

Postgraduate Programme Specification

Specialist Community Public Health Nursing (Health Visiting)

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

GENERAL INFORMATION			
Programme Title	PgD in Specialist Community Public Health Nursing (Health Visiting)		
Final Award	PgD in Specialist Community Public Health Nursing (Health Visiting)		
Awarding Body	Glasgow Caledonian University		
School	School of Health and Life Sciences		
Department	Department of Nursing and Community Health		
Mode of Study	Full-time Part-time		
Location of Delivery	Glasgow Campus		
UCAS Code			
Accreditations (PSRB)			
Period of Approval	From:	September 2024	To: September 2029

EDUCATIONAL AIMS OF PROGRAMME
<i>Provide a brief introduction, which describes the overview and overall aims of the programme.</i> The aim of the PgD Specialist Community Public Health Nursing (Health Visiting) is to provide high quality education which equips students with the knowledge and skills required to provide safe and effective care in the specific field of practice SCPHN role. The programme will promote the development of reflective, analytical and critical thinkers who are equipped to meet contemporary societal, political, organisational, and clinical demands within Health Visiting. This recognises that Health Visitors are autonomous practitioners at the frontline of public health who are uniquely placed within communities to identify need, to address health inequalities, and to advocate for social justice and equity in communities through collaboration and partnership working. Students will be offered opportunities to develop cultural competence, allowing them to operate effectively within diverse communities and to be sensitive to cultural influences on health and wellbeing. Students will be equipped with knowledge of and access to the evidence base that will inform interventions which prevent ill health, safeguard vulnerable individuals, and promote health and wellbeing of children and their families. Upon qualification, students will be prepared to influence, change and lead care in a multi-disciplinary context, whilst keeping the child at the centre. Consequently, delivery of the PgD Specialist Community Public Health Nursing (Health Visitor) programme recognises the requirement for advanced scholarship to underpin safe and effective

practice at this level. This post-qualifying programme offers flexible part-time (17.5 hours per week) or full-time (35 hours per week) study options for first level registered nurses and midwives to advance their career aspirations by seeking the NMC recordable qualification of Specialist Community Public Health Nurse in the field of Health Visiting (NMC, 2022) for entry to the 3rd part of the NMC Register.

The PgD Specialist Community Public Health Nursing (HV) programme aims to build on students' existing professional knowledge while enabling them to develop knowledge and skills pertinent to Health Visiting practice using a range of dynamic and stimulating intra-professional and inter-professional learning opportunities.

The PgD Specialist Community Public Health Nursing (HV) programme complies with NMC Standards for post-registration programmes, NMC Standards for student supervision and assessment and practice (NMC, 2022) and It aligns with current UK healthcare policy drivers, The Knowledge and Skills Framework as well as the Scottish Credit and Qualifications Framework and Glasgow Caledonian University's [Strategy for Learning 2030](#) (GCU, 2021).

The educational aims of the Specialist Community Public Health Nursing (HV) programme are:

- To equip students with the requisite knowledge, understanding and skills required to demonstrate clinical competence which is commensurate with the NMC (2022) Standards of Proficiency for Specialist Community Public Health Nursing, including the Spheres of Influence pertaining to the field of Health Visiting.
- To develop practitioner's knowledge and understanding of health inequalities, and the Health Visitors role in addressing these for children and families within an integrated health and social care system.
- To facilitate the development of clinical knowledge and advanced assessment and decision-making skills to inform and enable practitioners to work autonomously with children and families in primary care/community settings.
- To enhance practitioner's knowledge and skills in the critical appraisal, evaluation, and synthesis of evidence to inform and deliver safe, effective, evidence-based practice.
- To enable practitioners to acquire the knowledge and advanced skills to embrace and promote professional leadership within Health Visiting; to effectively lead, manage and coordinate care in the multi-agency context.
- To prepare practitioners to participate in quality assurance and service improvement to lead and influence effective service improvement and change, and to meet the contemporary and future demands associated with quality-based healthcare delivery.
- To provide the opportunity for continued personal and professional development in a clinically focused health career associated with self-directed life-long learning, in line with University, Government and Professional Body requirements.

Programme Philosophy:

Specialist Community Public Health Nurses work autonomously at the frontline of public health to tackle health inequalities through the promotion of good health and wellbeing, and the prevention of ill health. This aim is to be achieved in the context of rising inequalities resulting from the Covid 19 pandemic, prolonged national financial instability, and global concerns relating to sustainability

of resources. Health Visitors function at the heart of communities, and have an advantageous position in the lives of children at key stages of growth and development which can influence outcomes over the life course. They have universal access to families which offer opportunities to identify and respond to need, to identify risk and to safeguard the most vulnerable, achieved through skilled relationship building, robust assessment, and expert analysis. Health Visitors achieve and maintain these trusting relationships through appreciation and sensitivity to diversity and cultural influences, delivering family-centred care which meets individual needs.

The above is no small task, therefore SCPHN (HVs) must also be resilient professionals who possess leadership skills and qualities to successfully provide, manage and coordinate care in an interdisciplinary and interagency context. To do so, Health Visitors must engage with, utilise, and contribute to the evidence base which underpins public health practice, driving improvements in practice which reflect our rapidly changing society.

The philosophy of the proposed PgD Specialist Community Public Health Nursing (Health Visiting) programme is:

"To foster the evolution of registered nurses and midwives from competent clinical practitioners to highly specialised, expert leaders in public health nursing practice. The development of enhanced skills in holistic assessment, critical thinking and analysis, clinical decision making, and communication will be facilitated through a variety of contemporary theoretical and practice-based learning and teaching methods which reflect the demands of modern practice. As the University of the Common Good, the GCU SCPHN (Health Visitor) programme will embody the values of integrity, creativity, responsibility and confidence to produce Health Visitors who are role models in their communities who engender a tangible difference to the lives of children and families."

LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

A: Knowledge and understanding;

A1	Demonstrate a critical understanding of the socioeconomic determinants of health, intergenerational cycles of ill health, and health inequalities which impact upon wellbeing across the life course.
A2	Critically appraise local, national, and global socioeconomic and political strategies and drivers which influence public health and public health practice, specifically those relating to maternal and infant/child health and wellbeing.
A3	Demonstrate critical knowledge of relevant legal, regulatory and governance requirements, policies and ethical frameworks for health visiting practice, including those related to safeguarding and public protection.
A4	Demonstrate advanced knowledge and understanding of theories of child development, the assessment and promotion of infant and child development, and knowledge of neurodevelopmental disorders.
A5	Demonstrate critical knowledge and understanding of the assessment and promotion of infant, child and parental physical and mental health and wellbeing, including knowledge of care and management related to complex long-term conditions and disabilities.

A6	Demonstrate critical knowledge and understanding of applicable techniques for research inquiry and advanced level scholarship for health visiting practice, including research design and methodologies to generate evidence for service improvement.
A7	Demonstrate critical understanding of theories related to the behavioural, psychological and social sciences which underpin strategies for health protection, health promotion, and health education delivered to individuals, families and communities.

B: Practice: Applied knowledge, skills and understanding;

B1	Apply understanding of determinants of health, health inequalities, intergenerational cycles, and cultural influences to develop effective, responsive and inclusive public health interventions with people, communities and populations.
B2	Identify, evaluate and proficiently use multiple sources of evidence, research, and guidance relevant to individuals, families, communities and populations to inform health visiting interventions.
B3	Practice in accordance with relevant local, national and international policies, best-practice guidelines, and legislation which inform safe and effective health visiting practice.
B4	Apply specialist knowledge and use validated tools to deliver holistic health assessments and programmed health and development reviews, working in partnership with parents and families to promote health and identify emergent and existing concerns including vulnerability and inequality, and facilitate and prioritise support and/or early intervention for the child and family as appropriate.
B5	Apply knowledge of infant and child development to assess for early signs of atypical patterns of development, or significant anomalies that may result in disability or emotional, physical or developmental health needs or risks in order to deliver early intervention and optimise outcomes for the child and their family.
B6	Apply knowledge of safeguarding and child protection guidance and legislation to effectively support vulnerable people, families, communities and populations, and coordinate timely care and other responsive support when required.
B7	Utilise and apply knowledge of theories and models of attachment, trauma, emotional development and infant/child mental health to support parents and families in developing positive relationships which will support and promote family wellbeing.
B8	Apply advanced level communication and interpersonal skills and cultural awareness and sensitivity to establish trusting relationships which are respectful of families' capabilities, priorities and values.
B9	Critically apply knowledge of populations, places, communities and specialist knowledge to facilitate access to a range of appropriate and effective available resources to support children, parents and families.
B6	Demonstrate leadership knowledge and skills in the delivery, coordination and management of care, and in the evaluation and improvement of health visiting practice

C: Generic cognitive skills;

C1	Synthesise knowledge from a range of theories and strategies to support innovative and sustainable specialist community public health nursing practice.
C2	Evaluate efficacy of interventions and service provision using data and information from feedback, outcomes, audit, and performance monitoring, and develop improvements to Health Visiting practice based on this.

C3	Make professional judgements and decisions, and work in complex, unfamiliar and unpredictable environments, proactively identifying actions and solutions to problems that may have many interacting factors.
C4	Gather, interpret and critically analyse complex information relating to individuals and families to identify and evaluate risk, and to accurately determine the need for early intervention, safeguarding and/or public protection measures.
C5	Translate findings from the critical appraisal and evaluation of research and evidence to inform safe and effective public health and health visiting interventions.
C6	Demonstrate self-awareness and reflective skills which support resilience, self-management, professional development, and professional accountability.
C7	Demonstrate critical awareness of stigma and the potential for bias, taking action where necessary to reflect and challenge own views and beliefs to ensure inclusive, culturally sensitive, non-judgemental health visiting practice.

D: Communication, numeracy and ICT skills

D1	Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
D2	Engage and work effectively with others as part of collaborative partnerships including multi- disciplinary and multi – agency team working.
D3	Demonstrate ability in the use of information systems, ICT applications that support and enhance work at this level including principles of good record keeping.
D4	Participate in practice-based activities that are underpinned by theory and demonstrate problem solving, communication and leadership skills.
D5	Demonstrate advanced literacy, digital and technological skills required to ensure safe and effective specialist public health nursing practice.
D6	Use reliable data, statistics and informatics to develop and implement policies and programmes that improve the health outcomes of individuals, communities and populations, recognising where data is insufficient and develop strategies to address this.
D7	Employ a range of approaches to effectively communicate with children, families, peers, senior colleagues and other professionals.
D8	Undertake critical evaluation of quality improvement data to influence service development for children and families, and communities.

E: Autonomy, accountability and working with others.

E1	Practice autonomously, proactively and innovatively, demonstrating self-awareness, emotional intelligence and leadership when working with children and families, communities, multi- disciplinary and multi-agency colleagues.
E2	Take responsibility for own work and/or significant responsibility for the work of others, acting as a role model for peers, colleagues, and the profession.
E3	Practice in ways that demonstrate advanced leadership skills including the principles of courage, authenticity and professional duty of candour when leading and managing complex situations with colleagues, children and families, and communities.
E4	Demonstrate the application of theory in practice that supports advanced decision making and communication skills to lead and deliver care that is child and family centred, culturally competent and inclusive.
E5	Demonstrate leadership and/or initiative and make an identifiable contribution to change and development and/or new thinking in optimising health and well-being outcomes for children and families.
E6	Critically reflect professional, legal and ethical dimensions that underpin contemporary SCPHN practice.

E7	Identify and lead on the development of inclusive and accessible resources for children and families, communities which aim to reduce inequity, stigma or discrimination.
E8	Utilise advanced communication strategies to initiate and maintain therapeutic relationships with families.

LEARNING AND TEACHING METHODS

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches may include the following:

- Lectures
- Seminars
- Practical classes
- Placements
- Simulation experiences
- Groupwork
- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate and determined at module level by the Module Leader.

ASSESSMENT METHODS

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:

- Written coursework (essays, reports, case studies, dissertation, literature review)
- Oral coursework (presentations, structured conversations)
- Practical Assessment (Placement, VIVA, Laboratory work)
- Group work
- Portfolio Presentations
- Formal Examinations (including OSCEs) and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

All students entering the programme are required to adhere to the [GCU Code of Student Conduct](#).

PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS¹

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practice %
MMB724491	Advanced Research Methods*	Core	11	30	100%		
MMB726826	Advanced Leadership for Health and Social Care Practitioners*	Core	11	30	100%		
MMB30680	The Art and Science of Specialist Community Public Health Nursing (Health Visiting)*	Core	11	45		70% (OSCE) 30% (Professional Discussion)	Practice PASS or FAIL
MMB30681	Consolidation of Specialist Community Public Health Nursing (Health Visiting) Practice*	Core	11	15			100%

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above. This may be subject to variation for students commencing the programme at other times of year (e.g. January) and/or undertaking the programme on a part-time or distance learning mode of delivery.

The following final and early Exit Awards are available from this programme²:

Postgraduate Certificate (un-named) - *achieved upon successful completion of 60 credits (combination of Advanced Research Methods and Advanced Leadership for Health and Social Care Practitioners)*

Postgraduate Diploma in Specialist Community Public Health Nursing (Health Visiting) - *achieved upon successful completion of 120 credits which must include the modules asterisked above*

ASSESSMENT REGULATIONS

¹ Periodically, programmes and modules may be subject to change or cancellation. Further information on this can be found on the GCU website here: www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures/changesandcancellationtoprogrammes

² Please refer to the [GCU Qualifications Framework](#) for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at:

www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

Case No: TBC

Details: For modules assessed by coursework and examination in the programme the overall pass mark for the module will be 50%. The University regulations are that, in cases where the coursework comprises of two or more separate pieces of work, a 45% minimum attainment applies to every piece of coursework. However, in response to the NMC (2018) standard regarding no compensations, the Health Visiting programme will ask for an exception to this regulation and students will have to achieve a minimum of 50% in both pieces of work. The two modules which are shared with students from other programmes not influenced by this NMC Standard (ARM and ALHS) only have one piece of coursework, therefore this standard does not affect these modules.

Rationale: This Programme Specific Assessment Regulation is as a consequence of students on the programme exiting with an academic and professional qualification with the latter reflecting fitness to practice.

Case No: TBC

Details: GCU regulations allow for compensation. This is to make provision for allowing, within specific limits, the overall performance of a student to compensate for failure in up to and including 20 credit points of module(s) at each level of the programme. No compensation will be allowable for students on the Health Visiting programme. To be eligible for these awards the student must pass all specified modules.

Rationale: This is again due to the NMC Standard which states that no compensation there is to be "no compensation in assessments across theory and practice learning". This is as a consequence of students on the programme exiting with an academic and professional qualification with the latter reflecting fitness to practice.

VERSION CONTROL (to be completed in line with AQPP processes)

Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.

<i>Version Number</i>	<i>Changes/Updates</i>	<i>Date Changes/Updates made</i>	<i>Date Effective From</i>
1.0	Created for Programme Approval Event	May 2024	Sept 2024