



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1	Awarding Institution	
2	Teaching Institution	Queen Margaret University
3	Professional body accreditation	
4	Final Award	BSc(Hons) Community Health Nursing/Post Graduate Diploma Nursing (Community Health)
	Subsidiary exit awards	Post Graduate Certificate
5	Programme Title	BSc (Hons) Community Health Nursing/Post Graduate Diploma Nursing (Community Health)
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	Level 10 and Level 11
8	Mode of delivery and duration	Full time; Part time and associate
9	Date of validation/review	April 2010

10. Educational Aims of the programme

Overall programme aims Level 10 and 11.

The programme aims to provide a flexible approach to study for experienced, registered practitioners who will be enabled to:

- Develop, implement and evaluate evidence-based community health nursing practice
- Develop an innovative, reflective and pro-active approach to meeting the health, nursing and social needs of individuals, families, groups, communities and populations

11. Benchmark statements/professional and statutory body requirements covered by the programme

NMC (2005) NMC Circular on Prescribing – V100 Nurse Prescribing

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

QAA (2002) Benchmark Statement for Health Visiting

Scottish Executive (2003) A Scottish Framework for Nursing in School

United Kingdom Central Council 2001. Standards for Specialist Education and Practice available at: <http://www.nmc-uk.org/aDisplayDocument.aspx?documentID=661>

12 Subject Benchmarking

The subject benchmark statement has been informed by the Recognition scheme for subject benchmark statements, published by the Quality Assurance Agency for Higher Education (QAA in 2004)*. The revised Scottish benchmark statement for nursing has continued to be influenced by the benchmark information relating to The Standard for Initial Teacher Education in Scotland The benchmarks for nursing in Scotland and specialist community public health nursing (QAA 2009)** along with the expected features of the threshold standard, are set out under the following three main headings:

Professional knowledge and understanding
Professional skills and abilities
Professional values, accountability and development

*Available at www.gaa.ac.uk/academicinfrastructure

** Available at www.Qaa.ac.uk/academicinfrastructure/benchmark/Scottish

As part of the process of developing and specifying the intended learning outcomes, the module team have made reference to the professional outcomes;

Within the programme, there are two pathways: Specialist Practitioner Qualification: Community Nursing in the Home: District Nursing and Specialist Community Public Health Nursing.

Specialist Practitioner Qualification: Community Nursing in the Home: District Nursing

On completion of the programme students will be able to meet the following core and specialist outcomes as identified by UKCC (2001).

Specialist practice will require the exercising of judgement, discretion and decision-making, focussing on four broad areas:

- *Clinical nursing practice*
- *Care and programme management*
- *Clinical practice leadership*
- *Clinical practice development*

(UKCC 2001)

Standards of proficiency for Specialist Community Public Health Nurses

These learning outcomes have been developed from the Standards of Proficiency to enter the Register as a Specialist Community Public Health Nurse. The Standards are underpinned by ten key principles of public health practice in the context of Specialist Community Public Health Nursing.

On completion of the Specialist Community Public Health Nursing outcome students will be able to demonstrate theory and practice in:

- Surveillance and assessment of the population's health and wellbeing
- Collaborative working for health and wellbeing
- Working with, and for, communities to improve health and wellbeing
- Developing health programmes and services and reducing inequalities
- Policy and strategy development and implementation to improve health and wellbeing
- Research and development to improve health and wellbeing
- Promoting and protecting the population health and wellbeing
- Developing quality and risk management within an evaluative culture
- Strategic leadership for health and wellbeing
- Ethically managing self, people and resources to improve health and wellbeing.

(Standards of Proficiency for SCPHN, Nursing and Midwifery Council 2004a)

12. Learning Outcomes of the Programme

These may be divided in the following categories:

- A. Knowledge and understanding
- B. Intellectual (thinking) skills
- C. Practical skills
- D. Transferable skills

General Programme outcomes SCQF Level 11

On completion of the programme at Level 11, community nurses will be able to:

1. Demonstrate knowledge and understanding of, and competence in adopting, appropriate strategies for inquiry which will advance nursing practice (ABCD)
2. Critically reflect on, and respond creatively to, the complexity of nursing practice in the context of a rapidly changing environment (ABCD)
3. Exercise individual and rational judgement and develop strategic thinking within a framework of academic and professional accountability (ABCD)
4. Contribute to theoretical and/or professional innovation at personal and organisational levels (ABCD)
5. Play a pro-active role in the personal and professional development of self and others (ABCD)
6. Demonstrate critical understanding of, and contribution to, interagency and partnership working from a well-developed understanding of the contribution of nursing to partnerships (ABCD)

These outcomes will be reviewed and revised in 2011 for the MSc Nursing programme validation. The community nursing team will be part of the curriculum development group.

General Programme outcomes SCQF Level 10

On completion of the programme at Level 10, community nurses will be able to:

1. Critically analyse and reflect on personal and professional judgement within a framework of academic and professional accountability (ABCD)
2. Identify, analyse and respond to the health needs of individuals, families, groups and communities (ABCD)
3. Promote, develop, implement and evaluate evidence-based community practice to ensure the health of the public (ABCD)
4. Critically explore ways of integrating personal and professional leadership knowledge and skills in a changing practice environment (ABD)
5. Contribute to policy development and implementation at national and local level (ABD)
6. Work in partnership with all stakeholders in the development of practice (ABCD)
7. Critically examine organisational contexts and adapt appropriate management strategies to ensure quality care provision (ABCD)

13. Teaching and learning methods and strategies

Students undertaking this programme are adult learners, each having a unique set of knowledge and experience. This is acknowledged in the use of student-centred learning strategies. However, given the diverse backgrounds it is recognised that students may be at different cognitive stages of autonomous learning, therefore a mix of learning and teaching strategies are used. Participants may also undertake the professional award at different academic levels. The nature of the programme, 50% theory and 50% practice based is particularly appropriate as it facilitates the linking of new knowledge with previous experiential and theoretical knowledge which can then be used to contribute to developments in practice. A sound understanding of the inter-relationship between theory and practice is essential for the use of new knowledge and research in the area of community health.

Active learning is encouraged through the use of techniques such as group work, seminars, debates, discussions, enquiry, problem-based learning, and workshops to stimulate reflective practice and integration of knowledge gained theoretically and from practice.

The virtual learning environment (Web-CT) is utilised to provide mediated conferencing for the whole student group, to facilitate discussion groups and the development of the learning community.

Teaching and Learning Approach for Work based Modules

The specialist professional practice takes place within a work-based setting within a variety of modules including, Community Health, Anticipatory Care, Principles and Practice of Managing People with Complex Needs and Principles and Practice of Health and Social Care of Individuals, Children and Families, V100 Community Practitioner Practitioner Prescribing and Practice Consolidation. These modules recognise the academic value of clinical practice and provide the student with the opportunity to focus on areas of personal and professional development within the context of their own specialist practitioner framework. A major strength is the collaboration between the practice teacher, student and teaching team to facilitate the integration of theory and practice

The teaching and learning approach for work based modules is through the development of evidence of application of theory to practice in the demonstration of achievement of the learning outcomes. Students will negotiate with the practice teacher/sign-off mentor/mentor to identify activities and learning opportunities for this purpose. Learning plans should be agreed and regularly reviewed as progress is made towards achievement of all outcomes. Preparation for work based learning will be undertaken through workshop and seminar activities. Within Principles and Practice of Managing People with Complex Needs and Principles and Practice of Health and Social Care of Individuals, Children and Families, students will be expected to demonstrate how they have achieved either the NMC standards for SPQ or proficiencies for SCPHN if a professional outcome is sought..

14. Assessment strategies

In line with the philosophy of the curriculum, the assessments embrace a variety of methods. University-based modules are assessed using a variety of strategies including, profile development, time-limited examinations, presenting case-studies, developing action plans, preparing literature reviews and writing reports. Assessment in the practice based modules focuses on the development of specialist practice knowledge and the skills for critical reflection, critical analysis, synthesis and evaluation, evidenced through portfolios and poster presentation. Students are also expected to participate in group work and peer presentations for formative assessment purposes.

A range of assessment methods are utilised to ensure that differing learning styles are acknowledged and that students are challenged both academically and professionally throughout the programme. The assignments, which are designed to acknowledge the process of learning as well as the product, assess levels of analysis and application of knowledge. Within each module the students are engaged in assessments that reflect the outcomes of the module and are aligned with the learning and teaching activities used. It is anticipated that by using an andragogical approach students have the opportunity to embed their learning in their professional practice within their particular discipline.

The student is assessed in accordance with Queen Margaret University regulations. Each student has access to the regulations via the University website <http://www.qmu.ac.uk/quality/documents/assregs09.PDF>.

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

Students undertaking this programme are adult learners, each having a unique set of knowledge and experience. Participants may undertake the academic award at different levels and there is also the opportunity to achieve a professional award. To complete the academic award PG Diploma Nursing (Community Health) at Level 11, a student must complete 150 credits. To achieve the BSc (Hons) Community Health Nursing at Level 10 the student must achieve 130 credits at Level 10. The programme is 50% theory-based and 50% practice based to comply with professional regulations. The programme is modular, designed to facilitate different patterns of study, full-time, part-time or CPD purposes.

The full-time programme extends over three semesters to a total of 52 weeks. The programme structure is illustrated in Table 1. Semester 1 (15 weeks) is predominantly university based.

Semester 2 (20 weeks) is mixed and Semester 3 is work-based (10 weeks consolidation). Study days are included in Semester 2 to facilitate the delivery of university based modules and the separation and reflective activities of the work-based modules.

Specific Professional Specifications

The course is designed to meet NMC standards for specialist practitioner qualification: Community Nursing in the Home: District Nursing and the proficiencies for Specialist Community Public Health Nursing Practitioners, recognising the unique context of each specialist outcome, as reflected in the principles and practice module outcomes.

Specialist practice is an integral component of professional community nursing courses. For those wishing the professional award practice must consist of 50% of the programme ie. 22.5 weeks in total, and includes a ten week period of practice consolidation. During this period, students are supervised by Practice Teachers. All practice placements are approved and audited as part of the quality assurance procedures of Queen Margaret University and relevant NHS Boards.

PROGRAMME STRUCTURE

SCQF Level	Entry requirements	Sept	Oct	Nov	Dec	Ho Is	Jan	Feb	Mar	Ho Is	April	May	June	July	Aug	Sept	Academic and professional award
SCQF LEVEL 11	Normally degree	Contemporary Nursing Practice			Leading in Healthcare	Making Judgements and Decisions in Practice						Practice consolidation			PG Diploma Nursing (Community) (with SPQ: Community Nursing in the Home: DN or Specialist Community Public Health Nursing*)		
			15		15							15					
		Research Methods		Anticipatory Care	Principles and Practice of Managing People with Complex Needs Or Principles and Practice in the Health and Social care of Individuals, Children and Families (Specialist practice module*) (Portfolio mapped to standards/proficiencies) 45												
		15		Or Advanced Approaches to Patient Assessment	V100 Community Practitioner Nurse Prescribing							15		15			

CORE / SPECIALIST

CONSOLIDATION

SCQF LEVEL 10	Normally Dip HE	Community Health	Clinical Leadership in Practice	Making Judgements and Decisions in Practice						Practice Consolidation			BSc(Hons) Community Health Nursing (with SPQ*)
			30							10			
				30	Principles and Practice of Managing People with Complex Needs Or Principles and Practice in the Health and Social care of Individuals, Children and Families (Specialist practice module*) Portfolio mapped to standards/proficiencies 40								
				V100 prescribing									10

Example of Level 11 two year part-time route

Modules	Year	Semester
Research Methods	1	1
Leading in Healthcare	1	1
V100 Community Practitioner Nurse Prescribing	1	2
Contemporary Nursing Practice	2	1
Anticipatory Care	2	1
Principles and Practice Managing People with Complex Needs or Principles and Practice in the Health and Social Care of Individuals, Children and Families	2	2
Practice Consolidation	2	3

Table 2 : Example of Level 10 two year part-time route

Modules	Year	Semester
Community Health*	1	1
V100 Community Practitioner Nurse Prescribing	1	2
Clinical Judgement and Decision-making	1	2
Clinical Leadership in Practice*	2	1
Principles and Practice of Managing People with Complex Needs or Principles and Practice in the Health and Social Care of Individuals, Children and Families	2	2
Practice Consolidation	2	3

*Programme has been designed to give the students the opportunity to undertake these modules as CPD and then RPL them into the programme to continue on either a full-time or part-time basis,

16. Criteria for admission

All candidates will be required to meet the University's general academic regulations for admission to the course (Please see <http://www.gmu.ac.uk/quality/gr/default.htm> for general programme regulations).

Entry Requirements for Standard Entry for the BSc (Hons) Community Health Nursing / Post Graduate Diploma Nursing (Community health)

Candidates are required to submit a completed application form with a supporting statement. Evidence of adequate funding for programme/module fees is also required from employers or individual candidates. Applicants will provide two professional references in support of their application. Candidates seeking admission to the specialist practitioner programmes will be short-listed and invited for interview with appropriate representatives from supporting NHS Boards. Additionally, successful candidates must agree to undertake enhanced level of Disclosure Scotland and have access to an approved practice area and appropriate supervision. The programme/pathway leaders, normally in collaboration with service providers, ensure that candidates have a confirmed placement before commencing their programme of studies.

Standard Entry BSc (Hons) Community Health Nursing

All applicants must be registered nurses with the appropriate authority or have evidence of health care qualifications. Standard entry is normally 120 SCQF level 7 and 120 SCQF level 8 and 60 at level 9 points.

Standard Entry for Post Graduate Diploma Nursing (Community Health)

All applicants must be registered nurses with the appropriate authority or have evidence of health care qualifications. Standard entry is normally an ordinary degree.

Entry for the BSc (Hons)/Post Graduate Diploma Community Health Nursing Leading to Specialist Community Public Health Nursing Registration or Specialist Practitioner Qualification

Applicants must be effectively registered on Part 1 or Part 2 of the professional register maintained by the NMC. Applicants will normally have a minimum of two years post registration experience.

Non-Standard Entry for BSc (Hons) only

Applicants who do not meet the standard entry requirements will be considered on an individual basis. However, evidence will normally be required of successful completion of studies to 120 credit points at SCQF level 7 and 8, and recent evidence of study at level 9.

For those candidates who have not accrued the minimum level of points at level 9 (60 credit points), there will be an opportunity to undertake an access essay, to undertake modules, or be invited to submit an APEL portfolio. Additional costs for non-standard entry are payable by the applicant.

Students with a disability

The University will provide open access to as wide a range of learners as possible. See the Admissions and Registration Policy (available at <http://www.gmu.ac.uk/quality/gr/default.htm>). Students with disability will be offered a learning experience equivalent to the learning experiences of other students. If questions exist regarding the suitability of the programme for people with disability, they will be offered the opportunity to discuss in full the specific support or facilities required, in consultation with the University Disability Advisor (who is located within Student Services) and the programme's Disability Co-ordinator.

17. Support for students and their learning

Head of Subject

In the Subject Area of Nursing the Head has operational responsibility for the quality of the programmes offered. The subject area is based within the School of Health Sciences. The School provides administrative support for the whole programme, a focus for student interaction, the source of information, and easy contact between the Programme Leader and students.

Programme Leader

The Programme Leaders are accountable in day-to-day operational terms to the Head of Subject; and will normally hold office for a full cycle of the programme, and possibly longer. The Programme Leaders provide the academic, professional and organisational leadership for the programme through the Programme Committee.

In particular, the Programme Leader's responsibilities are:

- to ensure the effective organisation and conduct of the programme within agreed policies and regulations;
- to lead the academic and professional development of the programme;
- to monitor the operation of the programme on an ongoing basis, and to co-ordinate its annual evaluation;
- to negotiate with the Head of Subject the allocation of appropriate staff for teaching and other duties required by the programme;
- to select students for admissions;
- to keep in close touch with the academic welfare and progress of students in the programme, and to be closely aware of students' views about the programme;
- in consultation with the module co-ordinators to agree an assessment schedule;
- to take action as agreed by the Programme Committee;
- to present student marks and grades to the Board of Examiners.

The Programme Leaders will normally be responsible for the co-ordination of all assessments for the programme, for ensuring that the examination papers are dispatched to the external examiner and the responses addressed, and for presenting the student marks and grades to the Board of Examiners.

Module Co-ordinators

Module Co-ordinators are responsible for the organisation and delivery of individual modules.

The responsibilities of the Module Co-ordinator are to:

- organise the module teaching in line with the requirements of the programme document
- co-ordinate visiting lecturer input to the module
- arrange for the module assessment(s)
- deal with relevant student work problems
- liaise with External Examiners through the Programme Leader on specific matters relating to module assessment
- attend the Board of Examiners and give evidence as appropriate
- conduct module evaluations with staff and students
- advise Programme Leader on resource issues

Post Registration and Post Graduate Board of Studies

The Post Registration / Post Graduate Board of Studies is the major decision-making Programme Committee and is the forum for policy concerning conduct, review and development. The terms of reference of this Board of Studies are the same as for all Programme Committees and can be found on the University Website at <http://www.gmu.ac.uk/quality/pm/default.htm>.

Post Registration Board of Examiners

The Board of Examiners for the programme is responsible to Senate for making:

- an assessment of each student on each module assessed
- an overall assessment of each student's performance and a decision on progression at each stage of the programme
- a decision on the award to be granted to each student on completion of, or decision to exit from, the programme

Consultation with Students

Quality of the programme participants' educational experience is normally monitored through the Student/Staff Consultative Committee. The institutional structure for a Student/Staff Consultative Committee exists, however, monitoring and evaluation has consistently shown that this format is not useful for a programme with predominantly part-time students who have full time employment responsibilities. Alternative means of seeking the student view, for example, through feedback from module co-ordinators and informal meetings with students, have been successfully utilised. Students are encouraged to communicate via e-mail with the Programme/Pathway Leader. The use of anonymous comments posted through on the virtual learning environment is also utilised.

18 Quality Assurance Procedures

The quality assurance arrangements for the BSc(Hons) Community Health Nursing / PG Diploma Nursing (Community Health) are aligned with the other programmes in the Subject Area of Nursing. All programmes in Queen Margaret University are subject to quality assurance mechanisms in the form of annual programme evaluation and ongoing monitoring. An annual report is prepared by the Post Registration / Post Graduate Board of Studies according to guidelines issued by Registry. This report is then subjected to a series of monitoring techniques through institution structure to ensure that problems and issues are being effectively identified and improved for the programme operating in the next session. An essential part of the process is monitoring and programme evaluation performed by staff and students.

Student feedback arrangements

Students are offered the opportunity to complete module evaluations for all modules. They also have an opportunity to evaluate the whole programme. Across the Subject Area, an annual module evaluation workshop is held where themes and issues can be identified. This provides an additional opportunity for the programme leader to review evaluations from the array of electives students may undertake. In addition Students are allocated to a personal academic tutor who provides appropriate professional and academic support. Open dialogue between staff and students should ensure smooth communication and day-to-day operation of the programme.

External Examiners

In accordance with the established procedures of the University, External Examiners are appointed. In accordance with professional requirements, appointed external examiners are discipline-specific. The role of the External Examiners approved by QMU for the programme is to ensure that justice is done to the individual student and that the standard of the awards is maintained. The responsibilities of the External Examiner are governed by the established policy and procedures of the University. External Examiners' reports contribute to the annual programme monitoring. A dedicated External Examiner will be appointed for the programme.

The prime duties of the External Examiner are:

- to be satisfied that the standards set by the Board of Examiners are appropriate and comparable to the standards of equivalent programmes at other institutions
- to endorse the decisions on progression and the recommendations for awards

Evaluation mechanisms

The feedback from students and external examiners contributes to the development of the annual monitoring report, which provides the main evaluation mechanism for the programme. Additional information on recruitment, progress and achievement is considered in the report. All these elements are monitored through the Post Registration / Post Graduate Board of Studies each semester. Student representation is invited for this committee.

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>