

**University of the West of Scotland**  
**Postgraduate Programme Specification**

**Session: 2022/23**

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<b>Named Award Title:</b>	<b>PG Dip SCPHN - Health Visiting</b>
<b>Award Title for Each Award:</b>	<b>PG Dip SCPHN - Health Visiting PG Cert Health Studies (Community Health)</b>
<b>Awarding Institution/Body:</b>	University of the West of Scotland
<b>Language of Instruction &amp; Examination:</b>	English
<b>Award Accredited By:</b>	The Nursing and Midwifery Council
<b>Maximum Period of Registration:</b>	156 weeks for full time students and 208 for part time.
<b>Mode of Study:</b>	Full Time
<b>Campus:</b>	Part Time Lanarkshire
<b>School:</b>	
<b>Programme Leader:</b>	School of Health and Life Sciences Fiona Stuart

**Admission Criteria**

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

**Appropriate Undergraduate Qualification**

Applicants should normally possess a degree or equivalent.

**Other Required Qualifications/Experience**

- Candidates must have active registration as a Nurse or Midwife with the Nursing & Midwifery Council and be of good health and character. Applicants who can evidence successful completion of their pre-registration nursing education programme, and who have applied for NMC registration, can be admitted to the programme

- Admission is permitted with relevant previous academic credit and/or prior learning. This will be in accordance with the University of the West of Scotland Regulatory Framework and guided by the programme external examiner
- Applicants must have the language and literacy skills as determined by the NMC and the employer

Applicants should include a personal statement in support of application. Interviews will be conducted in partnership and collaboration with key stakeholders, for example, NHS employers.

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#### **Further desirable skills pre-application**

Skills and experience in Information Communication Technology

### **General Overview**

The Post-Graduate Diploma (PgD) Specialist Community Public Health Nursing (Health Visiting) is both an academic and a professional programme of education. Its aim is to effectively prepare Nurses and Midwives for 21<sup>st</sup> century Health Visiting practice and to academically prepare them to proceed to the MSc Health Studies (Community Health) dissertation module. To do this the curriculum adheres to the mandatory Nursing and Midwifery Council (NMC) Standards of Proficiency for Specialist Community Public Health Nurses (NMC, 2004), the Quality Assurance Agency (QAA) Scottish subject benchmark statement for Specialist Community Public Health Nursing (QAA, 2009), and also the QAA benchmark statement for MSc degree characteristics (QAA, 2010).

The programme encompasses both theoretical and practice based learning experiences with an equal distribution of each, comprising of 50% theory and 50% practice (NMC, 2004). Academically, the programme has two exit awards i.e. Post-graduate Certificate (PgC), Post-graduate Diploma (PgD):

- For the PgC award in Health Studies (Community Health) students are required to complete a minimum of 3 out of the 6 core modules (equal to 60 credits). This certificate is awarded to students who have commenced PgD but are unable, for any reason, to continue with their studies that would lead to professional registration with the NMC. This programme is not recruited to directly.

- The PgD Specialist Community Public Health Nursing (Health Visiting) requires successful completion of 6 core modules (120 credits). The modules are taught via on-campus and on-line learning, with the aligned practice based learning hours undertaken on NHS premises, supported by a Practice Supervisor and assessed by a Practice Assessor (NMC, 2018).

Professionally, the programme prepares Nurses and Midwives to work in Health and Social care settings with children, families and communities. Students, who complete all PgD associated learning including practice placements, are eligible for entry as Specialist Community Public Health Nurse (Health Visitor) on the relevant part of the Nursing and Midwifery Council (NMC) register.

University of the West of Scotland is only one of five Higher Educational Institutions in Scotland to offer a programme of study that prepares Health Visitors for registration. Given the evolving landscape of modern healthcare, routine revision of the programme is carried out to ensure the programme is fit for the purpose of producing graduates fit to practise in the 21<sup>st</sup> century. In 2014, it has been designed to respond to the significant advancements within the discipline, taking cognisance of the international pledge Governments have made to address the need for equality in health, with a particular focus on enhancing health and wellbeing outcomes for children (Scottish Government, 2011; Scottish Government, 2012).

All teaching, learning and assessments undertaken by students are underpinned by current and developing research in public health. Students undertaking the programme are prepared for the pivotal role they will take in delivering a quality based, universal service to children, families and communities. To ensure this, graduates will be expected to demonstrate that they have the fundamental knowledge and competency to work collaboratively with health and social care colleagues to address health inequalities. They will display leadership and motivation to make a difference to the health and wellbeing of children, families and communities with whom they work.

Student progression will depend on the exit route taken. Throughout the programme, students are academically prepared for progression from PgD level study to the MSc Health Studies (Community Health) Dissertation module. On completion of MSc, students are able to enter a Doctoral studies programme, for example, Doctor of Philosophy (PhD).

A wide range of authentic teaching, learning and assessment methods are utilised within the PgD to enable learners to achieve the set learning outcomes for the programme. A flexible and hybrid approach to learning equips students with transferrable skills, both academic and practical. The methods used range from traditional face to face lectures, tutorials, student-led seminars, group work and discussions, student presentations, problem-based learning, self-directed and guided study and personal development planning.

Students will be supported and prepared during induction to engage with the Virtual Learning Environment (VLE) and for the self-management required for the online learning approach. They will be encouraged to routinely undertake course learning by participating with online modified lectures, to engage with other students via course discussion boards and to access course materials.

**Inter-professional learning:** students will be aligned to inter-professional learning groups in each term of the programme with the aim that the learning environment will reflect the current health and social care working environment (Humphris 2007, Quality Assurance Agency 2003, Gentle 2001). This will give students the opportunity to learn together, for example, with students undertaking other MSc pathways. The aim of this is to develop an increased understanding and respect for the work of students from other disciplines and professions, which in turn is seen to increase professional confidence (Saunders et al 2012). The format of the workshops will vary from peer-assisted, student-led learning to topic specific discussion and debate.

**Student support and assessment:** students will be allocated a personal tutor during the length of the programme. Students will be encouraged to access personal tutors for support, formative assessment and feedback regularly throughout the programme.

Written documentation will be available to all students to ensure they are fully informed of the requirements of the programme i.e. programme specifications, programme handbooks, module descriptors as well as timetables that clearly illustrate learning milestones and submission dates for both formative and summative assessments. Curriculum delivery methods used are designed to encourage Masters' level study; essentially to promote critical and creative thinking skills and to develop decision making abilities. The programme will do this by focusing on enhancing the role of research-teaching links and by providing opportunity for students to review journal articles, research reports, perform literature reviews and to discuss and debate contemporary community nursing practice (QAA, 2009). One assessment method that typifies this focus is the requirement of students to produce a poster or contemporary paper, that once academically assessed can be progressed and submitted for conference presentation.

The programme offers a full range of assessment tools designed to enable student learning and test student knowledge. Formative assessment will be managed through the use of student presentations, literature and political policy reviews plus submission of course papers. Summative assessment strategies include written essays and reports, poster presentation, one unseen examination, group presentation, literature reviews, critical reflections and research proposals. Students who proceed to the MSc module will be assessed by dissertation. An inclusive approach is taken, one which recognises the diversity of the student

body. In compliance with the Equality Act (2010) alternative methods of assessment are available including oral assessment and transcribing service.

On commencement of the programme, each student will be aligned to a nominated Health Visiting Practice Supervisor, Practice Assessor and Academic assessor who, together, will fulfil the requirements of the NMC Standards for supervision and assessment (NMC, 2018). The Practice Supervisor will utilise a number of teaching and learning strategies in order to promote the student's learning, skill acquisition and skill application during their practice based experience. Strategies employed will include 1:1 discussions and constructive feedback, critical reflection, role modelling, skills demonstration and supervised practice. The nature of the student-supervisor relationship is pivotal to this learning and will be supported by the Practice Assessor /academic assessor / personal tutor. Practice Education Facilitators, funded by NHS Education Scotland (NES) and NHS Health Boards, are also available to support practice supervisors in this role. As this is a postgraduate programme it is recognised that the learning requirements of each student will differ and is dependent on their previous nursing and learning experience. Taking a student-centred approach, students will be enabled by their practice supervisor / practice assessor / academic assessor / personal tutor to undertake a learning needs analysis and to construct their unique personal development plan. The plan will reflect the student's individual learning needs and the mandatory requirements of the education programme (NMC, 2008). The level of challenge presented to the students during their practice based experiences will increase throughout the programme. This approach will support students to effectively develop skill competency and self-confidence. To satisfy professional requirements of the programme, modules with a practice component have a number of co-requisites, ensuring NMC proficiencies are met in order to successfully complete the module. Academic credit for theory modules will be evidenced by written assessments at SCQF Level 11 and assessed by academic staff.

In practice, students will use an ongoing achievement record (portfolio) as the conduit to

- Actively plan experiences to meet their learning requirement
- Record experiences to support decision making about their future
- Collate evidence of learning for academic assessors, practice assessors, professional bodies and employers to illustrate their learning achievement and its quality.

They will do this by working in partnership with their practice supervisor, practice assessor and academic assessor / personal tutor to construct their learning plan, as detailed above, consider learning outcomes, write critical reflective accounts and agree formative and summative assessments. The practice supervisor / practice assessor will inform this by recording their observations of the student, the results of regular discussions and feedback regarding all aspects of practical performance. In this programme of study the practice assessor will assess proficiency and competency in practice. The practice assessor will be responsible for both the formative and summative assessment of the portfolio. On submission at the end of the programme, the academic assessor will review and moderate this practice assessment. To fully meet NMC (2004) Standards of proficiency for specialist community public health nurses; students will undertake 3 weeks learning practice out with the direct supervision of their nominated practice supervisor. This practice experience will be with clients, or within services, that will provide learning in a specialist area that relates to children, families and communities. The area of practice chosen for this learning experience will be guided through discussion with the practice supervisor / practice assessor, recognising the learning needs of the student.

The programme design is modular in structure. To be awarded the PgD qualification with professional registration, students must successfully complete six 20 credit modules and the practice based learning hours aligned to modules over the academic year. This will ensure there is an equal distribution of both theoretical and practical learning mandated by the NMC (2004). To respond to student circumstances the programme is offered on both a full time and part time bases. The length of the programme when undertaken on a full time basis is 52 weeks with a minimum of 45 weeks curricular activity. Periods of interrupted study will be considered in accordance with the University's 'authorised interruption of study' guidance, as long as the programme is complete within 156 weeks from commencement for full time students and 208 weeks for part time. The part time programme will be structured over 104 weeks, with a minimum of 90 weeks curricular activity. During the length on the programme, students will have access

to academic skills advisers and online resources to develop and enhance their academic skills. Underpinned by the principle of inclusivity, students, who have a recognised disability, or a specific learning difficulty such as dyslexia, will have access to disability support. This ensures students have the required support to maximise their potential. This can include special exam arrangements, note-takers, and assistive technology. More information is available: <https://www.uws.ac.uk/current-students/supporting-your-health-wellbeing/disability/>

## Graduate Attributes, Employability & Personal Development Planning

It is expected that students undertaking the programme will be equipped with the knowledge and skills to enable them to lead and influence others. It is anticipated that this will make them desirable to employers due to the unique contribution to change and development they can make in the work place. The programme is designed to ensure that students exit with a detailed and critical understanding of a range of specialised theories, principles and concepts influencing contemporary public health and health visiting practice.

Inherent within the process of programme delivery are mechanisms which facilitate the development of transferable skills. It is part of the programme philosophy that students are enabled to learn for life, by learning how to learn; by being able to adapt and respond to change and by being change agents. Gaining a post-graduate qualification can lead to a variety of career opportunities and destinations. The programme will offer enhanced employability prospects. These will mainly be in children and family services within the NHS, although students will also be prepared to work in many health related areas e.g. Health Improvement, Public Health and Management in the Health and Education sector.

As a UWS graduate you will be: **universal**, with global relevance and insight determined by your abilities, skills and behaviours. Being a critical, analytical thinker will support your confidence and competence as a Health Visitor; **work ready**, having completed a programme with both academic and practice requirements, you will be prepared for work in a complex and ever-changing health care environment - continually building on your knowledge and problem solving skills; **successful**, you will continue to succeed and build on the solid foundation of learning to achieve your potential.

Students enrolled at the University of the West of Scotland shall, through engagement with personal development planning (PDP) processes, become self-aware of their level of knowledge, skill and ability and how to develop them as lifelong/career long learners. This will be guided by the University of the West of Scotland's policy on the integration of PDP within programmes of study.

## Work Based Learning/Placement Details

Practice based learning experiences are evenly distributed throughout the programme of study and make up 50% of the total programme hours over the minimum 52 weeks full time or 104 weeks part time (NMC 2004). Each practice placement is aligned to a module of theoretical learning, assisting students to link theory with practice and supporting the constructive development of the students' knowledge base, competency and confidence.

In line with professional standards for learning and assessment in practice, all practice placement experience is guided and supervised both directly and indirectly by a nominated practice supervisor / practice assessor (NMC, 2018). To reflect current SCPHN (Health Visiting) practice in Scotland, students undertaking this professional option will gain practice based learning experience with communities and families with children under 5 years. Under this guidance and supervision, the student will work towards achieving all of the NMC proficiencies in order to meet the NMC professional requirements and gain entry to the NMC register. The nature of supervision, either direct or indirect, will be dependent on the student and practice assessors assessment of the student's level of competency.

All practice placement areas are approved and monitored for use by the University every 2 years.  
Placement structure for students is as below:

There are three terms for full time students and six terms for part time students:

Full time programme

Term 1

30 days

Term 2

30 days

Term 3

53 day consolidation period normally undertaken over a consistent 13.5 week period

Part time programme

Term 1

Year one – 15 days

Year two – 15 days

Term 2

Year one – 15 days

Year two – 15 days

Term 3

Year one – no placement

Year two – 53 day consolidation period undertaken 3 days per week over a consistent 17.5 week period

## **Engagement**

In line with the [Academic Engagement Procedure](#), Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

Where a programme has Professional, Statutory or Regulatory Body requirements these will be listed here:

Full attendance is required in this programme of study. Any absence (academic and practice) should be reported to and discussed with the programme leader. For missed academic components, for example on campus lectures, the programme leader will define the evidence required to satisfy NMC requirements.

## **Equality and Diversity**



\* Indicates that module descriptor is not published.

Footnotes

## Criteria for Progression and Award

### B. PG Dip

Learning Outcomes (Maximum of 5 per heading)









<b>Knowledge and Understanding</b>	
<b>A1</b>	A1 Demonstrate a critical understanding of the principles, theories and concepts associated with Public Health and Health Visiting
<b>A2</b>	A2 Demonstrate extensive analytic knowledge of the differing perspectives and theoretical constructs of health and wellbeing
<b>A3</b>	A3 Demonstrate an in-depth knowledge of the unequal, diverse and culturally complex nature of the human experience
<b>A4</b>	A4 Demonstrate a comprehensive knowledge of methods used to critically analyse and interpret evidence-based research underpinning decision making and professional judgement
<b>A5</b>	A5 Show an extensive understanding of national child protection policies and procedures and the legal framework in which they are set
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	B1 Demonstrate the ability to utilise a community development approach to plan, lead and undertake creative health promoting interventions with a target person or community.
<b>B2</b>	B2 Utilise in-depth knowledge about the principles of Public Health and Health Visiting, to raise awareness of need
<b>B3</b>	B3 Demonstrate competency and proficiency in interpreting research, policies and strategies for the appropriate application in practice
<b>B4</b>	B4 Actively report on assessment and evaluation outcomes to inform political and/or organisational policy development and implementation
<b>B5</b>	B5 Demonstrate and apply professional values and confidence, when dealing with conflicting priorities and contentious, ambiguous and complex situations, with services users or other service providers.
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	C1 Utilise high level communication skills and knowledge of an asset based healthcare approach to perform holistic assessments in partnership with families, communities and, when required, partner agencies.
<b>C2</b>	C2 Critically evaluates and interprets statistical data presented on a defined community to inform service development.
<b>C3</b>	C3 Demonstrate the ability to communicate simple and complex messages using a variety of methods, adhering to local and professional record keeping guidelines and equality frameworks
<b>C4</b>	C4 Effectively use information technology to accurately record data in local and centralised health based computer systems that inform public health statistics.
<b>C5</b>	C5 Competently demonstrate the ability to transfer knowledge and educate parents on the safe administration and use of a prescribed, or over the counter, medication following immunisation, taking into account the child's age for all numerical calculations of dosage and frequency.



## Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

<b>D1</b>	D1 Demonstrate a critically analytic and reflective approach to address the identified health needs of individuals, families and communities considering influencing factors, such as social, political, cultural and ecological
<b>D2</b>	D2 Synthesis creative and original ways to respond to the complex challenges working and engaging diverse, financially impoverished or socially excluded communities.
<b>D3</b>	D3 Autonomously seek to identify and solve issues relating to children, families and communities
<b>D4</b>	D4 Demonstrate an in-depth understanding of the theoretical knowledge of leadership and the use of action learning methodology.
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	E1 Demonstrate a commitment to and, initiative in, remaining professionally safe and effective by engaging with self-regulatory practice including personal reflection, clinical supervision and personal development planning.
<b>E2</b>	E2 Illustrate extensive knowledge of legal and ethical policies that are in place to ensure all planned healthcare provision, including that in community venues, is accessible to all individuals
<b>E3</b>	E3 Demonstrate a professional attitude of responsibility and accountability for all decisions made and actions taken
<b>E4</b>	E4 Demonstrate professional confidence and respectful leadership when inter-professionally working.
<b>E5</b>	E5 Demonstrate leadership by acting as mediator in complex, or potentially volatile situations, involving service users or within teams.

### Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	NURS11105	Consolidation of Practice	20	 check mark	 check mark	 check mark	
11	NURS11097	Contemporary Health Visiting	20	 check mark			
11	NURS11149	NMC Leadership for Effectiveness	20			 check mark	
11	NURS11150	NMC Responding to Public Health Challenges	20	 check mark			
11	MIDW11003	Research for Health & Social Care	20		 check mark		
11	NURS11098	Safeguard Children, Enable Families	20		 check mark		

\* Indicates that module descriptor is not published.

## Footnotes

Students are required to complete a total of 113 days of practice placements aligned to the core modules.

This will be carried out in 2 parts:

1. 60 days will be completed during the pre consolidation phase of the programme during terms 1 and 2.
2. 53 days will be aligned to the 'Consolidation of Practice' module and completed in term 3.

## Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

## Footnotes

### Criteria for Progression and Award

Successful completion of all theoretical and practice based components of the six core modules detailed above, in accordance with the professional standards of education (NMC, 2004), will mean students are eligible for the academic award titled Specialist Community Public Health Nursing - Health Visiting, and professional progression to the Nursing and Midwifery Council register as a Specialist Community Public Health Nurse (Health Visitor). Students who desire to conclude their post-graduate study will be able to graduate at this point with a post-graduate award. Students who for any reason are unable to complete the postgraduate diploma award, would be eligible for postgraduate certificate if any three of the core modules are successfully completed. Postgraduate certificate will not result in eligibility for NMC registration as a SCPHN Health Visitor.

Please note that as a NMC approved programme, the following additional professional regulation will apply to modules within this programme with regards to module assessments -

- Where a module assessment comprises two or more components - each component must be successfully passed at the minimum pass mark required for the overall module pass. This ensures that components do not compensate for each other to deliver an overall aggregate pass mark, for example

- MSc level: each component must be passed at a minimum of 50%, and the aggregate pass mark should be 50%

- Where modules are shared between NMC Approved Programmes and non NMC Approved Programmes, the Standard for NMC Approved Programmes as stated in the Quality Assurance Framework (NMC, 2013, updated 2017, page 19) must take precedence over UWS regulation for all students undertaking the module. This means that each component must be passed at a minimum of 50%, and the aggregate pass mark should be 50%

Students who have completed all modules are eligible to progress to MSc Health Studies (Community Health) research and enquiry dissertation module.

### C. Masters

Learning Outcomes (Maximum of 5 per heading)

<b>Knowledge and Understanding</b>	
<b>A1</b>	

<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	<b>Communication, ICT and Numeracy Skills</b>
<b>C1</b>	<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>
<b>D1</b>	<b>Autonomy, Accountability and Working With Others</b>
<b>E1</b>	

#### Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

Footnotes

#### Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

Footnotes

#### Criteria for Award

#### Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the [University Regulatory Framework](#).

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

## **Combined Studies**

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for an exit award of PgCert/ PgDip in Combined Studies.

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