Programme Specification for Postgraduate Programme
Leading to:
MSc Specialist Community Public Health Nursing: Health Visiting
MSc Specialist Community Public Health Nursing: Occupational Health Nursing
MSc Specialist Community Public Health Nursing: School Nursing
Postgraduate Diploma in Specialist Community Public Health Nursing: Health Visiting
Postgraduate Diploma in Specialist Community Public Health Nursing: Occupational Health Nursing
Postgraduate Diploma in Specialist Community Public Health Nursing: School Nursing

Applicable for all postgraduate students starting on or after 1st September 2019

<table>
<thead>
<tr>
<th>Version No.</th>
<th>Date</th>
<th>Notes – QA USE ONLY</th>
<th>QA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 2019</td>
<td>New Programme Specification created for 2019/20.</td>
<td>RDC/SB</td>
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</tbody>
</table>

### Postgraduate Taught Programme

1. Awarding institution
   - Brunel University London

2. Teaching institution(s)
   - Brunel University London

3. Home college/department/division
   - Department of Clinical Sciences, Division of Occupational Therapy and Community Nursing

4. Contributing college/department/division/associated institution
   - None

5. Programme accredited by
   - Nursing & Midwifery Council (NMC Statutory Body)

6. Final award(s) and FHEQ Level of Award
   - MSc Specialist Community Public Health Nursing: Health Visiting
   - MSc Specialist Community Public Health Nursing: Occupational Health Nursing
   - MSc Specialist Community Public Health Nursing: School Nursing
   - Postgraduate Diploma in Specialist Community Public Health Nursing: Health Visiting
   - Postgraduate Diploma in Specialist Community Public Health Nursing: Occupational Health Nursing
   - Postgraduate Diploma in Specialist Community Public Health Nursing: School Nursing
   
   **All of the above awards are at FHEQ Level 7**

7. Programme title
   - Specialist Community Public Health Nursing: Health Visiting
   - Specialist Community Public Health Nursing: Occupational Health Nursing
   - Specialist Community Public Health Nursing: School Nursing

8. Programme type (single honours/joint)
   - N/A

9. Normal length of programme (in months) for each mode of study
   - Postgraduate Diploma (or MSc taught part):
     - 52 weeks full-time
     - 104 weeks part-time
     - This is in line with NMC requirements
   - MSc dissertation project:
     - 6 months full-time
     - 12 months part-time
| 10. Maximum period of registration for each mode of study | For the Postgraduate Diploma & license to practice:  
Normal plus 2 years  
Maximum for MSc (taught part + dissertation): 5 years |
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<tr>
<td>11. Variation(s) to September start</td>
<td>January and March (for registration to complete MSc dissertation only)</td>
</tr>
<tr>
<td>12. Modes of study</td>
<td>Full or part-time</td>
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<td>13. Modes of delivery</td>
<td>Standard</td>
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<tr>
<td>14. Intermediate awards and titles and FHEQ Level of Award</td>
<td>Postgraduate Certificate in Health Studies (FHEQ Level 7)</td>
</tr>
<tr>
<td>15. UCAS Code</td>
<td>N/A</td>
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</table>
| 16. HECos Code | 100295 (Health Visiting)  
100281 (Community Nursing)  
100293 (School Nursing) |
| 17. Route Code | B712PSCPHNH (Health Visiting)  
B710PSCPHNO (Occupational Health Nursing)  
B713PSCPHNS (School Nursing) |
| 18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design | QAA UK Quality Code for Higher Education  
Brunel 2030  
Brunel Placement Learning Policy, as published under the ‘Placements’ section of the ‘Managing Higher Education Provision with Others’ page.  
NMC Standards of Proficiency for nurse and midwife prescribers (2006)  
Department of Health: Educating Health Visitors for a transformed service (2011)  
Department of Health: Health Visitor Teaching in Practice (2012)  
Department of Health: The Healthy Child Programme 5-19 years (2009)  
Royal College of Nursing Occupational Health Nursing: Career and competence development (2011) |
| 19. Admission Requirements | Details of PGT entry requirements are provided on the University’s and College website.  
Levels of English for non-native speakers are outlined on Brunel International’s language requirements pages.  
- Qualified nurse/midwife with active registration on part one or two of the NMC Nursing Register.  
- Two satisfactory references of which one should be an academic reference.  
- Ideally a first degree or a minimum of a diploma of higher education, plus evidence of recent study that demonstrates the applicant’s readiness to study at postgraduate level.  
- All applicants are required to be interviewed to ascertain their academic and professional readiness to undertake postgraduate study.  
- There will not be a requirement that all applicants to the Postgraduate Diploma/MSc route hold first degrees, but they will require a Diploma of Higher Education plus relevant professional experience. Postgraduate Diploma applicants will be required to demonstrate their readiness to work at this academic level as stated above). |
## Advanced standing (APL):
For admission with advanced standing to the PG Diploma a maximum of 30 credit exemptions is permitted at Level M where the applicant holds certificated prior learning. The NMC would allow a maximum of one-third of the programme.

For a detailed explanation of the APL/APEL process and policy please contact the programme team or the admissions office.

## Applicant Screening
Students placed in NHS setting for practice will have screening by the Disclosure and Barring Service undertaken by the placement organisation. However as Occupational Health Nurse students may be placed in NHS placements they will carry out the screening if required.

## Statutory Body Accreditation
The programme meets the regulatory requirements for Approval and Monitoring of Specialist Community Public Health Nursing Programmes as laid down by the Nursing and Midwifery Council. The MSc and Postgraduate Diploma awards grant a licence to practise. The Postgraduate Certificate in Health does not grant licence to practise.

## Career opportunities
Nurses who successfully complete the programme are eligible to apply for posts as Specialist Community Public Health Nurses within their pathway specialism. Career progression as team leaders and managers frequently result following this award.

## Nurse Prescribing Module
The V100 Nurse Prescribing modules provide professional development certification. It is not required to achieve a pass in these modules to receive any of the awards available under the Specialist Community Public Health Nursing programme. Students who undertake and pass the assessment will be noted at the Board of Examiners and the student’s results will be relayed to the NMC to enable the student to practise as a V100 nurse prescriber.

## Initial Registration
All applicants will register, initially, for the Postgraduate Diploma.

The above programme results in students, on successful completion of the Postgraduate Diploma, gaining their professional award (licence to practise). Students can then choose to immediately transfer from the end of the Postgraduate Diploma programme to the MSc programme (there will in this case be no award at the end of the Postgraduate Diploma part). Alternatively students can exit with the Postgraduate Diploma and may apply to resume their studies to commence the dissertation module and gain the MSc award in accordance with the next paragraph.

Under the University’s policies on accreditation of prior learning (Senate Regulation 3.24 to 3.37), a student who has exited the programme may apply to return and complete the parts of the programme not previously attempted. Where this return is permitted an appropriate new maximum period will be set for the new period of registration. Where further award is achieved after this new period of registration, any previous award shall be rescinded prior to the conferral of that further award.
MSc Dissertation
The dissertation will be undertaken over a period of six months for full-time students and one year for part-time students. The nature of the dissertation follows the requirements laid-down by the School of Health Sciences and Social Care and is outlined within the Module Syllabus. Students will not commence work on the dissertation module whilst completing taught modules.

Withdrawal from Practice Placement
All students are required to undertake specified periods of placement. Every attempt is made to match students' placement needs. Students may not unreasonably reject the offer of a placement setting nor are they permitted to unilaterally discontinue a placement setting once commenced. The University and the placement provider may terminate a placement setting only with good cause. Students who wish to discontinue a placement setting must gain the agreement of the University before they may discontinue the placement setting; relevant procedures are defined in the placement handbook.

Where, after due process as defined in the relevant placement handbook, a student’s progress in a placement setting is judged as irredeemable, the placement setting may be terminated early by the University and placement provider. An 'irredeemable' judgement will be made only where the student’s progress in the placement setting is such that it will not be possible for the student to meet the assessment requirements of the placement module/block within the remaining standard period of the current placement setting.

Attendance
Each module is considered separately for attendance purposes and 100% attendance is expected in each module. Attendance on campus will be recorded by the use of self-signing registers in each session. These will be monitored regularly by the module leader and when poor attendance is noted which might lead to a student falling below 80%, action will be taken. Attendance will be discussed with the student and noted on a tutorial record sheet. If attendance does not improve and there are no known mitigating circumstances then the student will be issued with a brief written reminder of the attendance requirement, and the practice sponsor/OH manager will be notified.

Sponsoring/employing organisations are informed of attendance records on a termly basis.

The attendance level requirements in the practice placement are reviewed as part of the formative assessment.

Professional Suitability
Certain behaviours may indicate that a student is professionally unsuitable. Where the professional suitability of a student is questioned the suitability procedures of Senate Regulation 14 will be followed.

22. Further information about the programme is available from the College website.


23. EDUCATIONAL AIMS OF THE PROGRAMME
This programme aims to provide registered nurses and midwives demonstrating readiness to study at postgraduate level with the knowledge and skills to enable them to become specialist community public health nurses who are fit for practise, purpose, award and professional standing.

The overall aim of the proposed programme is to develop Specialist Community Public Health Nurses who are ‘fit for purpose’ with competent research skills and capable of demonstrating higher levels of clinical decision making, professional leadership and management skills as expected of a candidate studying at postgraduate level. They should ‘be able to monitor and improve standards of public health practice’ and facilitate the development of practice through research, teaching and supporting colleagues. Practitioners must be able to work both collaboratively within a multi-disciplinary team and autonomously, ensuring high quality health care for individuals, families, groups and communities based on critically appraised theoretical and practical evidence. The need for practitioners to further develop research skills and experience is of prime importance.

The aims and learning outcomes for the programme have been taken from SCPHN Standards document (NMC 2004) and adapted to reflect Masters Level study:

- To provide the foundation for the standards of proficiency for entry to the NMC register as a SCPHN in Health Visiting, Occupational Health Nursing, School Nursing.
- To ensure that students are prepared to practise safely and effectively to such an extent that the protection of the public is assured at all times following The Code: Standards of conduct, performance and ethics (NMC, 2008).
- To prepare practitioners to be practice-centred and proficient and to work in a rapidly changing environment by adapting innovatively to new systems of service delivery and public health.
- To enhance continuing personal and professional expertise for extending the scope of future practice roles and responsibilities, that will enable further development through lifelong learning, in order to challenge appropriately and creatively respond to emerging priorities in the defined area of practice.
- To further develop a critical, challenging and innovative approach to contemporary public health issues that can influence service provision and take a lead role in the development of advanced strategies in population-based approaches to healthcare delivery.
- To build on existing research skills to propose and progress new ideas for advancing the evidence base for SCPHN.

#### 24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

<table>
<thead>
<tr>
<th>FHEQ Level</th>
<th>Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)</th>
<th>Learning Outcome</th>
<th>Masters Award Only</th>
<th>Associated Assessment Blocks Code(s)</th>
<th>Associated Study Blocks Code(s)</th>
<th>Associated Modular Blocks Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>K</td>
<td>To meet the required NMC standards of proficiency which requires the practitioner to search for health needs, stimulate awareness of health needs, influence policies affecting health and facilitate health</td>
<td>CM5808</td>
<td>CM5708</td>
<td>CM5602 CM5603 CM5604 CM5600 CM5601</td>
<td></td>
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<tr>
<td>7</td>
<td>K</td>
<td>A critical awareness of Research methodologies, methods and ethics of research participation (MSc).</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>K</td>
<td>Deep understanding of policy, strategy development and implementation to improve health and wellbeing and capacity building.</td>
<td></td>
<td>CM5808</td>
<td>CM5708</td>
<td>CM5602</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>Synthesise original knowledge into practice, critically analysing the currency of the evidence base and applying it innovatively to improve service provision and evaluating outcomes.</td>
<td></td>
<td>CM5808</td>
<td>CM5708</td>
<td>HH5609</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>Work independently, design and conduct an original research study using appropriate methods (MSc).</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>C</td>
<td>Utilise critical thinking, problem-solving and reflective capacities essential for challenging professional practice.</td>
<td></td>
<td>CM5808</td>
<td>CM5708</td>
<td>CM5602</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>Work flexibly and collaboratively with other services in a range of settings; to deal with conflicting priorities and complex situations in managing public health provision. Justifying sometimes contradictory theories and perspectives in the management of public health provision.</td>
<td></td>
<td>CM5808</td>
<td>CM5708</td>
<td>HH5609</td>
</tr>
<tr>
<td>7</td>
<td>S</td>
<td>Demonstrate overall competence in specialist community public health practice, taking responsibility and being accountable for assessing risk in complex situations, while developing effective relationships with colleagues, service users/clients and other professionals based on trust and openness.</td>
<td></td>
<td>CM5808</td>
<td>CM3702</td>
<td>CM5708</td>
</tr>
<tr>
<td>7</td>
<td>S</td>
<td>Critically appraise skills of effective leadership in the management and evaluation of public health programmes for defined populations. Taking responsibility for critical decision making in safeguarding vulnerable individuals.</td>
<td></td>
<td>CM5808</td>
<td>CM5708</td>
<td>CM5602</td>
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</tbody>
</table>
**Learning/teaching strategies and methods** to enable learning outcomes to be achieved, including formative assessments

Work-based practice, lectures, seminars, discussion, debates, small group work, study, problem-focused learning and tutorial supervision.

All modules include elements of formative assessment throughout the programme

**Summative assessment strategies and methods** to enable learning outcomes to be demonstrated.

A variety of assessment methods are used throughout the programme to assess knowledge and understanding, and provide feedback both formative and summative. For example, through examination, project work, assignments, and evidence from practice experience.

The assessment of cognitive skills is achieved through evidence-based presentations, reflections, assignments, portfolio and the dissertation.

Practical and professional skills are assessed in practice, project work, public health intervention, report writing/care planning, nurse prescribing.

Transferable skills are assessed in presentations, practice, assessed group work.

Dissertation research study

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### 25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block**: one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;

- **Optional block**: one which students choose from an ‘option range’. These will be listed in the right hand column;

- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

  Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.
  - e.g. AB5500 Project (40)
  - Core: Block

  Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core
  - e.g. ABXXX1 Title (XX credits)
  - Core: 1 & 4

  Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:
  - e.g. ABXXXX Title (XX credits)
  - Core: All, Block
• A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

<table>
<thead>
<tr>
<th>FHEQ Level 7</th>
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<tbody>
<tr>
<td>Compulsory assessment block codes, titles and credit</td>
<td>Optional assessment block codes, titles and credits</td>
</tr>
<tr>
<td><strong>All Programmes:</strong></td>
<td><strong>All Programmes:</strong></td>
</tr>
<tr>
<td>CM5808_CN Presenting Mental Health and Well-being</td>
<td>CM3802_CNL5 Nurse Prescribing Assessment (0 credits)</td>
</tr>
<tr>
<td>15 credits</td>
<td></td>
</tr>
<tr>
<td><strong>Part time</strong></td>
<td><strong>Part time</strong></td>
</tr>
<tr>
<td>Year 2: CM5808_CN</td>
<td>Year 1/2: CM3802_CNL5</td>
</tr>
</tbody>
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</thead>
<tbody>
<tr>
<td>Compulsory study block codes, titles and credit volume</td>
</tr>
<tr>
<td><strong>All Programmes:</strong></td>
</tr>
<tr>
<td>CM5708_SB Mental Health and Well-being</td>
</tr>
<tr>
<td>15 credits</td>
</tr>
<tr>
<td><strong>Part time</strong></td>
</tr>
<tr>
<td>Year 2: CM5708_SB</td>
</tr>
</tbody>
</table>
### Compulsory modular block codes, titles and credits

**All Programmes:**
- CM5600_CN Developing Specialist Community Public Health Nursing Practice (30 credits)
- CM5601_CN Health Promotion and Public Health Leadership (30 credits)
- HH5609_CN Approaches to Research (15 credits)
- CM3602_CNL5 Consolidated Practice (0 credits)

**Occupational Health Nursing Programmes:**
- CM5602_CN Managing Professional Perspectives in SCPHN-OHN (30 credits)

**School Nursing Programmes:**
- CM5603_CN Managing professional Perspectives in SCPHN-SN (30 credits)

**Health Visiting Programmes:**
- CM5604_CN Managing Professional Perspectives in SCPHN-HV (30 credits)

**All MSc Programmes:**
- HH5619 The Dissertation (Core: Block) (60 credits)

### Optional modular block codes, titles and credits

**Part time Structure:**

**Year 1:** CM5600_CN; HH5609_CN
CM5602_CN*; CM5603_CN*; CM5604_CN*
*Dependent on pathway

**Year 2:** CM5600_CN; CM5601_CN

**Year 3:** HH5619 (MSc)

### FHEQ Level 7 Progression and Award Requirements

As per Senate Regulation 3

Students must pass the Consolidated Practice Module (CM3602), which is graded on a pass/fail basis.

PGDip may not be awarded by substitution of the dissertation (HH5619) for modular/assessment blocks in the taught part of the programme.

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Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.