School of Health and Social Work

Title of Programme: **BSc (Hons) Specialist Community Public Health Nursing**

Programme Code:  HHCPH

**Programme Specification**

This programme specification is relevant to students entering:

21 September 2020

Assistant Associate Dean of School (Academic Quality Assurance):

Jenny Lorimer

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

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**Summary of amendments to the programme:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Table 1a and Table 2</td>
<td>Replace 6HSDK0006 - Working with families in complex and challenging situations AND 6HSK0003 - Partnership working for health and wellbeing WITH 6HSDK2006 - Safeguarding Children and Families in Complex and Challenging Situations</td>
</tr>
<tr>
<td></td>
<td>Table 1a</td>
<td>6HSDK2006 - Safeguarding Children and Families in Complex and Challenging Situations will run in B, BCA</td>
</tr>
<tr>
<td></td>
<td>Table 1a</td>
<td>6HSDK0002 – Promoting child and family health and well-being will run in A and B</td>
</tr>
</tbody>
</table>

If you have any queries regarding the changes please email AQO@herts.ac.uk
Programme Specification **BSc (Hons) Specialist Community Public Health Nursing**

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical 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 teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

### Section 1

<table>
<thead>
<tr>
<th>Awarding Institution/Body</th>
<th>University of Hertfordshire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>University of Hertfordshire</td>
</tr>
<tr>
<td>University/partner campuses</td>
<td>College Lane</td>
</tr>
<tr>
<td>Programme accredited by</td>
<td>Nursing and Midwifery Council</td>
</tr>
<tr>
<td>Final Qualification</td>
<td>BSc (Hons)</td>
</tr>
<tr>
<td>All Final Award titles</td>
<td>Specialist Community Public Health Nursing</td>
</tr>
<tr>
<td>(Qualification and Subject)</td>
<td></td>
</tr>
<tr>
<td>FHEQ level of award</td>
<td>6</td>
</tr>
<tr>
<td>UCAS code(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Language of Delivery</td>
<td>English</td>
</tr>
</tbody>
</table>

**A. Programme Rationale**

The programme is designed to enable practitioners to undertake a strategic approach to public health within their intended field of practice, working effectively with individuals, groups and communities and involving, where appropriate, an active collaboration with other disciplines and agencies. It fulfils the Standards of Proficiency for Specialist Community Public Health Nurses (SCPHN) (NMC 2004), required for registration the Professional Register, enabling graduates to work as Health Visitors or School Nurses. The programme also enables the development of the skills and attributes required for graduates to deliver the service vision of health visiting and school nursing (DoH 2011, 2012).

**B. Educational Aims of the Programme**

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- Enable the development of an evidence-based approach to public health practice to improve and protect the health of individuals, groups and communities, including collaboration with voluntary, commercial and statutory agencies to develop the capacity and confidence of groups and individuals to improve their own health and well-being.
- Develop in students the ability to work at a level commensurate with the specialist and autonomous nature of community public health nursing practice, including the ability to search for health needs, stimulate an awareness of health needs, influence policies affecting health and facilitate health-enhancing activities in a range of different settings.
- Foster the skills required to establish effective partnership with individuals, groups and communities and a range of health and social care agencies in order to assess and manage risk and deal appropriately with conflicting priorities and ambiguous situations.
- Promote the development of an effective and ethical approach to public health leadership, managing self, people and resources to improve health and well-being.
- Enable students to work within the principles and codes of professional practice.
C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for health visiting and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 - In-depth knowledge of the factors that influence individual and community health including environmental, psychosocial, economic and lifestyle factors and opportunities for proactive work in relation to these.</td>
<td>Acquisition of knowledge and understanding is through a combination of lectures, seminars, workshops, small group work and online distance learning. Learning is enhanced through discussions with lecturers and expert practitioners in the fields of community and primary care, public health, social work, and research which are related to specialist community practice throughout the programme.</td>
<td>Knowledge and understanding are assessed through testing of knowledge and understanding of A1-5 is through a combination of written assignments and presentations, which offer a choice of titles to enable students to demonstrate knowledge and understanding in relation to their own area of specialist expertise and interest.</td>
</tr>
<tr>
<td>A2 - Differing approaches to the concept of social capital and empowerment of individuals, families and populations to stimulate an awareness of health needs and facilitate health enhancing activities.</td>
<td>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</td>
<td></td>
</tr>
<tr>
<td>A3 - Health and social policies and the mechanisms by which Specialist Community Public Health nurses (SCPHN’s) can influence the development of policy and actions arising from it.</td>
<td>Application of theoretical knowledge and understanding is facilitated through practice placement activities that are undertaken by the student under the supervision of a practice supervisor and assessed by practice assessor supported by the academic assessor.</td>
<td></td>
</tr>
<tr>
<td>A4 - Critical and systematic approaches to the assessment of health needs in partnership with individuals, families and populations and the identification of appropriate evidence-based interventions.</td>
<td>Tutorial support is available face-to-face, by telephone and by e-mail, from module leaders and personal tutors. Throughout the programme, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught / learnt and to broaden their individual knowledge and understanding.</td>
<td></td>
</tr>
</tbody>
</table>
## Intellectual skills

| B1 | Stimulate an awareness of health needs enabling individuals, families and populations to recognize their health needs and facilitate appropriate action. |
| B2 | Influence health and social policy and practice at local, regional and national levels. |
| B3 | Establish evidence based strategies for the prevention and management of physical and psychological abuse and neglect. |

Intellectual skills are developed through the methods and strategies outlined in section A, above and are further developed through small group and tutorial discussions within specialist disciplinary groups, both face-to-face and through online discussion forums. These discussions provide an opportunity for the learners to reflect upon a range of practice issues that they have identified and to engage in the analysis of case studies pertinent to their own particular specialist context. In particular the practice placement enables direct experience of a wide variety of professional issues through which skills can be developed.

Throughout, the learner is encouraged to develop intellectual skills further by independent study.

## Practical skills

| C1 | Demonstrate the use of effective communication and interpersonal skills in delivering care in partnership with individuals, families and populations in order to support and empower them, advancing their health and social well-being. |
| C2 | Undertake the systematic and holistic assessment of the needs of individuals, families and populations and plan, implement and evaluate evidence based public health interventions on the basis of this. |
| C3 | Appraise health screening and surveillance activities relevant to individual, family and population health maintenance. |

Practical skills are developed throughout the programme by ongoing discussion of, and reflection on, practice issues together with the exploration of required practice skills. The student has the direct opportunity to develop skills within the practice placement.

Evidence of the student’s development in practice is demonstrated through a Practice Portfolio of Evidence. Specific assessment of specialist practice skills and competencies by the practice assessor in partnership with the academic assessor.
C4 - Demonstrate skills in working in partnership with individuals, families, groups and communities to support and empower them.

C5 - Prescribe medicines safely and cost-effectively in accordance with legislation and professional requirements.

C6 - Work at all times within the professional, legal, and ethical frameworks that guide professional practice and enable the management of risk.

<table>
<thead>
<tr>
<th>Transferable skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1 - Use higher level communication skills incorporating verbal, non-verbal, written and electronic means as appropriate.</td>
<td>Transferable skills D1 &amp; D2 are developed throughout the programme through practice experience and exploration in classroom activities such as group work, role-play and seminars. Flexible approaches to learning, using online facilities, encourage the use and integration of up-to-date communication methods.</td>
<td>Transferable skills are assessed through the range of assignments built into the curriculum, consisting of both written work and presentations. Skills D1 &amp; D2 are also assessed in practice against specific competency statements.</td>
</tr>
<tr>
<td>D2 - Work effectively within a team and within a multidisciplinary and multi-agency context.</td>
<td>Skill D3 is developed through lectures, seminars and workshops, including those focused on data analysis and presentation.</td>
<td></td>
</tr>
<tr>
<td>D3 - Engage with information management systems and technology in order to analyse, interpret and present numerical and statistical data.</td>
<td>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</td>
<td></td>
</tr>
<tr>
<td>D4 - Demonstrate self awareness and reflexivity in the management of their own learning needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Programme Structures, Features, Levels, Modules, and Credits

The normal length of registration on this programme is as a full-time student is 52 weeks and for a part-time student is 2 years and leads to the award of a BSc (Honours) degree in Specialist Community Public Health Nursing with professional registration on the professional register held by the Nursing and Midwifery Council. The programme of study leads to a professional award that reflects the student’s intended field of practice in either health visiting or school nursing.

Entry is normally at diploma level with 240 credits at level 4/5.
Professional and Statutory Regulatory Bodies
In order to qualify for the award of a classified BSc (Hons) in Specialist Community Public Health Nursing candidates must successfully complete all modules at level 6. The programme also leads to registration on the Nursing & Midwifery Council register in one of the following specialist community pathways:

- Health Visiting
- School Nursing

Honours classification
The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14, Section D.

Work-Based Learning, including Sandwich Programmes
In line with PSRB requirements students spend at least 50% of programme hours engaged in work-based learning, working under the support and supervision of a Practice Supervisor. Practice competencies are assessed summatively by a Practice Assessor in partnership with the Academic Assessor.

Erasmus Exchange programme
N/A

Programme Structure
The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

All modules are compulsory for the award of BSc (Hons) Specialist Community Public Health Nursing and professional registration.

Shared learning occurs between health visitors and school nurses within modules. Students are enabled to explore and integrate theoretical learning in the context of their specialist area of practice through a number of teaching and learning strategies. Teaching takes place for example in specialist groups and in sessions involving other specialist community public health nurses and occasionally Specialist Community Nurses to explore matters of common interest and shared professional responsibility. A range of specialist lectures, small group work are used to enable students to apply and integrate broad areas of knowledge within their intended field of practice. All students undertake a significant period of practice experience throughout their programme of study enabling them to fully integrate the knowledge, skills and attributes developed in University based study within their practice context. All students are assessed in terms of their achieved competencies within the area of practice relevant to their professional award.

Table 1a Outline Programme Structure

**Mode of study** Full or Part Time

**Entry point** Semester A and B

**Level 6**
### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health: Policy, Principles and Practice</td>
<td>6HSK0001</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Promoting Child and Family Health and Well-being</td>
<td>6HSK0002</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A, B</td>
</tr>
<tr>
<td>Leading and Managing Public Health Practice</td>
<td>6HSK0005</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>B</td>
</tr>
<tr>
<td>Safeguarding Children and Families in Complex and Challenging Situations</td>
<td>6HSK2006</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B, BCA</td>
</tr>
<tr>
<td>Research &amp; Evidence-Based Public Health Practice</td>
<td>6HSK0004</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A, B</td>
</tr>
<tr>
<td>Specialist Community Public Health Practice</td>
<td>6HSK1075</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>ABC, BCA</td>
</tr>
<tr>
<td>V100 Nurse Prescribing</td>
<td>6HSK1074</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>ABC, BCA</td>
</tr>
</tbody>
</table>

### NOTES

Successful completion of these modules also requires the achievement of all designated practice proficiencies.

The award of an Honours degree requires the successful completion of all of the above modules at level 6.

### Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14, Section D.

### Table 1b Final and interim awards available

The programme provides the following final and interim awards:

<table>
<thead>
<tr>
<th>Final Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Hons)</td>
<td>Specialist Community Public Health Nursing</td>
<td>360 credit points including 240 at level 6/5 of which 120 must be at level 6</td>
<td>6</td>
<td>All programme learning outcomes (see Section C)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interim Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc Community Health Studies</td>
<td>300 credit points including 180 at level 6/5 of which 60 must be at level 6</td>
<td>6</td>
<td>See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

### Programme-specific assessment regulations
The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 (delete as applicable) and UPR AS14) with the exception of those listed below, which have been approved by the University:

- In order to be eligible for a professional award, students must successfully complete the required modules listed in Table 1a.
- Final compensatory credit (exemption from UPR AS14 section D4.4) and or intramodular compensation is not permissible within the programme.
- A successfully accomplished period of professional practice experience, in which the student is able to demonstrate all of the competencies required for a specialist public health nursing award (NMC 2004) and V100 prescribing, is mandatory for receipt of the professional award.
- Credits may be accepted within a programme of study and count for specific credits. The maximum allowance for an award through the Assessment of Prior /Certificated Learning (APCL) will be in accordance with the Schedule of Awards (UPR AS 11, section 2.2) Prior accredited learning must also be mapped against relevant Nursing and Midwifery Council standards to ensure the coherence of the professional award.
- A minimum 85% attendance is normally required at taught theory sessions. Students who are unable to meet this requirement will negotiate an individual learning contract with the module leader to demonstrate evidence of learning.
- 100% attendance is normally required in practice experience. Students who are unable to meet this requirement will need to undertake an additional period of learning in practice, negotiated with their Practice Assessor and Academic Assessor.
- The numeracy assessment is an independently assessed element and must be passed in order to meet programme and NMC requirements. Students will be given two attempts to pass the test at the first sitting and a further referral attempt. For all other assessments, students are allowed only two attempts at the assessment.

E. Management of Programme & Support for student learning.

Management
The programme is managed and administered through:
- Programme Leader to help students to understand the programme structure
- Student representatives on programme committee
- A designated programme administrator
- Module Leaders

Support
Students are supported by:
- An induction week at the beginning of each new academic session
- Personal tutors to provide academic and pastoral support. Personal tutors are also the academic assessor.
- Placement support and supervision by a Practice Supervisor working in close collaboration with the Practice Assessor and Academic Assessor.
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation
- Office of Dean of Students incorporating Chaplaincy, Counselling and Nursery
- StudyNet, a versatile on-line interactive intranet and learning environment
- Guided student-centred learning on StudyNet module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 Learning Resources Centres
- University disability advisors
- An Equal Opportunities Office
- Careers Enterprise and Employment Services
- Students’ Union
- Academic Skills Advice
- Mathematics Drop-in Centre
F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The Ask Herts website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called ‘University Policies and Regulations’ (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 ‘Regulations and Advice for Students’ Particular Attention - Index’ provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel’s report and conclusions can be accessed at: https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147

G. Entry requirements

The normal entry requirements for the programme are:

▪ Diploma level with 240 credits at level 4/5 or equivalent.
▪ Effective registration on the Nursing and Midwifery Council professional register.
▪ Applicants who have not yet received confirmation of their registration with the NMC must supply (i) evidence of their successful completion of their pre-registration nursing or midwifery qualification (ii) evidence of their application for NMC registration.
▪ Successful interview with representatives of the sponsoring organisation, conducted in collaboration with the University.
▪ Prior to commencing the programme applicants must demonstrate that they have good health and good character, sufficient for safe and effective practice as a specialist community public health nurse. A satisfactory Occupational Health Clearance and Disclosure and Barring Service enhanced check will also be required. For students on the part-time pathway this will be carried out again at the end of the first year.
▪ Access to an appropriate specialist community practice placement with a Practice Supervisor and Practice Assessor. This is normally provided through the sponsoring organisation.
▪ Self-sponsoring students are required to negotiate access to a placement and a Practice Supervisor and Practice Assessor with an appropriate service provider e.g. Community Services Trust or equivalent. All other admissions criteria will apply to the self-sponsoring student.
▪ Students registered on the BSc (Hons) Specialist Community Public Health Nursing programme will be able to transfer directly onto the PG Diploma programme prior to submission of their first summative piece of coursework and only if they have the appropriate entry criteria.
▪ Written confirmation of support to undertake the prescribing module from their employer, including NHS and non-NHS employers. The support available must include time to attend protected time to engage in practice development activities with an identified prescriber.
▪ In relation to prescribing:
  For the V100 option:
A practice supervisor and practice assessor who is a qualified prescriber and who prescribes regularly.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: Theresa Titchener, Programme Leader, t.m.titchener@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner’s Report for the programme, please email a request to aqo@herts.ac.uk
BSc(Hons) Specialist Community Public Health Nursing

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health: Policy, Principles and Practice</td>
<td>6HSK0001</td>
<td>X X X X</td>
<td>X</td>
<td>X</td>
<td>X X</td>
</tr>
<tr>
<td>Promoting Child and Family Health and Well-being</td>
<td>6HSK0002</td>
<td>X X X</td>
<td>X X X X</td>
<td>X X X X</td>
<td>X</td>
</tr>
<tr>
<td>Specialist Community Public Health Practice</td>
<td>6HSK1075</td>
<td>X X X X</td>
<td>X X X X</td>
<td>X X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>Leading and Managing Public Health Practice</td>
<td>6HSK0005</td>
<td>X X X</td>
<td>X</td>
<td>X</td>
<td>X X X X</td>
</tr>
<tr>
<td>Safeguarding Children and Families in Complex and Challenging Situations</td>
<td>6HSK2006</td>
<td>X X X X</td>
<td>X</td>
<td>X</td>
<td>X X X X</td>
</tr>
<tr>
<td>Research &amp; Evidence-Based Public Health Practice</td>
<td>6HSK0004</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>V100 Nurse Prescribing</td>
<td>6HSK1074</td>
<td>X X X X</td>
<td>X</td>
<td>X</td>
<td>X X X X X</td>
</tr>
</tbody>
</table>

**KEY TO PROGRAMME LEARNING OUTCOMES**

**Knowledge and Understanding**

A1. In-depth knowledge of the factors that influence individual and community health including environmental, psychosocial, economic and lifestyle factors and opportunities for proactive work in relation to these.

A2. Differing approaches to the concept of social capital and empowerment of individuals, families and populations to stimulate an awareness of health needs and facilitate health enhancing activities.

A3. Health and social policies and the mechanisms by which Specialist Community Public Health nurses (SCPHN's) can influence the development of policy and actions arising from it.

**Practical Skills**

C1. Demonstrate the use of effective communication and interpersonal skills in delivering care in partnership with individuals, families and populations in order to support and empower them, advancing their health and social well-being.

C2. Undertake the systematic and holistic assessment of the needs of individuals, families and populations and plan, implement and evaluate evidence based public health interventions on the basis of this.

C3. Appraise health screening and surveillance activities relevant to individual, family and population health maintenance.
A4. Critical and systematic approaches to the assessment of health needs in partnership with individuals, families and populations and the identification of appropriate evidence-based interventions.

A5. Strategic approaches to leadership and resource management within a commissioning environment and multidisciplinary and multi-agency context.

C4. Demonstrate skills in working in partnership with individuals, families and populations to support and empower them.

C5. Prescribe medicines safely and cost-effectively in accordance with legislation and professional requirements.

C6. Work at all times within the professional, legal, and ethical frameworks that guide professional practice and enable the management of risk.

**Intellectual Skills**

B1. Stimulate an awareness of health needs enabling individuals, groups and communities to recognize their health needs and facilitate appropriate action.

B2. Influence health and social policy and practice at local, regional and national levels.

B3. Establish evidence based strategies for the prevention and management of physical and psychological abuse and neglect.

**Transferable Skills**

D1. Use higher level communication skills incorporating verbal, non-verbal, written and electronic means as appropriate.

D2. Work effectively within a team and within a multidisciplinary and multi-agency context.

D3. Engage with information management systems and technology in order to analyse, interpret and present numerical and statistical data.

D4. Demonstrate self-awareness and reflexivity in the management of their own learning needs.
Section 2

Programme management

Relevant QAA subject benchmarking statements

Type of programme
Undergraduate

Date of validation/last periodic review
March 19

Date of production/ last revision of PS
November 2020

Relevant to level/cohort
Level 6 entering September 2020

Administrative School
School of Health and Social Work

Table 3 Course structure

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course description</th>
<th>HECOS</th>
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