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</table>
1. Educational Aims of the Programme

The overall aims of the programme are to provide a challenging and flexible learning environment for registered nurses to develop as competent, reflective specialist community public health nurses who are able to:

1. Critically appraise, implement and promote an evidence-based approach to the search for health needs, stimulation of awareness of health needs, influence on policies affecting health and facilitation of health-enhancing activities in a range of settings.

2. Develop ethical leadership knowledge and skills within proactive public health practice, aiming to reduce health inequalities, prevent ill-health, improve and protect the health and well-being of individuals, families, groups and communities/workplaces, recognising the associated complexity.

3. Critically appraise theoretical frameworks for collaborative working and apply these to multi agency working and to develop the confidence, skills and capacity of individuals, groups and communities/workplaces to improve their own health and well-being.

4. Critically assess and manage vulnerability and risk within established frameworks for practice, working in effective partnerships with a range of agencies to deal appropriately with complex situations and conflicting priorities.

5. Demonstrate a systematic understanding of the key aspects of their specialist practice, including acquisition of coherent and detailed knowledge, based on current research and advanced scholarship.

2. Programme Features and Requirements

The programme comprises 120 credits of learning at level 6, and a qualificatory practice component in relation to their specialist pathway. All students will undertake a 40-credit module in relation to their specialist pathway, which runs throughout their programme, and culminates in the development of a patchwork text portfolio:

- HPHG6100 Leading Evidence Based Health Visiting
- HPHG6102 Leading Evidence Based School Nursing
- HPHG6104 Leading Evidence Based Occupational Health Nursing
- HPHG6106 Leading Evidence Based Sexual Health Advising

Students will study the following 20-credit modules that are core within all pathways:

- HLLG6018 Evidence Based Practice
- HPHG6050 Public Health in Practice
- HPHG6028 Facilitating Health Behaviour Change

In reflection of the need to develop some knowledge and skills specific to pathways, students undertaking the Health Visiting, School Nursing and Sexual Health Advising
pathways will also undertake the 20-credit module:

**HMFA6010 Multi-Agency Working in Safeguarding and Child Protection**

Whereas, students undertaking the Occupational Health Nursing pathway will undertake:

**HPHO6008 Legal & Ethical Aspects of Occupational Health**

Shared learning is an important element of the programme, and the above structure facilitates many opportunities for shared learning across specialist pathways, as well as with students from the Community Specialist Practice programme and students on other programmes, who choose to study these modules as an optional component of their course. Additional shared learning is facilitated through the use of action learning sets, which enable cross pathway learning and development and also the use of peer formative assessment, as part of the use of the Patchwork Text Portfolio assessment.

The **HPHN9001 Community Practitioner Nurse Prescribing (V100) Qualificatory Unit of Study** and **HPHN9002 Community Practitioner Nurse Prescribing (V100) Qualificatory Practice Unit** can also be taken as an optional unit by students on the SCPHN programme. These units are studied alongside the specialist pathway module and give students the opportunity to gain an additional qualification as a V100 Community Practitioner Nurse Prescriber, which will be recorded, on successful completion, on the NMC Nurse register. Seconding Trusts may indicate whether they would prefer the students to undertake the V100, or students may choose to undertake this award. Currently, seconding Trusts require that Health Visitor and School Nurse students undertake the V100.

Practice based learning is a fundamental component of this programme, representing 50% of the learning. Part-time students will be enabled to obtain suitable learning experiences for a period equivalent to 50% of the programme. There is a consolidating period of practice of 10 weeks at end of programme. During this time, students will take responsibility for a caseload, with supervision. If a particular practice route (School Nursing, Health Visiting, Occupational Health Nursing, Sexual Health Advising) is required by the commissioner / employer / student, the whole of this period must take place in that defined area, plus at least half of the remaining practice time within the programme. In addition, students will arrange to spend at least 3 weeks gaining experience in settings and with clients, which are considered important but not necessarily central to their defined area of practice. The practice-based learning and assessment is housed within the Qualificatory Practice Unit **HPHG9006 Community Specialist Practice**.

Students are either seconded by a local, through a commissioned place, or they may self-fund. There is a requirement to have a practice placement arranged and agreed in advance on commencement of the programme, and a qualified practice teacher must be available to support the student and assess their competence against the NMC (2004) Standards of Proficiency for Specialist Community Public Health Nurses. It is essential that the tripartite support structure is in place between the university, the student and the practice teacher and manager within the workplace, and this support is formalised through a signed Tripartite Agreement.

In response to feedback from NHS Trust partners, an additional competency framework for safeguarding children and young people has been introduced for the Health Visiting, School Nursing and Sexual Health Advising pathways. This competency framework is based on the Royal College of Paediatrics and Child Health (RCPCH) (2010) *Safeguarding*
Children and Young People: roles and competencies for health care staff. These were developed through the work of a number of organisations including the Royal College of Nursing (RCN), Community Practitioners and Health Visitors Association (CPHVA) and the RCPCH. The document forms part of the students’ pathway module assessment, on a formative basis.

Students undertaking the Occupational Health Nursing pathway do not complete this competency framework, as the majority of their work pertains to the working adult population. However, the pathway includes learning on safeguarding of vulnerable children, young people and adults, within the context of their practice.

3. Learning Teaching and Assessment

(i) Learning, Teaching and Assessment approaches, pedagogy and values that underpin LTA design throughout the programme

This programme requires a sound underpinning of theoretical knowledge to inform professional practice, and, in turn, is informed by that practice. The programme approach is based on contextual learning. Learning is based on 50% in academic study and 50% in professional practice. Students are actively facilitated to apply and integrate their professional knowledge within their specialist practice and to develop an enquiring critical approach to their study and professional practice.

Teaching and learning strategies will therefore engage students in significant activities that help them to connect theory to the context of real-life situations, which leads to meaningful learning. Contextual learning relates not just to theoretical knowledge, but also to the underpinning values, beliefs, ethics and skills, as applied to people of all ages and abilities, recognising differences and diversity within the population.

Two other concepts that underpin contextual learning within the curriculum are evidence-based practice and reflective practice. Students will be introduced to a range of reflective models, application of which can enable them to analyse and evaluate their learning, and make sense of it in terms of informing future practice. Evidence-based practice can be seen as an integral part of reflective practice, in that it takes a problem solving approach to practice that integrates a systematic search for and critical appraisal of the most relevant evidence to support practice, also taking into account knowledge gained from one's own and others’ expertise and from patient preferences and values (Melnyk and Fineout-Overholt 2005).

Learning and assessment are considered as interrelated. Everything that the student undertakes – and the products of that learning – is couched amongst active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity ‘specifically intended to generate feedback on performance to improve and accelerate learning’ (Nichol & McFarlane-Dick, 2006). Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourage and enable progressive development through feedback, and is of relevance to practice needs that also develop skills and capacity for a wider employability context.

Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skills development in their learning and practice contexts in order to develop their ability to make sound professional judgments.
The delivery of study, academic and digital skills are embedded and extend and adapt definitive resources available centrally through Library and Student Services (LiSS), creating an opportunity to present parity in the student experience across standalone modules and student-owned pathways.

‘Public and Patient Involvement’ (for example service users) contributes to teaching and learning within individual modules where this is appropriate.

A variety of methods and strategies will be used to ensure development and acquisition of key knowledge and skills. They reflect the breadth of specialist community public health nursing practice and the level at which it is delivered. Students will be given opportunities to experience creative and independence-based teaching, learning and assessment methods, that encourage “deep” as well as “surface” learning and will involve both specialist learning and shared learning with other Specialist Community Public Health Nursing students and Community Specialist Practice students.

(ii) Contexts For Learning

This programme will be delivered through flexible distributed learning, using a range of learning contexts for enactment of the curriculum. Learning will be based in academic study and in practice environments. Students are actively facilitated to use, apply and integrate their developing knowledge within their practice and to develop an enquiring, evaluative approach to their study and practice.

Campus sites are used to deliver face-to-face learning and teaching, which is supported and enhanced by the use of a range of e-learning technologies, including our virtual learning environment Blackboard. In addition, we make use of our virtual learning community called Stilwell. Stilwell is a multi-media virtual environment which tells the story of a community and the people who live there. It is a rich and comprehensive resource of video, case studies and other texts, linked through a powerful interwoven structure based on the community itself. Stilwell provides a unique educational opportunity as it is a dynamic environment, where individuals interact with each other and society around them. It has been used extensively by students and staff in a variety of disciplines, including the NHS, social care (nurses, paramedics, social workers, rehabilitation and therapists), local government and the police.

Students will also engage in supported and interactive online learning. The programme has been designed to utilise a full range of UoC digital resources and supported communication through learning technology where suitable. Use will be made of UoC learning technology such as Blackboard and PebblePad, and the availability of resources suitable for mobile learning (such as use of PDF file format instead of MS Word; downloadable podcasts).

Work-based learning in practice settings is fully supported by practice placement partners, who facilitate and support the underpinning philosophy of contextual learning, and the embedding of employable knowledge and skills within the curriculum. Practice teachers are supported by the university to prepare for and undertake their role. Online and face to face workshops are facilitated to enable mentors to keep up-to-date with programme requirements and developments. Practice teachers also have access to a webfolio of information and guidance. A link tutor supports both the student and practice teacher in the learning and assessment process in practice. Students remain in contact with their tutors and other students through interactive media.
(iii) Learning, Teaching and Assessment Methods

A variety of methods and strategies will be used to ensure development and acquisition of key knowledge and understanding. Students will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independence-based learning.

Learning is based in academic study and in professional practice. Students are actively facilitated to apply and integrate their professional knowledge within their practice and to develop an enquiring critical approach to their study and professional practice.

Acquisition of knowledge and understanding is through a combination of the following:

- Use of virtual electronic learning environment
- Lectures
- Facilitated discussion and debate – online and classroom based
- Individual and group presentations
- Case studies using Stillwell project
- Action learning sets
- Workshop activities
- Tutorials
- Guided study and reading
- Reflection on professional and interprofessional working
- Work based learning

This programme is practice centred and directed towards the achievement of professional proficiency (NMC 2004). As such, students will be facilitated to develop practical and professional skills as identified in the NMC (2004) Standards of Proficiency for Specialist Community Public Health Nurses. These will be developed throughout the programme, both in the practice environment, with the sign off mentor, and also within the university environment, through simulated learning opportunities. Methods used include work based learning, simulated learning in clinical skills, action learning sets, lectures and workshops, case study reviews and discussion forums, independent study and tutorials.

Tutorial support is available through a Personal Tutor system as well as through access to module and specialist tutorial support.

Additional support to learning is provided by Learning Information and Student Services.

‘Public and Patient Involvement’ (for example service users) contributes to teaching and learning within individual modules where this is appropriate.

Key and transferable skills are developed throughout the programme, through the following methods and strategies:
- Engagement in interprofessional learning through shared modules and action learning sets
- Critical reflective practice
- Patchwork text portfolio development
- Peer assessment
- Involvement in multiprofessional / multiagency working within the workplace environment.
- Involvement in partnership working with clients, families, carers.
- Record keeping in written and electronic form
- Leading teams – involvement in decision making and prioritising.
- Engagement with evidence based approach to assessment, planning of care, implementation and evaluation of care.
The following is an indicative range of assessment methods utilised within the programme:

- Competence profile
- Patchwork text portfolio
- Health needs assessment briefing paper
- Examination
- Essay
- Verbal presentation to and assessed by peers and lecturer
- Mentor assessment of competence in practice, through a process of formative and summative assessment.

(iv) Formative Assessment

Formative assessment is an important feature within the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress, peer assessment of "patches" within the patchwork text portfolio. Formative assessment gives students timely feedback on formative tasks, which aids development of academic skills as well as knowledge and understanding (Reference: University of Cumbria [2011] Guidelines for Good Assessment Practice).

The use of a patchwork text portfolio within the 40 credit modules HPHG6100, HPHG6102, HPHG6104 and HPHG6016 particularly promote developmental learning and assessment, and, as such, it is scheduled throughout the entire programme as a long, thin module. The patchwork text assignment will be assembled during the length of the programme. Spaced throughout the programme, the student will write a range of short pieces of work, or "patches", which require them to personally and critically reflect on aspects of practice. Formative, constructive comment will be provided on the patches as they develop and some of the formative feedback will include peer feedback. Following this formative feedback, the student is encouraged to reappraise and redraft their patches to reflect their learning from the feedback provided. Gibbs (1999) advocates the notion of formative assessment being a shared experience, with a "social dimension", arguing that it facilitates students' ability to make judgements about the quality of work and to take responsibility for their own development and learning, responding to constructive feedback.

Students undertake two formative assessments in partnership with their practice teacher whilst in their practice placement area.

4. Programme Outcomes

This programme provides opportunities for students to develop and demonstrate:

(i) Knowledge and Understanding of

1. The socio-economic, environmental, political, psychological and behavioural determinants that influence individual and community health.

2. The impact of health inequalities, social deprivation and social exclusion and
opportunities for working proactively in relation to these.

3. Systematic approaches to the assessment of health needs at individual, family and community level, working in partnerships to identify appropriate evidence based interventions

4. The concepts of collaborative working and effective partnerships, in relation to working with individuals, families and communities, as well as with other health professionals and agencies.

5. Health and social policies and the means by which specialist community public health nurses can influence the development and implementation of policies.


7. The concepts of individual and collective empowerment in developing capacity in individuals, families, groups and communities for health improvement.

8. Evidence based approaches to the planning, delivery and evaluation of public health interventions.

9. The concepts of effective and ethical leadership, change and resource management, collaborative working and effective partnerships

10. Systematic approaches to the assessment and management of risk to children and other vulnerable individuals and communities and strategies for prioritising and managing complex situations.

(ii) Employability Skills
This programme provides opportunities for students to develop and demonstrate ability to:

1. Work effectively within professional, ethical and legal frameworks, able to reflect upon own practice and that of others and take responsibility for own professional practice.

2. Work in effective partnerships with others, in a range of different situations and settings.

3. Use higher level communication skills that include verbal, non-verbal, written and electronic means to convey information.

4. Use proactive leadership, change and resource management skills, interacting effectively in teams.

5. Use information technology systems effectively to access, analyse and interpret data, research findings and the evidence base for public health practice.

6. Manage complex situations, drawing upon and applying appropriate evidence based tools and interventions.

7. Numeracy skills.
Qualities, Skills and Other Attributes
This programme provides opportunities for students to develop and demonstrate ability to:

**Intellectual Skills:**
At the end of this programme successful students will be able to:

1. Make rational and sound professional judgements and use a range of techniques in relation to the assessment of health needs of individuals, families, groups and communities and the assessment of vulnerability and risk.

2. Seek and critically evaluate evidence based approaches to public health interventions for individuals, families, groups and communities.

3. Use models of leadership and collaborative working to effectively develop partnerships with individuals, families, groups, communities and agencies working together for health improvement.

4. Influence policy and public health practice at local, regional and national level.

**Practical / Professional Skills:**
At the end of this programme successful students will be able to:

1. Demonstrate ability to systematically and holistically search for health needs at individual, family, group and community level.

2. Plan, deliver and evaluate evidence based public health interventions.

3. Demonstrate the use of effective interpersonal skills for the development of therapeutic partnerships with individuals, families, groups and communities in order to support and empower them in enhancing their health and well-being.

4. Use effective communication, negotiation and leadership skills in effective collaborative working with statutory, voluntary and private agencies.

5. Undertake health screening and surveillance with individuals, families, groups and communities for health protection, prevention of ill-health and to promote health and well-being.

6. Work at all times within professional, legal and ethical codes of conduct and frameworks for practice.

**Key and Transferable Skills:**
At the end of this programme successful students will be able to:

1. Work effectively within professional, ethical and legal frameworks, able to reflect upon own practice and that of others and take responsibility for own professional practice.

2. Work in effective partnerships with others, in a range of different situations and settings.

3. Use higher level communication skills that include verbal, non-verbal, written and electronic means to convey information.
4. Use proactive leadership, change and resource management skills, interacting effectively in teams.

5. Use information technology systems effectively to access, analyse and interpret data, research findings and the evidence base for public health practice.

6. Manage complex situations, drawing upon and applying appropriate evidence based tools and interventions.

5. Level Descriptors

At HE Level 6: (Year 3 undergraduate), students will be able to demonstrate that they have the ability: to critically review, consolidate and extend a systematic and coherent body of knowledge; critically evaluate concepts & evidence from a range of resources; transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms; exercise considerable judgement in a range of situations; accept accountability for determining and achieving personal and group outcomes; reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations. They will develop and apply a range of problem solving strategies to solve complex problems in practice and be able to communicate solutions, arguments and ideas clearly, accepting accountability for their decision and actions, in line with the NMC Code (2008): standards of conduct, performance and ethics. They will develop skills in critical and analytical reflective practice in relation to both their personal development and their professional development within the field of specialist community public health nursing.
6. **Curriculum Map**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title and Module Aims</th>
<th>Credit Points</th>
<th>Core/ Compulsory/ Optional/ Qualificatory *</th>
<th>Notes (eg pre/co-requisites, ‘core optional’ etc)</th>
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</table>
| 6     | HPHG6100    | **Leading Evidence Based Health Visiting**  
This module will facilitate the development of critical, reflective practitioners who incorporate evidence and research to inform and lead contemporary health visiting practice | 40 | Core | HPHG9004 (below) is a co-requisite of HPHG6100 |
| 6     | HLLG6018    | **Evidence Based Practice**  
This module will enhance students’ understanding if how their practice is underpinned by evidence. It will explore a wide range of evidence and enhance the ability to acquire and evaluate evidence | 20 | Core | |
| 6     | HPHG6050    | **Public Health in Practice**  
This module will prepare practitioners undertaking public health in practice to assess the needs of a population/community, recognise health priorities and apply a planning cycle to the development of public health interventions, using a systematic approach | 20 | Core | |
<table>
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<tr>
<th>Code</th>
<th>Name</th>
<th>Module Description</th>
<th>Credits</th>
<th>Type</th>
<th>Notes</th>
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<tr>
<td>6</td>
<td>HPHG6028 Facilitating Health Behaviour Change</td>
<td>This module will enable students to critically explore the nature of health behaviour and apply this knowledge and understanding to the facilitation of behaviour change, based on a sound theoretical evidence base</td>
<td>20</td>
<td>Core</td>
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<td>6</td>
<td>HMFA6010 Multi-agency Working in Safeguarding and Child Protection</td>
<td>This module will enable students to achieve an in depth awareness of the issues relating to the safeguarding of children and the importance of multi agency working to this area of expertise</td>
<td>20</td>
<td>Core</td>
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<td>HPHG 9004 Qualificatory Practice Unit- Specialist Community Public Health Nursing</td>
<td>This qualificatory practice unit is to enable students to undertake a period of practice development and to be summatively assessed as competent against the NMC (2004) Standards of Proficiency for Specialist Community Public Health Nurses in relation to their specialist field of practice</td>
<td>N/A</td>
<td>Qualificatory</td>
<td>HPHG9004 is a co-requisite of HPHG6100 Students must have a placement within their specialist field supported by a practice teacher</td>
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<td></td>
<td>HPHN 9001 Qualificatory Unit of Study: Community Practitioner Nurse Prescribing (V100)</td>
<td>This unit of study will prepare community specialist practitioners and specialist community public health nurses to prescribe safely, appropriately and cost-effectively from the Nurse Prescriber’s Formulary for Community Practitioners.</td>
<td>N/A</td>
<td>Optional/ Qualificatory</td>
<td>Students who hold the V150 qualification do not need to study V100</td>
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**Qualificatory Unit of Practice: Community Practitioner Nurse Prescribing (V100)**
This qualificatory unit of practice is for students to develop skills in practice that demonstrate competence in prescribing as a Community Practitioner Nurse Prescriber.

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<th>School Nursing Pathway</th>
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| **6** HPHG6102 | **Leading Evidence Based School Nursing**
This module will facilitate the development of critical, reflective practitioners who incorporate evidence and research to inform and lead contemporary school nursing practice | 40 | Core | HPHG9004 (below) is a co-requisite of HPHG6102 |
| **6** HLLG6018 | **Evidence Based Practice**
This module will enhance students’ understanding of how their practice is underpinned by evidence. It will explore a wide range of evidence and enhance the ability to acquire and evaluate evidence | 20 | Core |
| **6** HPHG6050 | **Public Health in Practice**
This module will prepare practitioners undertaking public health in practice to assess the needs of a population/community, recognise health priorities and apply a planning cycle to the development of public health interventions, using a systematic approach | 20 | Core |
| **6** HPHG6028 | **Facilitating Health Behaviour Change**
This module will enable students to critically explore the nature of health behaviour and apply | 20 | Core |
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<th>Credits</th>
<th>Placement</th>
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<td>6</td>
<td>HMFA6010</td>
<td><strong>Multi-agency Working in Safeguarding and Child Protection</strong>&lt;br&gt;This module will enable students to achieve an in-depth awareness of the issues relating to the safeguarding of children and the importance of multi agency working to this area of expertise</td>
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<td>Core</td>
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<td></td>
<td>HPHG 9004</td>
<td><strong>Qualificatory Practice Unit - Specialist Community Public Health Nursing</strong>&lt;br&gt;This qualificatory practice unit is to enable students to undertake a period of practice development and to be summatively assessed as competent against the NMC (2004) Standards of Proficiency for Specialist Community Public Health Nurses in relation to their specialist field of practice</td>
<td>N/A</td>
<td>Qualificatory</td>
<td>HPHG9004 is a co-requisite of HPHG6102 Students must have a placement within their specialist field supported by a practice teacher</td>
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<td>HPHN 9001</td>
<td><strong>Qualificatory Unit of Study: Community Practitioner Nurse Prescribing (V100)</strong>&lt;br&gt;This unit of study will prepare community specialist practitioners and specialist community public health nurses to prescribe safely, appropriately and cost-effectively from the Nurse Prescriber’s Formulary for Community Practitioners.</td>
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<td>HPHN 9002</td>
<td><strong>Qualificatory Unit of Practice: Community Practitioner Nurse Prescribing (V100)</strong>&lt;br&gt;This qualificatory unit of practice is for students to</td>
<td>Optional/Qualificatory</td>
<td>Students who hold the V150 qualification do not need to study V100</td>
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develop skills in practice that demonstrate competence in prescribing as a Community Practitioner Nurse Prescriber

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<th>Module Code</th>
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<th>Credits</th>
<th>Co-requisites</th>
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<tr>
<td>HPHG6104</td>
<td><strong>Leading Evidence Based Occupational Health Nursing</strong></td>
<td>40</td>
<td>HPHG9004 (below) is a co-requisite of HPHG6104</td>
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<td>This module will facilitate the development of critical,</td>
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<td>research to inform and lead contemporary occupational</td>
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<td>health nursing practice</td>
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<td>HPHG6050</td>
<td><strong>Public Health in Practice</strong></td>
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<td>This module will prepare practitioners undertaking public</td>
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<td>planning cycle to the development of public health</td>
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<td>HPHG6028</td>
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facilitation of behaviour change, based on a sound theoretical evidence base

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<th>Notes</th>
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<tbody>
<tr>
<td>6 HPHO6008</td>
<td><strong>Legal &amp; Ethical Aspects of Occupational Health</strong></td>
<td>20</td>
<td>Core</td>
<td>The aim of this module is to introduce the students to the key legal, professional and ethical issues that are relevant to their practice in the field of occupational health so that they are able to practice from a well informed professional base</td>
</tr>
<tr>
<td>HPHG 9004</td>
<td><strong>Qualificatory Practice Unit- Specialist Community Public Health Nursing</strong></td>
<td>N/A</td>
<td>Qualificatory</td>
<td>HPHG9004 is a co-requisite of HPHG6104 Students must have a placement within their specialist field supported by a practice teacher</td>
</tr>
<tr>
<td>HPHN 9001</td>
<td><strong>Qualificatory Unit of Study: Community Practitioner Nurse Prescribing (V100)</strong></td>
<td>N/A</td>
<td>Optional/ Qualificatory</td>
<td>Students who hold the V150 qualification do not need to study V100</td>
</tr>
<tr>
<td>HPHN 9002</td>
<td><strong>Qualificatory Unit of Practice: Community Practitioner Nurse Prescribing (V100)</strong></td>
<td></td>
<td>Optional/ Qualificatory</td>
<td>Students who hold the V150 qualification do not need to study V100</td>
</tr>
</tbody>
</table>
This qualificatory unit of practice is for students to develop skills in practice that demonstrate competence in prescribing as a Community Practitioner Nurse Prescriber

### Sexual Health Advising

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Description</th>
<th>Credits</th>
<th>Requirement</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHG6106</td>
<td>Leading Evidence Based Sexual Health Advising</td>
<td>This module will facilitate the development of critical, reflective practitioners who incorporate evidence and research to inform and lead contemporary sexual health advising practice</td>
<td>40</td>
<td>Core</td>
<td>HPHG9004 (below) is a co-requisite of HPHG6106</td>
</tr>
<tr>
<td>HLLG6018</td>
<td>Evidence Based Practice</td>
<td>This module will enhance students’ understanding of how their practice is underpinned by evidence. It will explore a wide range of evidence and enhance the ability to acquire and evaluate evidence</td>
<td>20</td>
<td>Core</td>
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</tr>
<tr>
<td>HPHG6050</td>
<td>Public Health in Practice</td>
<td>This module will prepare practitioners undertaking public health in practice to assess the needs of a population/community, recognise health prioritises and apply a planning cycle to the development of public health interventions, using a systematic approach</td>
<td>20</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>HPHG6028</td>
<td>Facilitating Health Behaviour Change</td>
<td>This module will enable students to critically explore the nature of health behaviour and apply this knowledge and understanding to the</td>
<td>20</td>
<td>Core</td>
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</table>
facilitation of behaviour change, based on a sound theoretical evidence base

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Module Description</th>
<th>Level</th>
<th>Type</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMFA6010</td>
<td>Multi-agency Working in Safeguarding and Child Protection</td>
<td>This module will enable students to achieve an in-depth awareness of the issues relating to the safeguarding of children and the importance of multi agency working to this area of expertise</td>
<td>6</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>HPHG 9004</td>
<td>Qualificatory Practice Unit- Specialist Community Public Health Nursing</td>
<td>This qualificatory practice unit is to enable students to undertake a period of practice development and to be summatively assessed as competent against the NMC (2004) Standards of Proficiency for Specialist Community Public Health Nurses in relation to their specialist field of practice</td>
<td>N/A</td>
<td>Qualificatory</td>
<td>HPHG9004 is a co-requisite of HPHG6100. Students must have a placement within their specialist field supported by a practice teacher.</td>
</tr>
<tr>
<td>HPHN 9001</td>
<td>Qualificatory Unit of Study: Community Practitioner Nurse Prescribing (V100)</td>
<td>This unit of study will prepare community specialist practitioners and specialist community public health nurses to prescribe safely, appropriately and cost-effectively from the Nurse Prescriber’s Formulary for Community Practitioners.</td>
<td>N/A</td>
<td>Optional/Qualificatory</td>
<td>Students who hold the V150 qualification do not need to study V100.</td>
</tr>
<tr>
<td>HPHN 9002</td>
<td>Qualificatory Unit of Practice: Community Practitioner Nurse Prescribing (V100)</td>
<td>This qualificatory unit of practice is for students to</td>
<td>Optional/Qualificatory</td>
<td>Students who hold the V150 qualification do not need to study V100.</td>
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</tbody>
</table>
develop skills in practice that demonstrate competence in prescribing as a Community Practitioner Nurse Prescriber

Progression / Award requirements

Module pass mark: 40% (Undergraduate)

For students on this programme, condonement will not apply.

(*) Note: Core Modules – must be taken and successfully passed.
Compulsory Modules – must be taken but can be carried as fails (if the award permits).
Optional Modules – students would be required to take an appropriate number of optional modules
Qualificatory Unit of study – Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies professional components that are not credit bearing and are pass/fail

7. Programme Assessment Map
This map charts the assessment of the Programme Learning Outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the Programme Learning Outcomes including knowledge, understanding, academic and vocational skills, and other qualities.
Complete the table below, adding rows as needed. List all modules and any placements/ work-based learning which are not part of a module. Use the following letters to denote the contribution of each module:
D = programme outcome is developed in this module
F = programme outcome, or aspects of the programme outcome, are formatively assessed on this module
S = programme outcome, or aspects of the programme outcome, are summatively assessed on this module
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Programme outcome 1</th>
<th>Programme outcome 2</th>
<th>Programme outcome 3</th>
<th>Programme outcome 4</th>
<th>Programme outcome 5</th>
<th>Programme outcome 6</th>
<th>Programme outcome 7</th>
<th>Programme outcome 8</th>
<th>Programme outcome 9</th>
<th>Programme outcome 10</th>
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</thead>
<tbody>
<tr>
<td>HPHG6100/6102/6104/6106</td>
<td>Leading Evidence Based Health Visiting/School Nursing/Sexual Health Advising/Occupational Health Nursing</td>
<td>D/F/S</td>
<td>D/F/S</td>
<td>D/F/S</td>
<td>D/F/S</td>
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<tr>
<td>HLLG6018</td>
<td>Evidence Based Practice</td>
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<td>D/F/S</td>
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<tr>
<td>HPHG6050</td>
<td>Public Health in Practice</td>
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<tr>
<td>HPHG6028</td>
<td>Facilitating Health Behaviour Change</td>
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<td>D</td>
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<tr>
<td>HMFA6010</td>
<td>Multi-agency Working in Safeguarding and Child Protection</td>
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<tr>
<td>HPHG9004</td>
<td>Qualificatory Practice Unit: Specialist Community Public Health Nursing</td>
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<tr>
<td>HPHN 9001</td>
<td>Qualificatory Unit of</td>
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</tr>
<tr>
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<td>Programme outcome 2</td>
<td>Programme outcome 3</td>
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<td>Programme outcome 6</td>
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</tr>
<tr>
<td>HPHN 9002</td>
<td>Qualificatory Unit of Practice: Community Practitioner Nurse Prescribing (V100)</td>
<td>D</td>
<td>D</td>
<td>D/F/S</td>
<td>D/F/S</td>
<td>D</td>
<td>D/F/S</td>
<td>D</td>
<td>D/F/S</td>
<td>D/F/S</td>
<td>D/F/S</td>
</tr>
</tbody>
</table>
## 8. Indicative Assessment Calendar for a full-time student

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Method(s) of Assessment</th>
<th>Weighting</th>
<th>Approx assessment deadline (eg mid semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHG6100/6102/6104/6106</td>
<td>Leading Evidence Based Health Visiting/School Nursing/Sexual Health Advising Practice /Occupational Health Nursing</td>
<td>Patchwork text portfolio/Practice Profile</td>
<td>100%</td>
<td>Formative assessment deadlines in each semester. Summative end of Semester 2E</td>
</tr>
<tr>
<td>HLLG6018</td>
<td>Evidence Based Practice</td>
<td>Written Assignment</td>
<td>100%</td>
<td>Mid Semester 1</td>
</tr>
<tr>
<td>HPHG6050</td>
<td>Public Health in Practice</td>
<td>Health Needs Assessment Briefing Paper Examination (seen and unseen)</td>
<td>60% 40%</td>
<td>End Semester 1</td>
</tr>
<tr>
<td>HPHG6028</td>
<td>Facilitating Health Behaviour Change</td>
<td>Written assignment e.g. poster presentation with defence of presentation</td>
<td>100%</td>
<td>End Semester 2</td>
</tr>
<tr>
<td>HMFA6010</td>
<td>Multi-Agency Working in Safeguarding and Child Protection</td>
<td>Written assignment Multi-agency meeting report (formative)</td>
<td>100%</td>
<td>Mid Semester 2E</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Assessment Details</td>
<td>Weightage</td>
<td>Time Frame</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
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<td>---------------------</td>
</tr>
<tr>
<td>HPHO6008</td>
<td>Legal &amp; Ethical Aspects of Occupational Health</td>
<td>Written assessment Group seminar (formative)</td>
<td>100%</td>
<td>Mid Semester 2E</td>
</tr>
<tr>
<td>HPHN9001</td>
<td>Qualificatory Unit of Study: Community Practitioner Nurse Prescribing (V100)</td>
<td>Case Study Examination (unseen)</td>
<td>75% 25%</td>
<td>Mid Semester 2E</td>
</tr>
<tr>
<td>HPHN9002</td>
<td>Qualificatory Practice Unit: Community Practitioner Nurse Prescribing (V100)</td>
<td>Competency Profile</td>
<td>100%</td>
<td>End Semester 2E</td>
</tr>
<tr>
<td>HPHG9004</td>
<td>Qualificatory Practice Unit: Specialist Community Public Health Nursing</td>
<td>Learning in Practice Handbook/Competency Profile</td>
<td>100%</td>
<td>End Semester 2E</td>
</tr>
</tbody>
</table>
9. Support for Students and their Learning

Students will engage in a well-structured induction programme during which they will be introduced to the programme team, and to peers, to university services and support systems.

You will have embedded skills interventions from LiSS as part of your induction experience and beyond. Typically, the interventions have taken the form of workshops but equivalent online input could be chosen through liaison. Embedded induction input will cover IT network passwords, basic intro to Blackboard and webmail, library services and electronic resources (ebooks, e-journals, image collections etc). Later input will cover more advanced (including level 7) information fluency and critical reading and writing skills.

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our help is at hand search. The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University’s website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using OneSearch and you can find out more about key texts and journals for your subject by accessing the library’s subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university’s online reading list system.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Head Start

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.
All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven’t been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

**Head Start Plus**

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to [https://openeducation.blackboard.com/cumbria](https://openeducation.blackboard.com/cumbria) and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

**PASS**

PASS is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact pass@cumbria.ac.uk

**Cumbria Mentor Scheme**

This is the university’s one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

**Career Ahead**

Career Ahead is the University’s Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any
gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria’s employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students’ engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Each student will be allocated a Personal Tutor, who will provide academic and professional support during the programme. Students will have access to tutorial support from their Personal Tutor on a regular basis, usually around 3 hours per academic year. This can take various forms, depending on the mode of delivery, and can include on-line support on an individual and a group basis, as well as tutorial support via telephone, email and webcam link through use of Office Communicator.

Students can also access modular support from the subject specialist module leaders. Work based learning is supported through a tripartite arrangement, with support from a qualified, recognised Practice Teacher, their line manager and the link tutor, who is also the specialist module leader.

The Chaplaincy offers support to all students and staff from our University community, of all faiths and none.

10. Criteria for Admission

The University’s standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage:
http://www.cumbria.ac.uk/study/courses/undergraduate/specialist-community-public-health-nursing-school-nursing/
http://www.cumbria.ac.uk/study/courses/undergraduate/specialist-community-public-health-nursing-occupational-health-nursing/
http://www.cumbria.ac.uk/study/courses/undergraduate/specialist-community-public-health-nursing-health-visiting/
http://www.cumbria.ac.uk/study/courses/undergraduate/specialist-community-public-health-nursing-sexual-health-advising/

The following additional requirements apply for entry to this programme:

- All students will require disclosure clearance (DBS) (formerly CRB). This will be initiated by the sponsoring/seconding Trust or, for Health Visitor Bursary students, the University of Cumbria.
- Currently, a bursary scheme is available to support places on the health visitor programme, subject to eligibility criteria. This scheme may not always be available.

This BSc (Hons) course is designed for nurses who wish to gain a professional qualification at
undergraduate level, registerable with the Nursing and Midwifery Council as a Specialist Community Public Health Nurse in Health Visiting, School Nursing, Occupational Health Nursing or Sexual Health Advising.

Entry requirements are as follows:

- Current first level registration as a nurse or midwife
- 120 credits at level 5 (diploma level) or equivalent.
- Evidence of study at level 5 or above within the last 5 years or an approved study skills course.
- Support from a local Trust or your employer and be able to secure a placement in your chosen area of practice, with support of a Practice Teacher.

Students will be interviewed for selection for this programme. The interview panel may include Trust staff, employers, mentors/practice teachers and university staff. Public and patient involvement informs selection process through feedback on qualities and attributes sought for these roles. The selection process has also been informed by the Department of Health (2012) guidance on the Personal and Professional Attributes for Consideration as Part of the Recruitment and Selection Process into Health Visiting Programmes.

11. Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching

| Mechanisms for review and evaluation of LTA, the curriculum and outcome standards | NMC Monitoring Visits
| Annual evaluatory reports
| Liaison with external examiners; external examiners’ reports
| Student and staff module evaluation reports
| Programme evaluation reports
| Operational Programme Team meetings
| Programme Leadership Team Meetings
| Peer observation of teaching activities

| Committees with responsibility for monitoring and evaluating quality and standards | Programme quality committees (PQCs), FLTQEC (Faculty Learning, Teaching and Quality Enhancement Committee), LTQEC (Learning, Teaching and Quality Enhancement Committee)
| Mentor/practice teacher workshops

| Mechanisms for gaining (and responding to) student feedback on the quality of teaching and their learning experience | Staff/student liaison, PQCs
| Educational audit of placement environment
| Placement evaluation forms
| Module evaluation forms
| Programme evaluation forms

| Staff development priorities for staff teaching this programme | Scholarly and research activities
| Development of skills in using electronic
learning environment (Blackboard)
Skills in facilitating distance learning
Skills in facilitating use of peer and lecturer assessment processes and patchwork text portfolio approach.
Setting and organising an examination.
Use of Stilwell project within programme
Completion of PgC Academic Practice
Ongoing updating of contemporary professional knowledge base.
Attendance on AQD (formerly CDEPP) and staff development programmes.

12. Additional Information

On successful completion of this programme, the student will be eligible to apply for registration on the NMC Specialist Community Public Health Nurse register in their named field of School Nursing, Health Visiting, Occupational Health Nursing or Sexual Health Advising.

If students study the V100, upon successful completion, they can apply to record their qualification as a V100 Community Practitioner Nurse Prescriber, on the NMC Nurse register.

Prior to commencement of the programme all students will be required to undertake a diagnostic numeracy test (organised by the supporting Trust).
Students on this programme are qualified nurses and, as such, must practice according to the NMC Code (2008) Standards of conduct, performance and ethics.

This programme will facilitate opportunities for career progression, both within the specialist field of practice, and within wider community and public health environments.

13. Administrative and Supporting Information

| Key sources of information about this programme and its development can be found in the following: | For QAA benchmarking statements see: QAA website
Key sources of information about this programme can be found in the following:
| Quality Group: | Public Health, Specialist and Advanced Practice |
| Faculty | Health and Wellbeing |
| Teaching Institution | University of Cumbria |
| JACS code: | B700 |
| Programme code | US-SPCPHN |
| **UCAS code:** (where applicable) |  |
| **Date of last engagement with external bodies (eg QAA, Ofsted, etc)** | Mott MacDonald Review of Occupational Health Nursing programme (on behalf of the NMC) in March 2009  
Mott MacDonald Review of Health Visiting programme (on behalf of the NMC) in March 2010 |
| **Date of Programme Specification validation** | March 2013 |
| **Validated period of programme:** | 5 years |
| **Date of changes to Programme Specification:** |  |
| **Reason for change:** (eg minor changes) | **Date:** |
| Web link update | July 2016 |
| Updated terminology | Feb 18 |

The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.

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**About Programme Specifications**

This programme specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information is provided in the Programme Handbook and associated Module Guides.

Programme Specifications are written with the student audience in mind and are available to students. In addition, they are used in a number of ways:

- As a source of information for students and prospective students seeking an understanding of the programme.
- For the teaching team to ensure there is a common understanding about the aims and learning outcomes for a programme.
- As a reference point for audit, review and monitoring purposes
- As a source of information for employers, and professional bodies to provide evidence that required skills or abilities are developed by the programme.

For more details about Programme Specifications, refer to the QAA Quality Code, Chapter A3: The Programme Level.
<table>
<thead>
<tr>
<th>Date</th>
<th>Section(s) affected</th>
<th>Actioned by</th>
<th>SITS updated (Y/N/NA)</th>
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