

## Course Specification

<b>Published Date:</b>	15-Sep-2020
<b>Produced By:</b>	Laura Clode
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Health		
<b>Course Code(s):</b>	NH050P01UV NH050P31UV	Full-time Part-time	1 Years 2 Years
<b>Course Title:</b>	Postgraduate Diploma Specialist Community Public Health Nursing (School Nursing)		
<b>Hierarchy of Awards:</b>	Postgraduate Diploma Specialist Community Public Health Nursing (School Nursing) Postgraduate Certificate Health Studies University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	26/Jul/2017		
<b>Last Review:</b>	2017/8		
<b>Course Specification valid from:</b>	2017/8		
<b>Course Specification valid to:</b>	2023/4		

## Academic Staff

<b>Course Leader:</b>	Mrs Michelle Moore
<b>Head of Department:</b>	Dr Julian Barratt

# Course Information

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<b>Location of Delivery:</b>	University of Wolverhampton
<b>Category of Partnership:</b>	Not delivered in partnership
<b>Teaching Institution:</b>	University of Wolverhampton
<b>Open / Closed Course:</b>	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

Students must be a Level 1 Registered Nurse or Midwife on either Part 1 or Part 2 of the Nursing and Midwifery Council Register.

They must be seconded or sponsored by a NHS Trust or equivalent employer.

The minimum academic entry requirement is 120 level 4 credits, 120 level 5 credits and 120 level 6 credits. The degree must normally be in a health related degree. However, it maybe possible for a student to enter the Master's programme without a first degree providing they are able to provide evidence of their suitability to study at masters level e.g. publications, research proposals, conference papers, portfolio of written work etc.

Accreditation of Prior Learning will be considered in line with NMC guidance for APL (up to one third of a programme see NMC Circular 01/2011).

Students will be required to undertake a DBS check and occupational health clearance which is arranged by the sponsoring or seconding organisation.

## Distinctive Features of the Course:

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Students accessing this course are from a wide range of areas from within the West Midlands and wide surrounding areas. Networking between students is encouraged and considered to be a strength of the course as evidenced in previous student course evaluations. There is an active practice assessor network forum and practice assessors are provided with an annual update each year along with other professional development opportunities. You will be also visited individually in practice by a member of the course team to provide additional support.

You will be required to undertake fifteen days alternative placement experiences in order to enable them to experience the breadth of health care services relating to their field that are available.

In addition, you will have the opportunity undertake the V100 Community practitioner nurse prescriber qualification as part of the award. Throughout both the taught and practice elements of the V100 programme the standards of proficiency will be addressed as stated in the NMC's (2018) Standards for prescribing programmes, and the Royal Pharmaceutical Society's (2016) Competency Framework for All Prescribers. On successful completion this component of study will allow you to be recorded with the NMC as a Community practitioner nurse prescriber (V100).

The overall award has a designated full time member of staff who acts as Course Leader and who has expertise in the specific field of practice that the student is studying and as well as having experience of working as a practitioner in the same specialist area. In addition the award, course leader and course team have engaged in research, published books, chapters and journal articles within the subject area, acts as external examiners for other HEI's and are members of national professional groups and forums. Innovation on the course is strongly encouraged and several students have gone on to win regional and national awards for work initiated on the course.

## Educational Aims of the Course:

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The Post Graduate Diploma Specialist Community Public Health Nursing (School Nursing) programme aims to:

1. Develop competent, safe and professional Specialist Community Public Health Nursing practitioners who are fit for practice in the designated field of school nursing practice and who, on completion of the course, are able to register on the third part of the Nursing and Midwifery register.
2. Equip practitioners with the knowledge, skills and understanding to evaluate, synthesise and develop their public health practice
3. Develop and enhance leadership and management skills within the context of public health nursing practice to support others and to benefit the health of children, families and communities.
4. Enable practitioners to adopt critical reflective practice and lifelong learning that fosters a spirit of scientific enquiry and research promoting personal and professional development.
5. Equip practitioners with cognitive skills and knowledge to lead, innovate, advocate change and contribute to an evidence base of practice in order to benefit the health of children, families and communities.
6. Support practitioners to work with codes and standards of professional practice to protect human rights, promote equality and manage risk to deliver safe effective health care.
7. Engage practitioners in interdisciplinary and interprofessional working and practices.
8. To develop and integrate the underpinning theory and practice to prepare specialist practitioners to prescribe safely, appropriately and cost effectively from the Nurse Prescribers formulary for Community Practitioners (optional element of course).

## Intakes:

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January

## Major Source of Funding:

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Wholly NHS funded

## Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
No related data			

## PSRB:

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NH050P01UV (Full-time)

Professional Accreditation Body:  
Nursing and Midwifery Council (NMC)

Approved	Start	Expected End	Renewal
21/May/2011	21/May/2011	26/Jun/2024	27/Jun/2024

NH050P31UV (Part-time)

Professional Accreditation Body:  
Nursing and Midwifery Council (NMC)

Approved	Start	Expected End	Renewal
21/May/2011	21/May/2011	26/Jun/2024	27/Jun/2024

Course Structure:

## January (Full-time)

### Year 1

Module	Title	Credits	Period	Type
7NH039	Advanced Perspectives of Public Health in Specialist Practice	20	SEM2	Core
7NH038	Research and Inquiry in Specialist Practice	20	SEM3	Core
7NH043	Contemporary issues in child and adolescent health	20	SEM2	Core
7NH031	Critical perspectives of safeguarding children, young people and families	20	SEM3	Core
7NH042	Critical perspectives of leadership, management and innovation in specialist practice	20	CRYRA	Core

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

7NH040	Specialist Community Public Health Nursing - School Nursing and Health Visiting	20	CRYRA
7NH044	Specialist Community Public Health Nursing - School Nursing and Health Visiting (including V100)	20	CRYRA

## January (Part-time)

### Year 1

Module	Title	Credits	Period	Type
7NH039	Advanced Perspectives of Public Health in Specialist Practice	20	SEM2	Core
7NH038	Research and Inquiry in Specialist Practice	20	SEM3	Core
7NH043	Contemporary issues in child and adolescent health	20	SEM2	Core
7NH031	Critical perspectives of safeguarding children, young people and families	20	SEM3	Core

## January (Part-time)

### Year 2

Module	Title	Credits	Period	Type
7NH042	Critical perspectives of leadership, management and innovation in specialist practice	20	CRYRA	Core

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

7NH040	Specialist Community Public Health Nursing - School Nursing and Health Visiting	20	CRYRA	
7NH044	Specialist Community Public Health Nursing - School Nursing and Health Visiting (including V100)	20	CRYRA	

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

Exemption from the following University regulations in order to satisfy Professional Body (NMC) requirements;

Section 1.2.3 - The programme is 52 weeks in duration in order to meet the requirements of the NMC and is delivered outside the standard University Academic Calendar.

Section 4.3.5 - Students will not be able to carry over any failure or repeat a module due to contractual arrangements with NHS Strategic Health Authorities and sponsoring organisations.

Section 5.1.1 - Students will need to pass all 120 credits at Level 7 and including practice based competencies as regulated by the NMC. Students who do not pass these practice competencies will not be entitled to a professionally accredited qualification but may be eligible to exit with a non-accredited interim award (e.g; PgC Health Studies).

APPROVED by AFRSC on 17th March 2011.

### Reference Points:

This course is underpinned by University and Institute of Health guidance, strategic plans and academic regulations. For additional information please refer to the reference points listed.

The programme has been benchmarked against the following:-

The Quality Assurance Agency (QAA) Framework for HE Qualifications (2008)

The Quality Assurance Agency (QAA) Framework for Nursing (2002) and Health Visiting (2005).

Standards of Proficiency for Specialist Community Public Health Nursing (NMC 2004).

Standards of Proficiency for Nurse and Midwife Prescribers (NMC 2019).

Skills for Health Public Health Skills (SfH 2007).

National Service Framework for Children and Young People and Maternity Services (DH 2004).

Healthy Child Programme 0-5 years (DH 2008).

Blended Learning Targets 2010-2012.

Graduate Attributes University of Wolverhampton.

Equality Act 2010.

In addition the following documents have been used as reference points:-

DH (2009) Healthy Child Programme 0-19yrs. London: DH

DH (2010) Equity and Excellence: Liberating the NHS DH (2010) Healthy Lives: Healthy People

DH (2012) Compassion in Practice. Nursing, Midwifery and Care Staff. Our Vision and Strategy. London. DH

DH (2013) Developing a vision & strategy for Nursing, Midwifery and Care-Givers (6Cs) Children Act (1989) [www.legislation.gov.uk/ukpga/1989/41/contents](http://www.legislation.gov.uk/ukpga/1989/41/contents)

Children Act (2004) [www.legislation.gov.uk/ukpga/2004/31/contents](http://www.legislation.gov.uk/ukpga/2004/31/contents)

DH (2014) Closing the gap: Priorities for essential changes in Mental Health: London: DH DH(2016) Public Health Outcomes Framework 2016-2019 . London: DH

Francis, R. (2013) Independent inquiry into care provided by Mid Staffordshire NHS Foundation Trust. January 2009-March 2009. Kings College Fund: London

HEE (2014) Values Based Recruitment Framework :NHS Constitution. London: HEEHEE (Lord Willis Report) (2015) Raising the Bar. Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants. London. HEE

HEE (2015) Investing in People: for health and healthcare: Workforce Plan for England,

London HEE

<https://www.nice.org.uk/about/nice-communities/generalpracticevalues> and behaviours NHS (2014) Five Year Forward View, London NHS

NHS (2013) The NHS Constitution

Nursing and Midwifery Council (2010) Record keeping: guidance for nurses and midwives. London: NMC. Available from: [www.nmc-uk.org/Documents/Guidance/nmcGuidanceRecordKeepingGuidanceforNursesandMidwives.pdf](http://www.nmc-uk.org/Documents/Guidance/nmcGuidanceRecordKeepingGuidanceforNursesandMidwives.pdf)

NMC (2013) Raising Concerns: Guidance for nurses and midwives. London. NMC

NMC (2015) How to revalidate with the NMC. Requirements for renewing your registration and demonstrating your continuing fitness to practice. V0.1 Available via; <http://www.nmc.org.uk/globalassets/sitedocuments/revalidation/how-to-revalidate-final-draft.pdf>

NMC (2018) The Code: Professional standards of practice and behaviour for nurses and midwives, London, NMC

NMC (2004) Standards of Proficiency for Specialist Community Public Health

NMC (2013) Raising Concerns: Guidance for nurses and midwives. London. NMC NMC (2015) Revalidation advice and resources available via; <http://www.nmc.org.uk/standards/revalidation/revalidation-guidance-and-resources/>

NMC (2018) Part 3: Standards for prescribing programmes. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/programme-standards-prescribing.pdf>

UNICEF Baby Friendly Initiative Standards (2012)

Parliament (2012) The Health and Social Care Act

Public Health England (2013) Nursing and Midwifery Contribution to Public Health. Improving Health and Wellbeing available

from; [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/210100/N\\_MR\\_final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/210100/N_MR_final.pdf)

RPS (2016) A Competency Framework for All Prescribers. Available

at; <https://www.rpharms.com/resources/frameworks/prescribers-competency-framework>

## Learning Outcomes:

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### PGCert Course Learning Outcome 1 (PGCCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline. 2.to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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### PGCert Course Learning Outcome 2 (PGCCL02)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

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### PGCert Course Learning Outcome 3 (PGCCL03)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

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### PGCert Course Learning Outcome 4 (PGCCL04)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

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### PGCert Course Learning Outcome 5 (PGCCL05)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

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### PGCert Course Learning Outcome 6 (PGCCL06)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

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### PGDip Course Learning Outcome 1 (PGDCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline. 2.to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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### PGDip Course Learning Outcome 2 (PGDCL02)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

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**PGDip Course Learning Outcome 3 (PGDCLO3)**

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

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**PGDip Course Learning Outcome 4 (PGDCLO4)**

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

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**PGDip Course Learning Outcome 5 (PGDCLO5)**

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

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**PGDip Course Learning Outcome 6 (PGDCLO6)**

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

**Overview of Assessment:**

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<b>Module</b>	<b>Title</b>	<b>Course Learning Outcomes</b>
7NH031	Critical perspectives of safeguarding children, young people and families	PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7NH038	Research and Inquiry in Specialist Practice	PGCCLO1, PGCCLO3, PGCCLO6, PGDCLO1, PGDCLO3, PGDCLO6
7NH039	Advanced Perspectives of Public Health in Specialist Practice	PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO5, PGCCLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO5, PGDCLO6
7NH040	Specialist Community Public Health Nursing - School Nursing and Health Visiting	PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7NH042	Critical perspectives of leadership, management and innovation in specialist practice	PGCCLO1, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6, PGDCLO1, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7NH043	Contemporary issues in child and adolescent health	PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO5, PGCCLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO5, PGDCLO6
7NH044	Specialist Community Public Health Nursing - School Nursing and Health Visiting (including V100)	PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6

**Teaching, Learning and Assessment:**

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A range of learning activities will be utilised to support the outcome of the learning outcomes of the course. These will include interactive lectures and presentations, VLE, seminars, workshops, practice related activities, group and individual tutorials, enquiry based learning, action learning, self directed study and reflection.

Students will spend 50% of the programme in practice with their sponsoring or seconded Primary Care Trust/employing organisation. They will be supported in practice by an identified qualified practice assessor who will assist the student in meeting their learning needs and assess their competency against the NMC



## Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

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Students will be supported throughout the course by:-

The Award Leader and the designated Course Leader for the field of practice they are studying i.e. School Nursing. Each course leader is a registered NMC teacher and has subject specific knowledge and expertise within the same field of nursing that the student is studying.

Each student is allocated an academic assessor (the course leader or another designated member of the course team experienced in the same field of practice).

The Module Leader who will provide academic support for the student on the module.

The practice assessor will facilitate and support opportunities for learning within the practice environment. The practice assessor will ensure that appropriate and relevant learning experiences are available and will supervise, monitor and assess that the student has achieved the learning outcomes for practice.

In addition to the campus-based libraries which provide special support, the University provides a range of support for you to develop the skills required for successful academic study. These include:

[Infobites](#)

[Academic Writing Skills](#)

[Referencing](#)

[EndNote](#)

[PebblePAD](#)

[IT Services self-help guides](#)

[Study Skills](#)

[Skills for learning](#)

[Assist](#)

[ASSISTThe Student Enabling Centre](#)

The Faculty provides additional support:

FEHW Student Advisors

Your Academic Assessor

The Module Leader and module team members

Within the induction programme there are dedicated face to face sessions on study skills, referencing and details on how to contact and access the above support services. Students will also be informed about the

range of electronic study skills support available to them on a regular basis both within the induction period and in the delivery of each module. Within pre-course materials students are directed to a range of resources in relation to study skills focusing on activities such as how to write an assignment, making effective lecture notes, etc.

## Employability in the Curriculum:

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Throughout the course students will have the opportunity to develop and demonstrate a number of key skills to enhance their employability, some of these are listed below:

- Work effectively as part of a group and be involved in interprofessional working practices.
- Demonstrate teamwork, leadership skills and be able to manage and resolve conflict
- Be independent and self directing in their own learning
- Develop effective communication skills both written (via reports etc.) and oral (through formal presentations)
- Problem-solve and make sound judgements and complex decisions.
- Develop IT skills (which include use of basic packages for word processing, spreadsheets, use of email, virtual learning environments etc.)
- Time management and show the ability to be able to prioritise
- Manage change and seek out innovative opportunities in order to enhance practice and service delivery
- Develop knowledge, skills and understanding relating to public health nursing.
- Demonstrate competence as a specialist community nurse by achieving the NMC Standards for specialist community public health nursing.
- On successful completion of the course students will be eligible to register on Part 3 of the Nursing and Midwifery Council Register. This will enable them to work as Specialist Community Public Health Nurses within the field of School Nursing.

