold a completed transcript demonstrating successful recent completion of a programme leading to registration on part 1 or 2 of the NMC register and evidence that they have applied for NMC registration. In this instance, candidates must provide proof of registration with the NMC within 2 months of entering the programme or their programme will normally be discontinued (NMC circular 06/2011) AND
- iii. Hold a Degree in nursing or related discipline ; AND
- iv. Be currently employed in a role with a health visiting or school nursing service *or* have secured a placement /sponsorship equivalent to the above; AND
- v. Have a satisfactory enhanced Criminal Bureau Disclosure AND
- vi. Provide self-declaration of good health and character and, where requested, a satisfactory occupational health assessment AND
- vii. Have a satisfactory reference from current employer or nursing / midwifery programme provider

Where concerns are raised over Suitability for Practice through, for example, an issue disclosed on an enhanced CRB or an identified health issue, admission will be subject to Glyndŵr University Suitability for Practice (admissions) process

3.2 APEL - Graduate Diploma Specialist Community Public Health Nursing (Health Visiting and School Nursing)

The NMC (2004) allow students to AP(E)L up to one third of programme credits. Using Glyndŵr University Accreditation of Prior Experiential Learning regulations applicants enrolling on the Graduate Diploma can therefore apply for AP(E)L of up to 40 credits.

AP(E)L can be applied at programme commencement, when transferring from another University, when moving from one SCPHN field to another and when returning to the programme after a long break in studies (NMC Circular 01/2011 Annexe 1). Students who wish to apply for AP(E)L will use Glyndŵr University's approved AP(E)L process and will work closely with the Programme Leader in articulating previous achievement and experience against specific programme, module and practice outcomes and the NMC (2004) Standards of Proficiency for Specialist Community Public Health Nursing. The Programme Leader is responsible for keeping a record of the detailed mapping and evidence provided in support of the AP(E)L claim and will produce this for annual or periodic quality monitoring.

3.2.1 AP(E)L – BSc (Hons) Specialist Community Public Health Nursing (Health Visiting or School Nursing)

Glyndŵr University regulations do not normally allow for AP(E)L on the final year of an Honours degree programme. Students who have previously successfully completed either the *Process of Enquiry* or *NHS602 Leadership and Professional Studies or Leadership in Practice* modules at Glyndŵr University may, however, transfer those credits into the programme, provided that these have not been counted into a previous award and have been completed within the previous 5 years. This corresponds to the maximum 40 credits AP(E)L or one third allowed by the NMC.

4. Aims of the programme

BSc (Hons) Specialist Community Public Health Nursing (health visiting or school nursing) /Graduate Diploma Specialist Community Public Health Nursing (health visiting or school nursing)

The overall aim of the programme is to enable students to

- 1) Develop a systematic understanding of key aspects of public health nursing
- 2) Acquire coherent and detailed knowledge in their specialist field
- 3) Demonstrate proficiency in the practice of public health nursing in their chosen field.

5. Intended learning outcomes of the programme

BSc (Hons) Specialist Community Public Health Nursing (health visiting or school nursing) /Graduate Diploma Specialist Community Public Health Nursing (health visiting or school nursing)

A Knowledge and understanding:

By the end of the programme students will be able to

A1 Critically examine theories from the biological, behavioural and social sciences which apply to the practice of public health nursing e. g.

- a. Biological, behavioural, environmental and cultural influences on health and wellbeing;
- b. Political and economic influences on health and health policy;
- c. Concepts of social diversity and social exclusion;
- d. Theories of organisations and organisational leadership and management as applied to health care;
- e. Theories and models of health promotion;
- f. Ethical and legal aspects of practice;
- g. Vulnerable groups, their support and management.

A2 Demonstrate a level of knowledge of pharmacology, pharmacodynamics and pharmacotherapeutics to underpin competent practice as community prescribers;

A3 Describe and comment knowledgeably upon aspects of current research, or equivalent advanced scholarship, in public health nursing;

A4 Evaluate current strategies and processes used to identify, assess and plan for the health and wellbeing of individuals, groups or populations within their area of practice.

B Intellectual skills:

By the end of the programme students will be able to

B1 Evaluate arguments, assumptions, concepts and data from the biological, behavioural, social and environmental sciences relevant to their area of public health nursing practice and frame appropriate questions to achieve a solution or identify a range of solutions to a problem in public health nursing;

B2 Evaluate current research underpinning the practice of public health nursing;

B3 Assess health needs and develop health programmes and services aimed at and reducing inequalities;

B4 Formulate plans and strategies to meet health needs for a given population, group or individuals;

B5 Demonstrate the ability to assess human situations, taking into account the views of stakeholders, theoretical concepts, research evidence, legislation and organisational policies and procedures.

C Subject and other skills:

By the end of the programme students will be able to

C1 Competently assess, plan, implement and evaluate holistic nursing interventions for individuals, groups and populations at a specialist level based on a systematic understanding of practice at the forefront of community nursing;

C2 Demonstrate the ability to investigate the impact of inequality and social exclusion when working with individuals, families and communities and to contribute to the formulation and implementation of appropriate interventions;

C3 Demonstrate the ability to both lead and work in partnership with others in meeting the health needs of an identified population, group or individual;

C4 Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding; and to initiate and carry out projects;

C5 Demonstrate self-direction in tackling and solving problems, and act autonomously in planning and implementing professional tasks;

C6 Demonstrate excellent verbal and written communication skills.

D Professional Skills and abilities and Employability Skills and abilities

By the end of the programme students will be able to:

D1 Exercise initiative and personal responsibility;

D2 Make decisions in complex and unpredictable situations;

D3 Demonstrate the independent learning ability required for continuing professional development;

D4 Demonstrate competency in word processing and the presentation of data;

D5 Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject being studied.

D6 Assess and manage risk.

5.3 Graduate Certificate in Community Health Studies

A Knowledge and understanding:

By the end of the programme students will be able to

A1 Appraise a range of theories from the biological, behavioural and social sciences which apply to the practice of public health nursing

A2 Evaluate some of the current strategies and processes used to identify, assess and plan for the health and wellbeing of individuals, families or populations within their area of practice.

B Intellectual skills:

By the end of the programme students will be able to

B1 Evaluate arguments, assumptions, abstract concepts and data from the biological, behavioural, social and environmental sciences relevant to individual, family or population health

B2 Evaluate and utilise current research and evidence underpinning the study of community health

B3 Demonstrate the ability to assess and analyse human situations, taking into account the views of stakeholders, theoretical concepts, research evidence, legislation and organisational policies and procedures.

C Subject skills

C1 Apply methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding;

C2 Demonstrate self-direction in tackling and solving problems

C3 Demonstrate effective written communication skills.

D Practical, professional and employability skills

By the end of the programme students will be able to

D1 Demonstrate the independent learning ability required for continuing professional development;

D2 Demonstrate competency in word processing and the presentation of data

D3 Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Module Key: FAH: Family approaches to health for health visitors and school nurses
 AH: Individual approaches to Specialist Community Public Health Nursing for health visitors and school nurses
 PA: Population approaches to Specialist Community Public Health Nursing for health visitors and school nurses
 LHP: Leadership in Health Care Practice
 PE: Process of Enquiry
 CNP: Community Nurse Prescribing

BSc(Hons) / GRADUATE DIPLOMA in SPECIALIST COMMUNITY PUBLIC HEALTH NURSING (Health Visiting or School Nursing)

		<i>A) Knowledge and understanding ,B) intellectual skills,) C) subject skills D)practical, professional and employability</i>																							
	<i>Module Title</i>	<i>Core Option</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>B5</i>		<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>C5</i>	<i>C6</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>	
Lev 6	<i>FAH(10)</i>	<i>C</i>	*	*		*	*	*	*	*	*		*	*	*			*	*	*	*	*	*	*	
	<i>CNP(10)</i>	<i>C</i>	*	*		*	*	*	*	*	*		*	*	*			*	*	*	*	*	*	*	
	<i>IAH(20)</i>	<i>C</i>	*			*	*	*	*	*	*		*	*	*		*	*	*	*	*	*	*	*	
	<i>PA(40)</i>	<i>C</i>			*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	
	<i>LHP(20)</i>	<i>C</i>	*								*				*			*	*	*	*	*	*	*	
	<i>PE(20)</i>	<i>C</i>			*				*		*						*	*			*	*	*	*	

GRADUATE CERTIFICATE in COMMUNITY HEALTH STUDIES (Exit award only)

	<i>Module Title</i>	<i>Core Option</i>	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2	D3
Lev 6	<i>PE</i>	<i>C(20)</i>	*			*	*	*	*	*	*	*	*
	<i>LHP</i>	<i>O(20)</i>	*	*	*		*		*	*	*	*	*
	<i>FAH</i>	<i>O(10)</i>	*	*	*		*		*	*	*	*	*
	<i>PAH</i>	<i>O(40)</i>	*	*	*		*	*	*	*	*	*	*
	<i>CNP</i>	<i>O(10)</i>	*	*	*		*	*	*	*	*	*	*

6. Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

6 LEARNING AND TEACHING

To meet NMC requirements the programme comprises 50% theoretical learning and 50% learning in practice. Teaching and learning methods used are appropriate to the learning outcomes and context. All modules employ a combination of learning through contact with academic lecturers and Practice Teachers, directed and private independent study. Achievement of learning outcomes for Knowledge and Understanding (A) will be facilitated through classroom-based strategies such as lectures, discussions, seminars, workshops and problem-based/case-based learning supported by internet-based resources. These learning methods as well as assessment tasks will aid in the development of intellectual outcomes (B) In clinical practice, an experiential learning strategy based on negotiated learning between the student and his/her Practice Teacher will be employed to support achievement of subject specific and employability programme learning outcomes (C and D).

6.1 General teaching and learning strategy

Programme learning and teaching has been developed with reference to Glyndŵr University learning, teaching and assessment strategy (Glyndŵr University 2011). In particular, learning and teaching activities aim to foster an inclusive, supportive and student centred approach to learning and teaching (GU LT strategy, Key priority 1), which will enhance the capabilities and employability of practitioners by embedding skills of the Glyndŵr University graduate (for example, problem solving, decision making, self-confidence and digital literacy skill) (GU LT strategy, Key priority 2).

Students taking the SCPHN programme will already be registered nursing or midwifery practitioners. In addition, many students already have experience of working in primary care and public health settings to draw upon. The general philosophy and approach to teaching and learning used therefore reflects and draws upon students' prior learning and clinical experience, using this to explore contemporary theory and build specialist public health

knowledge at a level beyond their initial registration (NMC 2004, Standard 8 and Standard 9). The facilitation of learning within the subject area is therefore grounded in philosophies of practice focused, student-centred, andragogical principles of teaching and learning. To this end a variety of interactive learning and teaching methods are used in modules. These include class room based interactive lectures, discussions, seminars, workshops, tutorial sessions, together with case-based learning supported by internet-based resources.

Core teaching in all specialist modules is shared by health visitors and school nursing. A proportion of core teaching and learning (for example through community nurse prescribing, research, leadership, health promotion, safeguarding) is shared with other community health students (District Nurses, Practice Nurses and Community Children Nurses), other undergraduate or graduate students from across the wider subject area and occasionally could include students from outside the subject area where relevant (for example, social work and criminal justice students (NMC, 2004, Standard 8). The subject area is developing opportunities for inter professional learning so that where a specific inter professional learning experience/event (e.g Safeguarding) is planned these will be either scheduled on Fridays (which is a study day for both SCPHN student cohorts), or planned in advanced so that students may, in negotiation with their Practice Teachers, exchange practice and study days to attend.

Shared learning activities are important in ensuring that NMC (2004) Standards of Proficiency are embedded equitably for all students with access to wider group discussion of theories and their different applications. Within the specialist modules undergraduate and graduate students also share classroom learning with students studying at level 7. This shared learning means that all students benefit from being in a larger, enriching group environment and are able to benefit from the shared reading, resources and critical discussion to enhance their own academic skills.

The teaching and learning strategy throughout the programme, however, does enable students to spend time within the classroom on the specific application of theories to school nursing or health visiting practice or in developing specialist knowledge related to the relevant community of practice. In order to achieve this, case and problem centred learning is an important part of the teaching and learning strategy. Case-based learning focuses on building knowledge, analysis and evaluation of specific health visiting or school nursing situations. Specialist small group activity and discussion allows opportunity to focus on real time practice problems and helps develop the ability to relate these to relevant theory, legal

and policy frameworks, ethics and values in order to help integrate this learning into health visiting or school nursing practice. Dissemination of small group activities are frequently shared back into the wider student group, so allowing greater knowledge of wider public health practice to be developed. Group and directed activities will be facilitated within the university environment, but are supported through *Moodle* VLE. The seen case study examination has been chosen as an appropriate method of assessing this applied aspect of the learning and teaching strategy.

6.2 Practice Learning

The programme team deliver the programme in a partnership with employers, practice teachers and mentors in order to ensure an integrated programme of theory and practice and effective learning for the 50% of the programme spent in a practice setting. Practice learning is informed by QAA (2007) Code for Work Based and Placement Learning and regulated by the NMC (2004) Standards of Proficiency for SCPHN and NMC (2008) Standards for Learning and Assessment in Practice. Monitoring of Practice Learning and Assessment forms part of the External Examiners role. Practice Learning is also subject to the NMC annual risk monitoring process. In adherence to these professional standards, the programme is consequently exempt from providing a Glyndŵr University Work-Based/Placement Learning Statement.

Of the 45 programmed weeks (or pro rata), students are scheduled to spend 50% in practice-based learning (see Appendix 1. Practice days are 7.5 hrs in duration, with a full week equivalent to 37.5 hours. Full and part time students have supernumerary status (NMC 2004, Standard 11). In a 'normal week' students will undertake 2 days theory and 2 days practice with one study day a week. There are five practice weeks (or pro rata for part time students) interspersed in the programme to allow students opportunity to engage in practice experiences that occur outside of normal practice hours. Students may also swop a self-directed study day for a practice learning day in negotiation with their Practice Teacher, where this enables a learning experience to be accessed. University attendance days may not be exchanged.

Practice learning draws upon experiential learning theory to provide a structured programme including observation, role modelling/ shadowing, reflection, discussion, guided practice, feedback, supervision and observed independent practice. Individual learning needs are identified with the mentor/Practice Teacher and these used to guide appropriate experiences

and enable students to meet module and programme outcomes and NMC proficiencies in practice.

The programme includes 10 weeks consolidated practice which is undertaken at the end of the course for both full and part-time students. Please see Appendix 1 for further details of the programme schedules for full and part time students which highlight the integration of practice and theory time throughout the programme.

6.2.1 Placement quality

Suitable placements will be nominated by the relevant health service organisation. The learning environment of new SCPHN student placements is audited in partnership using an adapted pre-registration All Wales educational audit form prior to initial student placement and on a biannual basis thereafter. Following audit, outstanding actions are monitored on an annual basis. From academic year 2011 -12 a summary of completed or outstanding placement actions will be reported in the subject Annual Monitoring Report.

Health Inspectorate Wales (HIW) or any other quality reports that raise concern over standards of service user care / experience in student placements are shared by placement partners at senior programme or management level. Placements may be suspended until the placement has been re audited as a suitable learning environment for student learning. Students who have concerns either with regard to their practice teacher/SCPHN mentor/ placement should raise this with the mentor/practice teacher and personal tutor at the first opportunity so that a possible resolution can be reached. Where issues are unable to be resolved, the student and/or practice teacher may request a change of placement. As NMC registrants under the NMC (2008) Code, where a student witnesses an incident of poor practice they should make an immediate and formal report of this to the relevant senior nurse manager, who will investigate the complaint/ incident. They should also inform their personal tutor that a complaint has been made. Students who are placed in a 'whistleblowing' situation will be supported in partnership with the relevant placement provider with a change of placement if the students learning and assessment experience is compromised. The student complaints process is detailed in the Practice Assessment Document and Practice Teachers Handbook.

The quality of the student's practice-based learning is evaluated at the end of the learning experience using the placement evaluation. These evaluations are fed back to Practice Teachers and into the educational audit process. The programme External examiner is also

invited to visit practice placements to meet with practice teachers and students in placement on a biannual basis. The programme of visits is agreed with the external prior to the visit date.

6.2.2 Practice Teachers

The NMC (2008) require all students undertaking SCPHN programmes to have a named sign off Practice Teacher working in their field of practice who is responsible for assessing their overall progression and achievement in practice. Sign off Practice Teachers are required to meet the following criteria :

- Identified on the local register as a Practice Teacher
- Registered on the same part of the NMC register
- Working in the same field of practice in which the student intends to qualify
- Have clinical currency and capability in the field to which the student is being assessed. Practice Teachers should be in clinical practice with a clinical caseload.
- Have a working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice for the SCPHN student
- Have an understanding of NMC registration requirements and the contribution they make to the achievement of these requirements
- An in depth understanding of their accountability to NMC for decisions taken to pass or fail a student at the end of the programme
- A working knowledge of programme requirements, practice assessment strategies and relevant changes in education and practice for student they are assessing and contribution they make to meeting these requirements

6.2.3 NMC Requirements: Sign off Practice Teachers supporting more than one student in practice.

If there are insufficient sign off Practice Teachers to enable a one to one allocation for each student, students may be allocated to student Practice Teachers or specialist practice mentors each of whom will supervise day to day practice learning on a one to one basis for students. In this circumstance, it is the sign off Practice Teachers responsibility to supervise the overall practice learning programme for the student in conjunction with the SCPHN mentor or student practice teacher, assessing that students are able to progress onto the

next practice element and for the 'sign off' of student proficiency at the end of the programme. The NMC do not stipulate the number of students per sign off Practice Teacher that can be supervised in this way (NMC Circular 08/11). However, Glyndŵr University expects that in supporting more than one student, the sign off Practice Teacher must arrange to spend time in direct supervision of all allocated students.

In addition:

- 1) There must be sufficient direct supervision to enable the sign off Practice Teacher to make decisions about student progression and the final judgement of competence at the sign off assessment. They should have enough time to enable regular and ongoing indirect supervision through discussion with each student and supervising mentor or student practice teacher.
- 2) The sign off Practice Teacher also gives sufficient time to support and direct inexperienced mentors or practice teachers, based on a mutual assessment of need.
- 3) The Practice Teacher maintains clear records pertaining to contact with each student

In order to manage risk, clarify and support sign off Practice Teachers, mentors and students, the Programme team, BCULHB and Powys LHB collaborated to agree a set of guidelines for supervising more than one student.

6.2.4 NMC Requirements: Local register of Mentors and Practice teachers

It is an NMC (2008) requirement that Practice partners/providers are responsible for ensuring that:

- An up-to-date local database of SCPHN mentors, practice teachers and sign off practice teachers (denoting field of practice) is held and maintained.
- The register is regularly reviewed by adding or removing names of Practice Teachers (PT) as necessary. Those not currently meeting the criteria to be a Practice Teacher may be moved to a dormant database.
- Glyndŵr University are provided with access to current databases to confirm that there are sufficient mentors and practice teachers to adequately support the number of students undertaking the SCPHN programme.
- Glyndŵr University will provide information regarding PT and mentor attendance at SCPHN PT updates to the database holder.
- Sign off Practice teachers must be up to date and annotated as such on the register. Confirmation that Practice Teacher and Mentor triennial review has been completed should be included on the database

6.2.5 Glyndŵr University Support for Practice Teachers, Mentors and Student practice learning

Glyndŵr University provides educational opportunities for current and potential mentors and practice teachers to undertake appropriate NMC approved modules for the preparation of mentors and practice teachers. Mentors and Practice Teachers are invited to attend Glyndŵr University for 3 days per year for ongoing development and update. Mentors and Practice Teachers can be issued with a valid library card as part of undertaking this role. A Practice Teacher handbook is provided to every Practice Teacher and SCPHN mentor.

Tripartite progress meetings with practice teachers/mentors, personal tutors and students will occur at least twice during each year of study. These meetings may take place in practice, at Glyndŵr University or through video, audio or computer conferencing facilities. Additional meetings are planned to support inexperienced Practice Teachers and mentors, where a placement may be considered as having any higher risk of maintaining NMC standards or where Practice Teachers, mentors or students request this.

6.3 Online learning

The subject area continues to develop its use of electronic learning technologies. All modules will utilise the University's chosen virtual learning environment (V.L.E.) *Moodle*

Within the programme, as a minimum, all modules will have support materials (such as module handbooks, session handouts, links to learning resources) on the VLE. Course participants will be encouraged to use the VLE as a way of communicating with other students and programme teachers, discussing or sharing any useful resources or ideas related to assignment work.

The wider subject team are constantly developing their innovative use of technology enhanced learning methods to integrate into the ongoing delivery of programmes. These include the use of WIKI's to support problem based learning, audio supported tutorials and podcasts, electronic assignment submission and feedback. These have been developed because of their particular relevance for supporting part time students or students out on practice placement. The Moodle site also offers additional opportunities for forum discussions, interactive quizzes and formative feedback, with students encouraged to utilise this if they wish to raise a questions, share information or discuss an ongoing topic of interest. The strategic development of online learning support and resources is an area of ongoing development for the programme team.

6.4 Independent Learning

Developing the student's independent learning ability is a fundamental part of level 6 learning and will include the study and learning needed to support achievement of theoretical and practice based outcomes, assessment and personal and professional progression. Activities will include reflective writing and logs, shadowing, peer observation, student evaluation, self and peer assessment, and other strategies which help facilitate self-initiated learning.

7.0 Assessment strategy used to enable outcomes to be achieved and demonstrated

QAA (2006) Section 6 Assessment of Students, Glyndŵr University (2011) Learning, Teaching and Assessment Strategy and NMC (2004) Standards of Proficiency for Specialist Community Public Health Nurses inform the development of the assessment strategy. The NMC (2004) requirement for an invigilated, time limited examination is met through a seen examination in *Individual approaches to Specialist Community Public Health Nursing for health visitors and school nurses*. This is additional to the unseen examination taken as part of the requirements for integrated nurse prescribing.

7.1 Formative Assessment

Formative feedback is provided on all modules through sampling student's formative academic writing and through using individual and group work to feedback on progress. Work submitted for feedback in the two weeks prior to summative feedback will no longer be reviewed due to its probable near completeness.

Practice Teachers will be expected to provide regular feedback on student's progress and identify to the Programme or Route Leader at the earliest opportunity if a student is not making good progress. The process for managing students who are having difficulty in progressing in practice is identified in the Practice Teachers handbook. A tripartite action plan is made between the student, Practice Teacher and Programme or Route Leader or Personal Tutor.

7.2 Progression points in practice (NMC 2004, Standard 1)

Within the Practice Assessment document there are 2 Progression Points in Practice. Practice teachers must confirm at each Progression Point that the student is ready to progress onto the next element of practice learning. Progression Point 1 occurs at the end of semester 1 for full time students and year 1 for part time students. Progression Point 2

occurs at the end of Semester 2 or Year 2 taught element for part time students. Progression point 2 must be signed by the Practice Teacher before the student can commence the ten weeks Consolidated practice. Progression points will be utilised to enable students to transfer in to the programme at a clear point of progression, or to return to the programme after a break.

7.3 Summative Assessment Strategy

The summative assessment strategy provides a range of assessment methods in order to enable the demonstration of programme outcomes, including knowledge and understanding, intellectual and subject specific skills and employability development. As identified in module specifications, assessment methods demonstrate achievement of module learning outcomes which are mapped as commensurate with the award outcomes. In addition to the timed prescribing examinations, the assessment strategy contains a timed seen examination under invigilated conditions (NMC 2004, Standard 10).

The assessment strategy is student centred, with assessments designed so that students can select the relevant practice field of health visiting or school nursing within their assessment. Assessment has also been designed to ensure that student has a feasible but relevant workload, with connections drawn between theory and practice in each module. In order to ensure equity and fairness, all assessments are criterion referenced. The assessment strategy contains a seen examination (in addition to the integrated nurse prescribing exam) and therefore meets the NMC (2004)

Students will be provided with their assessment brief at the beginning of the module in order to give them the maximum time to complete the assessment task. Theoretical assignments will be marked against level 6 assessment criteria as demanded by the level of module (Appendix 2). Practice assessment is graded as pass/refer against the NMC (2004) Proficiencies for SCPHN.

Any work which breaches confidentiality will be referred. Confidentiality applies to any situation where evidence or information, not already in the public domain, with regard to persons or places has been identified. There are normally two attempts at any assessment in both theoretical and practice elements. Please see the assessment schedule for details of the assessment approaches used.

Glyndŵr University is moving to electronic submission of assessment. Students currently submit one hard copy of their assignment and one electronic copy for storage purposes. The hard copy is annotated with feedback and returned to the student. Some modules ask for full electronic submission through *Moodle* VLE. In this case students receive electronic annotation /feedback on their work. Students receive formative feedback within three weeks of assessment submission to enable the maximum development from summative work.

Academic misconduct is taken very seriously and cases are referred using the Academic Misconduct process. Where major cases of Academic Misconduct are upheld they will be referred to the Suitability for Practice (Conduct) process. Employers will also be informed. The University has now made *Turnitin* available as a learning tool for students so that they can gain formative feedback on referencing technique and so avoid making any inadvertent errors.

7.4 ASSESSMENT SCHEDULE

BSc (Hons) / Graduate Diploma in Specialist Community Public Health Nursing (health visiting or school nursing)

Module title	Credit Rating	Assessment	Submission guide – Sept cohort
Family approaches to health for health visitors and school nurses Semester 1	10	1.) Reflective Assignment. 3,000 words (100%)	December
Community Nurse Prescribing	10	1.) Unseen examination 1 1/2 hrs. Pass/Refer 2.) Evidence of safe prescribing practice. Pass/Refer	January September
Process of Enquiry Semester 1	20	1) Written assignment: critique of published research, 3, 000 words (100%)	January
Individual approaches to Specialist Community Public Health Nursing for health visitors and school nurses Semester 2	20	1) Seen Examination (100%) 2hrs 2) Practice Assessment Document (Pass/Refer)	May September
Leadership in Health Care Practice Semester 2	20	1) Seminar Presentation: 15 mins (25%) 2) Written assignment (3,000) Or	May June

		Leadership Practice Portfolio (2,500 equiv)	
Population approaches to Specialist Community Public Health Nursing for health visitors and school nurses	40	1) Health Needs Assessment Project (75%) 6,000 2) Seminar Presentation (25%) 20 mins	June June
Semester 1 and 2			

7.5 Assessment Boards and Progression

Three module assessment boards are held each year. Resubmission dates for any referred assessments are provided by the Board. The Award Progression board is held following completion of the 52 week programme.

8.0 Assessment regulations that apply to the programme

These programmes are subject to Glyndŵr University Regulations for Bachelor's Degrees and Graduate Diplomas.

The following derogations apply

8.1 BSc (Hons) Specialist Community Public Health Nursing programme

3.5, 6.1, 6.2 The registration period for the Postgraduate Diploma in Specialist Community Public Health Nursing shall be 156 weeks full time and 208 weeks part time.

7.0 All elements of assessment must be passed. Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer

7.0 Pass marks for *Community Nurse Prescribing (V100) will follow the requirements of the Nursing and Midwifery Council (NMC 2006) as follows:

The Drug Calculation Test undertaken as part of the Community Nurse Prescribing qualification (V100), must be passed at 100% but is graded a pass/refer. Students re-sitting the examination must also achieve 100%.

The short answer and MCQ paper must be passed at a minimum of 80% but will be graded Pass/Refer. Students re-sitting the examination must also achieve 80%.

8.0 Students who have been unsuccessful are allowed one further attempt in each element of assessment in order to redeem failure.

9.1 Condonement is not permitted on this programme

8.2 Graduate Diploma in Specialist Community Public Health Nursing

4.1 , 4.2 The registration period for the Postgraduate Diploma in Specialist Community Public Health Nursing shall be 156 weeks full time and 208 weeks part time.

5.0 All elements of assessment must be passed. Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer

5.0 Pass marks for Community Nurse Prescribing (V100) will follow the requirements of the Nursing and Midwifery Council (NMC 2006) as follows:

The Drug Calculation Test undertaken as part of the Community Nurse Prescribing qualification (V100), must be passed at 100% but is graded a pass/refer. Students re-sitting the examination must also achieve 100%.

The short answer and MCQ paper must be passed at a minimum of 80% but will be graded Pass/Refer. Students re-sitting the examination must also achieve 80%.

6.2 Students who have been unsuccessful are allowed one further attempt in each element of assessment in order to redeem failure.

In considering borderline classifications the following criteria will be met:

At least 50% of the credits at level 6 fall within the higher classification.

All level 6 modules must have been passed at the first attempt

The overall mark for the Population approaches to specialist community public health nursing module for health visitors and school nurses module (assessed through health needs assessment project and seminar presentation) will be in the higher classification

As practice assessment is marked as a Pass/Refer this will not be considered in decisions related to classification.

9.0 Programme Management

9.1 The Programme Team

The Programme team developing this proposal have strong links with external representatives of local services including health, government and education. The course has been designed with their particular comments and experience in mind. The programme team have extensive and on-going experience of professional practice in nursing and SCPHN.

Janet Gargiulo:	SCPHN PROGRAMME LEADER Route leader for Health Visiting.
Sarah Jowett:	Route Leader for School Nursing.
Eleri Mills:	Programme Leader for Non-medical Prescribing SCPHN Personal Tutor for Powys LHB students
Angela Williams:	Senior Lecturer and Module Leader for recently approved Return to Practice (Nursing) with health visiting and school nursing route
Pat Hibberd:	Principal Lecturer in Health Studies (Curriculum and Quality) with responsibility for post qualifying nursing programmes. Module Leader for Leadership in Practice (L7)
Tracy Ross	Senior Lecturer and Module Leader for Leadership in Practice (L6) and Process of Enquiry (L6)
Nikki Lloyd Jones	Senior Lecturer and Module Leader for NHS743 Research Methods
Marjorie Lloyd	Senior Lecturer and Module Leader for NHS 703 Dissertation

Whilst Angela Williams is not a module leader on the programme, she is a current SCPHN practitioner and qualified nurse teacher and has recently joined the programme team to lead the newly validated Return to Practice programme for health visiting and school nursing. She also coordinates the student's membership of the NLIAH student chapter.

9.2 Research and Scholarship

Enhancing research capacity is a strategic development within the subject area. Submissions were made to the Research Assessment Exercise in 2008 in Nursing and Midwifery (UOA 11) At that time Nursing and Midwifery had 55% of submissions rated at 2* and 3*.

All teaching staff have Masters level qualifications, with five of the Programme team in the process of achieving doctoral level qualifications. New appointments are expected to hold or be working towards a Doctoral degree. Current Doctoral members of staff have expertise in a number of key research areas relevant for student teaching and research in the programme. There is a strong interest in the development of narrative inquiry and methodology within the subject area and this strongly relates to the importance of storytelling in the development of patient centred and ethical service delivery. There is an active programme of staff development for developing appropriate supervision skills for Masters students and the experience of staff is developing well in this area.

The University has an active programme of staff development. All team members have undertaken equality and diversity training to inform their work with admissions and student support. Members of the SCPHN programme team continue to enhance their knowledge and skills for the delivery of up to date practice related learning through further study, attendance at conferences and study days or participation in policy-related activities. Within the subject area, honorary contracts are also used to support team members to engage in clinical practice to meet organisational, personal and professional scholarship and updating.

9.3. Curriculum Development Team – external stakeholders

Curriculum Development has been carried out in partnership with employers, practice teachers and utilising student, service user and external examiner feedback. Notes were kept of curriculum development meetings with external stakeholders. The key area raised by employers was to ensure that contemporary public health issues were strengthened in modules; these included sexual health, perinatal and young person's mental health, and the reduction of obesity. These have been included in specific module content. From a practice perspective, the importance of ensuring that all students gain some experience of Flying Start services was agreed.

9.4 Programme Leader

The Programme Leader is a registered SCPHN and is a recorded teacher on the NMC register. The Programme Leader takes responsibility for the day to day management of the programme. This includes liaison with NMC representatives, employers and sponsoring bodies over any programme/ student/funding issues, liaising with Practice Teachers/ Mentors, and planning practice teacher study days, organising the programme timetable and booking teaching accommodation and producing the programme assessment schedule for students and the programme team. The Programme Leader produces annual student and practice teacher handbooks, ensures student representation at the post registration Staff Student Consultative committee, collates and reports on course and student information to the health sciences management team and external commissioners where required, including the production of Annual Monitoring reports. They ensure that the Programme is marketed and students recruited to commissioned targets. They ensure that NMC Standards are achieved and ensure that any new NMC guidance or standards are enacted in the programme.

9.5 Route Leader

The Programme Leader is supported by the Route Leader and can delegate some of the Programme Leader responsibilities for students specific to that route. This includes participation in marketing, recruitment and selection for the route, planning teaching timetables with Programme and Module Leaders, acting as or arranging for personal tutors for route students; planning and executing Induction and timetabling in conjunction with the Programme Leader, liaising with Module Leaders over proposed assessment/assignments and student guidelines and through the Programme Leader liaising with External Examiner before distribution to students, monitoring and evaluating the programme – ensuring student feedback takes place and data are collated for route specific students, monitoring route specific students and ensuring student records are kept up to date, working with Route specific Practice Teachers to ensure all arrangements for student practice experience are in order. The Route Leader for Health Visiting is Janet Gargiulo. The Route Leader for School Nursing is Sarah Jowett. Sarah is a registered SCPHN practitioner and is recorded as a teacher on the NMC register.

9.6 Module Leader

Module Leaders ensure that their module is delivered to the best possible standard through developing the scheme of work for the module, liaising with the Programme Leader over management and delivery of module – timetabling, booking rooms, arranging speakers etc.,

preparing and disseminating the module handbook and timetable to students, Programme and Route Leader, providing academic support for students in completion of assessments, arranging marking for the module in discussion with the Programme and Route Leader, evaluating the module and forwarding results to the Programme Leader.

9.7 Quality management – responsibility

The system of programme management and accountability operates principally at Subject level. At University level the Graduate School Student Programme Centre deals with student queries, enrolment and tracking. The management and oversight of the quality of programmes are the remit of the Programme Leader who is accountable, in turn, to the Principal Lecturer – Post Registration programmes (Pat Hibberd) and the Academic Leader (Pam Hope). The Academic Leader leads the Healthcare Science subject management team in assuring the overall management of quality in the subject area – coordinating whole subject meetings to identify cross subject quality issues and ensuring that there are sufficient resources to support the quality of programme delivery and student experience.

9.8 Programme Team meetings and Programme Boards

Monitoring and development of programmes is addressed by programme and assessment boards. Post registration Team meetings are held on a monthly basis, and joint Programme Board for Post Registration programmes are held twice a year. These are chaired by the Principal Lecturer for post registration programmes, and attended by all module leaders and lecturers. At the end of each semester, a Programme Board comprising all team members, student representatives and practice representatives is convened.

9.8.1 Staff Student Consultative Committee

Glyndŵr University is committed to ensuring that students are at the centre of quality management and improvement. The Principal Lecturer for post registration programmes convenes a post registration Staff Student Consultative Committee (SSCC) once a semester to allow student representatives to raise issues of quality; this feeds into the programme team meetings and programme boards. Students on these programmes have a Student Representative for each cohort who is invited to attend the SSCC meetings held each semester. Apart from direct student representation on the Programme Board, student views are obtained by the use of the University's Student Perception of Module (SPOM) surveys.

9.8.2 Annual Monitoring

Each year an annual report (AMR), which reflects monitoring activities and evaluations of all stakeholders, will be submitted by the Programme Leader, in consultation with all module leaders. This is discussed at a specially convened Subject Meeting. Any resource implications or unresolved quality issues are referred to the Academic Leader or the Dean of Institute. Copies of the AMR and the Subject Meeting minutes are then forwarded to the Academic Quality and Standards department in Academic Registry. The programme is subject to the Annual Monitoring process of the Nursing and Midwifery Council.

10.0 Particular support for learning

10.1 Student support

Support for student learning is detailed in the Programme Student Handbook and on the Moodle student site. All students are allocated a personal tutor who is responsible for monitoring and facilitating their student's academic and professional progress through the programme, reporting any progression issues to the Programme Leader and Route Leader. They provide support and advice over pastoral issues to students, referring students to the wide range of University support services available to them when required. Personal Tutors meet with students and Practice Teachers at least twice in the year to establish student progress.

The programme team are very experienced in supporting post registration students who may be mature individuals with family and other responsibilities and commitments. Wherever possible the programme team offer an 'open door' policy in order to deal with any issues on the days when students are in University. Tutorial support may be arranged as part of a workplace visit. When students experience difficulty in meeting assessment deadlines due to these responsibilities, every consideration is given to ensure that an extension is available and students are advised to utilise the extenuating circumstances process if a longer period of mitigation is required. Students may also suspend studies where personal circumstances prevail.

10.2 Break in Studies

Students returning after a longer (more than one semester) break in study, or in the following academic year are asked to resubmit self-declaration of health and character. Further occupational health assessment may be requested if the break in studies has been for health

or disability reasons as part of the Stage 1, Suitability for Practice process. Students are expected to share any reasonable adjustments with their placement provider.

10.3 Induction

The Programme team lead an induction week for all new students on the programme, where students are introduced to the Programme, provided with Placement information updated on academic writing skills and introduced to the IT resources in the University, including the Moodle site. Students have an introductory session to the library and are able to follow this up with one to one tutorials as required.

10.4 Statement of Learning Resources

A Statement of Compliance signed by the University and Commissioners (NLIAH) is held for the purpose of NMC review.

There is a wealth of experience both within the Health Sciences subject, and the wider University, of delivery through partnership, working with employers, workplace teachers and mentors, on-line and work-based learning, assessment by portfolio, and classroom teaching. As this proposal builds on existing provision, little is needed in the way of additional learning resources except those identified to accommodate anticipated increased numbers of students which will, of course, bring extra income. Academic and administrative staff are already in post and funding is provided through current WG contracts. Practice placements and practice resources for Specialist Community Public Health Nursing and Community Specialist Practice and programmes and the *Integrated Prescribing* module already exist to support students on the current programmes. Where expansion of identified placements is necessary for increased student numbers, these will have a full educational audit to assure the learning opportunities.

Good library, IT and classroom facilities on campus are already accessible to support the current programmes. As these programmes are building on well-established courses there is a comprehensive library stock already, including periodicals, which have been added to as new publications become available. Part of the programme development process has been to identify and budget for additional library resources and this has been done. The introduction of the new courses will trigger a further review, evaluation and updating, where necessary, of current library stocks and other resources.

Additionally, as students are drawn from a wide area across North and Mid Wales, the links between the Health subject area and NHS Trusts enable students to have local access to libraries and IT resources.

The courses are supported by Moodle VLE with all programme materials being added to the programme site at appropriate times. Students have access to clinical skills and simulation labs which are situated adjacent to the Maelor Hospital in Wrexham and the North Wales Clinical School facilities which are on the main campus.

11.0 Equality and Diversity

Glyndŵr University is committed to and publish equality and diversity policy and a Welsh language scheme. These policies apply across staff and students. This information is published to students via Glyndŵr University website and will be referred to in the student handbook. Health placement providers also have equal and diversity and anti-discriminatory practice policies in place and this will be available to students within their workplace. All admissions to the programme are considered within the requirements of the Equality Act 2010 and any health or disability issues are considered objectively and fairly with practice partners using the Glyndŵr University Suitability to Practice (admissions) process.

Students who disclose disabilities will be supported by Glyndŵr University's Disability and Learning Support Team in defining reasonable adjustments in conjunction with the module team and for practice learning and assessment with partner agencies. Information to students is published on the website. Students, who haven't already done so, will be encouraged to disclose disabilities to their Practice Teacher so that reasonable adjustments can be made with regard to the practice assessment process. The University aims to provide equality of opportunity for students, providing, wherever reasonable and possible, the resources and learning opportunities that are needed by students with specific learning needs.

Glyndŵr University has a Welsh language policy that commits the University to treating English and Welsh as equal in accordance with the Welsh Language Act 1993. At Programme Level, one of the programme team is a fluent Welsh Speaker and first language Welsh speakers may therefore access interviews, personal tutorials and feedback through Welsh medium. Students may submit work for marking in Welsh. All students who wish to utilise this should let the Programme Leader know at the beginning of the programme so

that arrangements can be made for translation as this will be required for marking / moderating and external examiner review.

Glyndŵr University students have access to free Welsh Language classes and can attend these for their personal development, Welsh language skills being highly valued by employers.

