



PG Dip Specialist Community Public Health Nursing – Health Visitor

PG Dip Specialist Community Public Health Nursing – School Nurse

(Incorporating the V100 prescribing from the Community Practitioner formulary)

**STUDENT COURSE HANDBOOK
2023/2024**

Introduction

i. Purpose:

The principle aim of this handbook is to answer any questions you may have about the programme structure, your role as a student, the function of the Faculty and the University as a whole. You will also find information that is available via MyHallam, your default homepage on any University PC web browser. You will be issued with a login account at the time of enrolment. There are also some helpful hints and tips to help you on the course, from other student midwives.

ii. Our student Charter

Our student charter was developed jointly by the University and Sheffield Hallam Students' Union. It is an example of the working partnership which exists between our staff, students and student representatives. The charter embodies our commitment to delivering a high-quality student experience and sets out the expectations and responsibilities we have for our community of students and staff.

A copy of the current University Student Charter can be found at <https://www.shu.ac.uk/about-us/governance-and-strategy/governance/our-student-charter>

iii. Attendance Statement

The University Policy on attendance can be found at the following link

https://students.shu.ac.uk/regulations/assessment_awards/Attendance.html

The following statement has been agreed to communicate the University's expectations on student attendance and to encourage you to gain the most from the planned learning activities on your course.

It is essential that all students take responsibility for their learning by engaging fully with their course and that as a minimum students should:

- Attend punctually all scheduled and timetabled learning and teaching activities and sessions. This is an NMC requirement. If unable to do so for reasons of illness or other extenuating circumstances, then this must be reported, and the time made up. Further information is available in section 2.9. Engage with and participate in all learning activities:
 - Submit all assessments by scheduled hand in dates,
 - Attend all scheduled assessments (for example, in class tests, presentations, exams),
 - Reflect on and act on feedback on assessed work,
 - Undertake independent learning in support of teaching delivery as directed by academic staff.

iv. University Regulations:

As a student at Sheffield Hallam University you agree to abide by the University regulations upon enrolment to the University. Please note regulations can change during the year and the latest version can be found on MyHallam under Rules and Regulations, you should therefore read this handbook in conjunction with these Academic Regulations and Student

Policies. These can be found at the foot of the page online at <https://blackboard.shu.ac.uk/webapps/portal/frameset.jsp> under Rules and Regulations. <https://www.shu.ac.uk/Study-here/Terms-and-Conditions-and-Student-Regulations>

Please note the MSc Nursing is regulated by Professional Body Standards set by the Nursing and Midwifery Council and is therefore exempt from some of the University regulations (NMC 2018).

Exemptions from Assessment Regulations are:

- Compensation
- Reassessment entitlement
- Timing of referral opportunities

v. **Disclaimer:**

While every effort has been made to ensure the accuracy of information contained in this handbook at the time of production, information can change in year. If this is the case these changes will be communicated to you in a timely manner and links are provided where appropriate to sources of current online information.

Welcome messages:

1.1 Welcome from the Head of Nursing and Midwifery

Dear Student

I am delighted to welcome you to the Department of Nursing and Midwifery at Sheffield Hallam University.

Nursing is an exciting and dynamic career where you will create and develop meaningful relationships with your health and social care colleagues as well as the people that you care for. It is also a very demanding profession and requires a level of professionalism and academic endeavour which can at times be challenging. However, by the end of the course we know that you will be prepared with a new range of skills which will equip you for the exciting practice environments.

The staff working on the programme are keen to ensure that you maximise the learning opportunities that you have access to at Sheffield Hallam University and whilst they acknowledge that you are all independent learners they will be available to provide support and guidance to you throughout your study on this course.

I do hope you take time to familiarise yourself with the contents, not only of the handbook but of the module guidance and assessment regulations to ensure that your progress and success is achieved whilst you study with us.

Please do feel that you can contact one of the course team or me should you wish to give feedback on your learning experience.

I hope that this heralds the start of an exciting and rewarding career with lots of opportunities. I am sure if someone had said to me when I was a student nurse that I would have had the opportunities I have, I'm not sure I would have believed them.

I look forward to meeting you during your time in the Department and shaking your hand at your graduation!

Best wishes

Jo Lidster

Head of Department, Nursing and Midwifery

Head of Department Nursing and Midwifery

1.2 A message from your SCPHN Course Leaders

Welcome to the BSc (Hons) Specialist Community Public Health Nursing course at Sheffield Hallam University. This course reflects the close partnership between the university and our practice partners. The emphasis throughout the course is on equipping public health practitioners with the knowledge and skills to meet the health needs of families. The teaching team has diverse practice, teaching and research experience which will provide a high quality educational curriculum. Practice supervisors and assessors are also expert at integrating the theories of public health nursing into practice. We are all committed to supporting your learning and helping you to reach your potential as Specialist Community Public Health Nursing Practitioners. We look forward to teaching you and welcome your feedback.

Pat Day and Matt Wilde

SCPHN Course Leaders

2.0 SCPHN COURSE INFORMATION

This student course handbook refers to and supplements information that is available via [BLACKBOARD](#). During your time at the University, you will be using this Virtual Learning Environment (VLE) as a flexible e-learning platform which enhances teaching and learning over the Internet. Blackboard is accessible from home or any Sheffield Hallam University Campus site.

'Your personalised online environment' - [Blackboard](#)

The Student Intranet <http://blackboard.shu.ac.uk> provides a full range of information on Learning Support, Student Services, Finance, Rights and Rules. Additionally, it provides access to class timetables, forms, answers to frequently asked questions and course information.

You will be given instructions on how to access and use Blackboard during your Induction, and there is ongoing support available throughout each semester which will also be explained to you on your induction.

You will have been issued with a login account at the time of enrolment. Blackboard is your personalised online environment. It is your route to all of the information and services that the University provides for students, including:

- Access to key systems including email, your online learning module sites, My Student Record and timetables.
- Support services and resources to help with your academic work, like the Library Catalogue, LitSearch, reading lists and help with your information skills.
- A Faculty site which provides contact information and news from Health and Wellbeing, as well as information relating to courses & modules, results, and placements.
- Additional functionality means you can select and add to the interface to suit the way you want to work, including RSS feeds, a personal calendar, dictionary etc.

Course Teaching Team

Course Leader **Pat Day** MSc Health Care Ed, BA (Hons), B.Med Sci (Hons), PGCE, PG Dip Research methods Social Sciences, RGN, FPN, Adv. Dip. CBT
Room: M208 Mundella House
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Senior Lecturer **Gayle Hazelby** MA PH, PgDip HP, PgDip Health Care Ed, SCPHN (HV), RGN, Nurse Prescriber FiHV
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Student Support Services **links on BLACKBOARD**
Further information –section 2.9

Specialist Community Public Health Nursing (SCPHN) Course Information

2.1 Course aims and learning outcomes

Postgraduate Diploma Specialist Community Public Health Nursing (Health Visitor and School Nurse)

This 52-week course leads to the academic award of Post Graduate Diploma Specialist Community Public Health Nursing in Health Visiting or Post Graduate Diploma Specialist Community Public Health Nursing in School Nursing and a professional outcome leading to registration on the third part of the NMC register.

Every course has a programme specification. This sets out the knowledge, understanding and skills that a student who completes the course will gain. The programme specification also gives details of the teaching methods which will be used together with information about how students will be assessed.

The Programme Specification for your course can be found on the Virtual Learning Environment (Blackboard)

The course will equip you with the knowledge and skills to work with children and young people, their families and carers in order to improve their health within their own communities. The course is structured to offer a flexible, educational opportunity that covers both core theoretical components in public health nursing and practice alongside, peers from community and primary care settings. This course embraces the principles of integrated working and delivers education through multi-disciplinary and inter-professional approaches.

The distinct principles of health visiting and school nursing practice will also be gained through the practice learning experience, where you will learn how to apply the common principles of public health into the roles of school nursing or health visiting supported by an appropriately qualified Practice Assessor. You will also be supported by discipline specific seminars and tutorials by Health Visitor and School Nurse Lecturers. The emphasis is on the development of a pragmatic public health philosophy for family health care encompassing an evidence based skills set applicable to the challenges of current practice that meets the requirements of the standards of proficiency for specialist community public health nurses (NMC, 2004).

The aims of the course are based upon the four guiding principles with the NMC Standards of Proficiency for SCPHN (NMC 2004) as follows:

Preparation: Fitness to practice

The course aims to ensure the students are prepared to practice safely and effectively developing evidence based public health skills and knowledge with the ability to integrate theory and practice.

Service: Fitness for purpose

The course aims to enable students to be able to relate to the changing health needs of the public and the wider communities which they will serve with the ability to respond to current and future needs.

Recognition: Fitness for award

The course aims to develop student skills in nurse prescribing, public health, leadership and continued professional and personal development; in order to have the appropriate skills to be able to meet the needs of health services, communities and the profession.

Responsibility: Fitness for professional standing

The course aims to demonstrate that students take responsibility for maintaining high standards of professional conduct and legal and ethical practice by adhering to the NMC Code (NMC 2015). Whilst taking responsibility for their own learning and delivery of safe and effective care that respects all individuals and communities with whom they work.

PgDip Specialist Community Public Health Nursing - COURSE AIMS

1. To further develop informed, critical and effective practitioners who practice in accordance with current public health competencies within complex and challenging environments.
2. Facilitate your independent learning: through flexible and wide ranging educational opportunities, that reflects the continually evolving nature of practice within the field of public health nursing, and is responsive to the needs of the service.
3. To facilitate you to develop a sound understanding of the philosophy of public health nursing through extending the depth, breadth and critical understanding of your knowledge of public health and its underpinning principles.
4. To facilitate a deeper awareness of the need to maintain and develop your own and competence of others in the changing context of public health nursing care provision, with a specific focus on the contextual leadership required.

5. To provide you with the skills to frame a public health research question, undertake empirical research and write up an academic dissertation (*MSc pathway for dissertation*)
6. To further develop your knowledge, skills and analytical abilities to succeed as reflective practitioners and autonomous lifelong learners.

2.2 Course Level Outcomes for PgDip SCPHN (Main Award)

By the end of the SCPHN course you will:

<p>1 Knowledge and Understanding</p> <p>1.1 Engage knowledgeably and critically in debates relating to the development and philosophy of public health and apply in practice</p> <p>1.2 Critically appraise the evidence base for practice including theoretical concepts, models and perspectives through review of literature and identify implications for public health nursing, synthesising this knowledge to inform and advance practice.</p> <p>1.3 Critically evaluate the complexity of current developments in public health</p> <p>1.4 Critically analyse and integrate knowledge of professional and ethical dilemmas to advance the practice of promoting health and well being across the lifespan</p> <p>1.5 Critically explore the relationship between health and wellbeing and the impact of deprivation on individuals, groups and communities</p> <p>1.6 Critically analyse the determinants of health and using the insights gained, identify and respond to the health care needs of a client group</p> <p>1.7 Assess, identify and initiate appropriate interventions for individuals and groups through the provision of leadership and organisation for the health related needs of clients, their families and other carers</p>
<p>2 Intellectual Skills</p> <p>2.1 Engage with critical inquiry, critical thinking, reasoning, problem-solving and reflective skills to address and resolve practice dilemmas and to enhance knowledge and understanding of professional practice and personal effectiveness.</p> <p>2.2 Make informed judgements about professional practice, through critical evaluation of the theories and concepts presented within the evidence base and critical reflection on own and others clinical practice.</p> <p>2.3 Provide reasoned argument to defend professional judgements and decisions taken to address needs and evaluate their effectiveness,</p> <p>2.4 Select and critically analyse key elements of public health research and a variety of types of information and evidence and synthesise this information.</p> <p>2.5 Critically analyse, evaluate and interpret the evidence underpinning public health interventions and to formulate responses to complex and open-ended public health problems.</p> <p>2.6 Devise and sustain an argument supported by valid, significant and evaluated evidence, offering new insights and hypotheses when applicable.</p> <p>2.7 Develop and manage an independent research or applied project within an agreed timescale</p>

3 Subject-specific and/or Professional/Practical Skills

- 3.1 Achieve competency with regards to the NMC standards. Practice competently at an advanced level within a framework of professional accountability and responsibility in relation to Public Health Nursing
- 3.2 Identify, critique and draw on evidence for best practice to develop health and wellbeing programmes, interventions and services and reduce the impact of inequalities.
- 3.3 Recognise, critically analyse and act upon issues of vulnerability to prevent, identify, minimise risk of abuse and strengthen resilience in individuals and families.
- 3.4 Undertake and manage an independent research or applied project -to effectively inform and improve the service delivered and use your skills to promote further research of your own and in collaboration with others working in public health care settings.
- 3.5 Effectively engage in teamwork and collaboration with other practitioners, within and across professional groups, to obtain information and advice, challenge thinking and enter into critical debate to explore, evaluate and enhance service provision.
- 3.6 Identify the health needs and recognise vulnerabilities of individuals, groups and communities throughout the life span using statutory and other recognised frameworks
- 3.7 Apply the principles and practice of prescribing and / or supply and administration of medication and medicines management in relation to specialist community public health nursing practice

4 Transferable/Key Skills

- 4.1 Enhance the effectiveness of communication with people verbally, non-verbally, in writing and through technological means, selecting and adapting the mode of communication as appropriate to the situation and audience.
- 4.2 Critically reflect on team work dynamics, practice and theory.
- 4.3 Effectively communicate and present cogent arguments and ideas in a format suitable and appropriate for the engagement of an academic, professional and service user and carer audience
- 4.4 Critically reflect on key learning experiences and evaluate how these have influenced practice, identifying any development needs as a result of this, and seeking and acting on feedback from others where applicable
- 4.5 Take responsibility as an autonomous practitioner to identify and take steps to achieve personal and professional goals; guide the learning of others and manage your own requirements for continuing professional development
- 4.6 Embed the skills of a reflective practitioner and evidence this in a Professional Development Portfolio (PDP); use this to inform the focus of appraisals and career progression.

Please note level 7 outcomes have been mapped with level 6 outcomes to show congruity for PRSB of SCPHN course.

2.3 Course Philosophy

In the wider context of health and social care, the educational programme aims to prepare students to work confidently both as independent practitioners and collaboratively as members of interdisciplinary and interagency teams. In this respect, the course embraces a core inter-professional learning agenda that sets out to maximise students' understanding of the different roles and functions of members of other professions. Summative assessment of Professional behaviours (assessment of Professional values and attitudes competencies) at the end of each semester illustrates the importance of establishing satisfactory professional behaviours for effective communication and developing relationships. A further aim is to enable team members to respect and relate effectively to each other and coordinate their efforts to deliver high quality services across health and social care systems.

The relationship demands not only mutual respect but also partnership and collaboration in the process of identifying and addressing needs. It is perceived as an active, dynamic relationship that allows for informed decision-making within either a flexible or structured context, as appropriate to the individual.

An integrated educational approach, which recognises the relative merits of learning in both academic and work environments, allows students incrementally to build their confidence and competence in both theoretical and practical aspects of practice. Students are enabled to develop skills of reflective, person-centred practice, artistry in practice and the sound use of professional judgement in support of best practice. Learning and teaching strategies serve to enhance students' ability to engage with different modes of learning (such as lectures, seminars, action learning sets) and encourage continuity in the process of life-long learning. Personal Development Portfolios (PDPs) enable students to reflect on and keep track of their learning, to develop new insights and to produce action plans to meet ongoing learning needs. Skills of evaluation and inquiry equip students to be active in research in order to further develop their practice. Confidence in using information technology enables students to engage widely in developments in education, research and practice.

The PgDip in SCPHN –health visiting and school nursing, encompasses the philosophy laid down by the NMC that "*health is treated as a positive resource and lifelong process*" (NMC 2004 p.6). There is a central belief that practitioners should listen to the needs of service users and how through partnership working be more effective in understanding and responding to these. Recent government policy has been integrated into the framework for the course. This includes an emphasis on user involvement in health ('No decision about me, without me' Department of Health 2010), through to transformational practice at an individual, group and community level.

The course will pay particular attention to the needs of disadvantaged and vulnerable populations, recognising health inequalities and also building on the strengths within communities. This has been endorsed in recent government publications, including the Marmot Review (2010) NSPCC (2013) CMO Annual reports (2012,13,14) and 1001 Critical Days cross party manifesto (Cabinet Office 2014). It has been highlighted that the health gap continues to widen due to inequalities and preventative strategies and early interventions will give the most gain in terms of the population's health.

The curriculum is underpinned by the progressive universalism (*services for all families and children, through assessment by health visitor/school nurse, then escalate according to need for a multi agency service response*) reflected in the 'Healthy Child Programme' (DH 2009). This is a continued central theme within school nursing and the new Health Visiting framework

(see pictorial representation below- DOH 2011). The modules are based on a curriculum to embed this framework, illustrated in figure 1 and 2 below and how it is operationalized, figure 3 below. The *Health Visitor Service Model in England* also offers a suitable framework, with many aspects of which are also applicable to the varied role of the school nurse, building on the *Healthy Child Programme 2009*, providing a course which is fit for purpose.

Figure 1: Based on the Health Visitor Implementation Plan (Department of Health 2011)

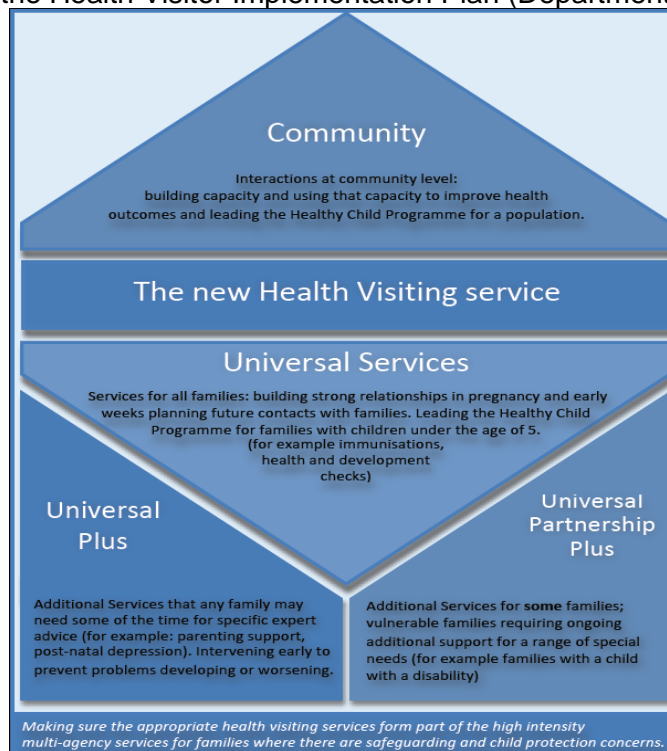


Figure 2: Health Visitor Implementation Plan: Operationalised (Department of Health 2011)

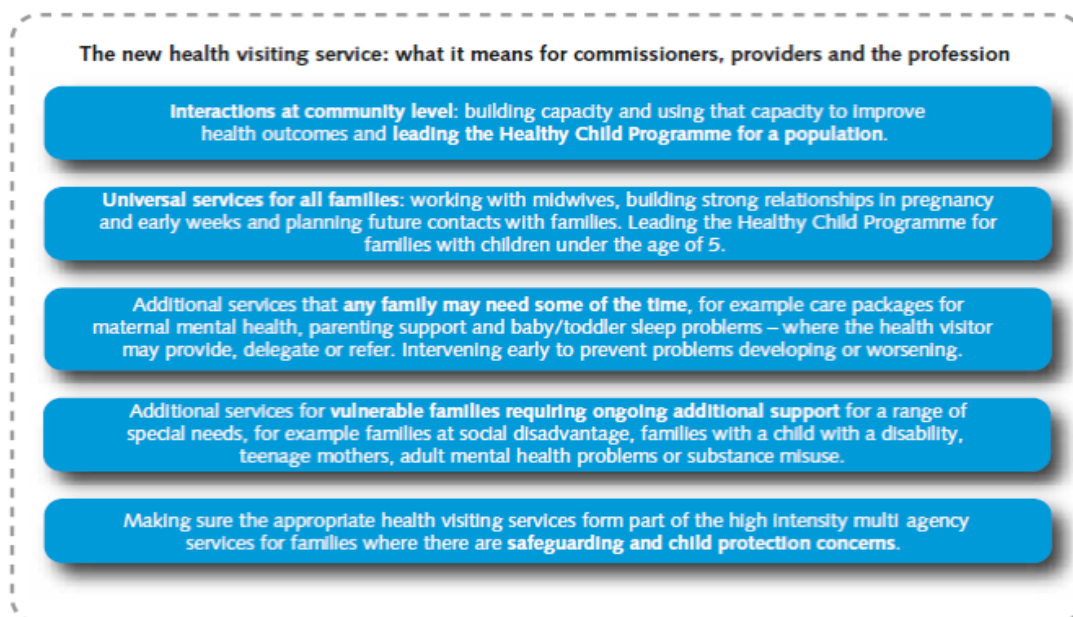
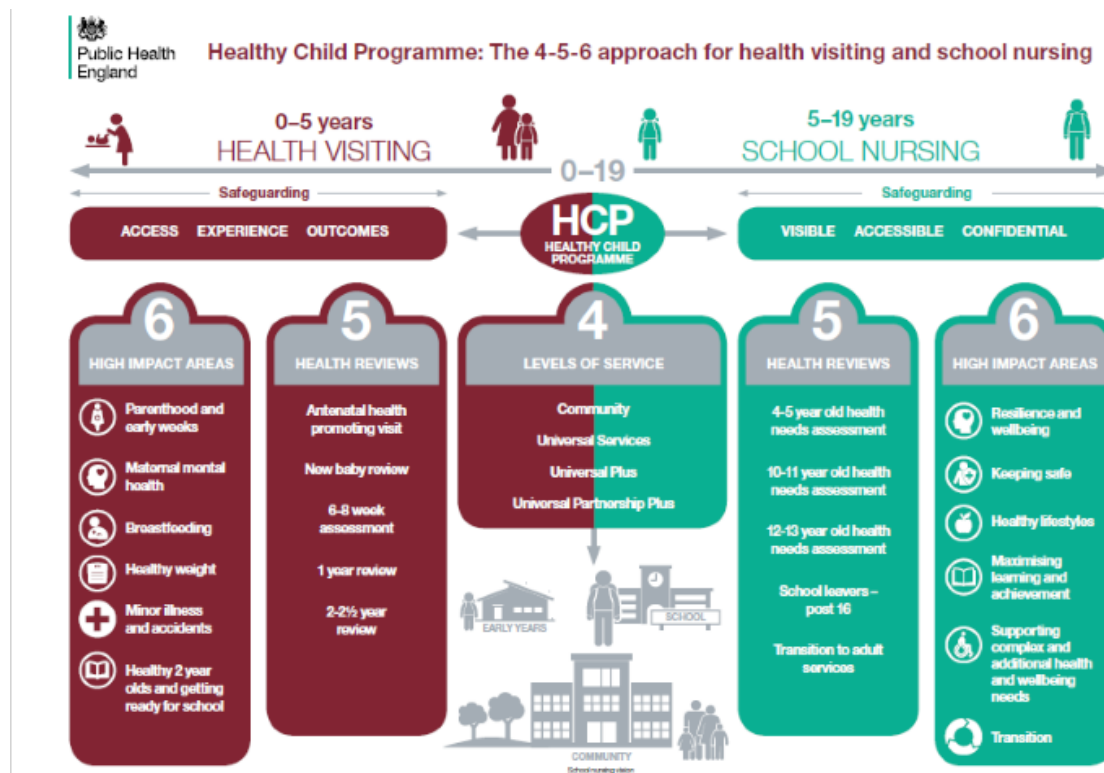


Figure 3: Health Visitor Service Model in England: Many aspects of which are also applicable to the varied role of the school nurse



2.4 SCPHN Course timetable–

Academic Calendar: This can be found on the organisational site on Blackboard and is included in section 6 of this handbook.

Curriculum Framework

Students can expect:

- Teaching in Semester 1 is focused on the meaning of the service user, family, child experience and the development of a public health centred approach to developing therapeutic relationships with children and families.
- Semester 2 modules build on this foundation and convey complexity of need. Focus on engaging with hard to reach groups, embedding a framework to safeguard and protect children and young people and applying evidence in practice through developing leadership and critical thinking skills.

The PgDip SCPHN course will be delivered using an integrated, generic approach to public health practice. This is underpinned by a strong commitment to the roles of health visiting and school nursing demonstrated through the practice environment whilst focusing on a collaborative approach to public health which values the individual, family and community.

Brief overview of level 7 modules studied each semester:

Semester 1

- Family Centred Public Health (15 credits)

- Developing Therapeutic Relationships with Clients (15 credits)
- Nurse Prescribing (V100) (15 credits)
- Developing Specialist Practice (30 credits runs across semesters 1,2,3)

Semester 2

- Evidence Based Approaches to Public Health Practice (15 credits)
- Perspectives on Safeguarding for SCPHN Practice (15 credits)
- Researching for Practice (15)

NB After successful completion of the PgDip, further study of a 60 credit dissertation module will lead to completion and award of MSc Nursing (Public Health). Additional funding required to study this 60 credit dissertation module.

Service users and carers also contribute to this learning agenda so enabling you to gain valuable insights into experiences of living with long term conditions, disability and service provision at first hand. Hickey and Chambers 2014*). (**Researching a consensus on service-user involvement in courses for professionals Nurse Researcher 21,6,22-27*)

2.5 Options by level of study: Award - NMC Standards of Proficiencies

Successful completion of this course (level 7 study) leads to the academic award of PgDip Specialist Community Public Health Nursing (Health Visiting / School Nursing) and the related professional outcomes (Specialist Community Public Health Nurse and Nurse Prescriber) recordable on the NMC register. Access the standards here: <http://www.nmc-uk.org/Publications/Standards/>

The course enables you to fulfil the requirements for Specialist practice as defined by the NMC standards for specialist education and practice (NMC 2004)

(Fig 3) NMC STANDARDS OF PROFICIENCY (SCPHN)

Aiming for progression to higher level practice and specialist public health practice, these NMC (2004) Standards of proficiency are distributed throughout the stages of your programme.

Domain	Outcomes to be achieved
Search for health needs	1. Collect and structure data and information on the health and well-being and related needs of a defined population
	2. Analyse, interpret and communicate data and information on the health and wellbeing and related needs of a defined population
	3. Develop and sustain relationships with groups and individuals with the aim of improving health and social wellbeing
	4. Identify individuals, families and groups who are at risk and in need of further support
	5. Undertake screening of individuals and populations and respond appropriately to findings
Stimulation of awareness of health needs	6. Raise awareness about health and social wellbeing and related factors, services and resources
	7. Develop, sustain and evaluate collaborative work
	8. Communicate with individuals, groups and communities about promoting their health and wellbeing
	9. Raise awareness about the actions that groups and individuals can take to improve their health and social wellbeing
	10. Develop capacity and confidence of individuals and groups, including families and communities, to influence and use available services, information and skills, acting as advocate where appropriate
	11. Work with others to protect the public's health and wellbeing from specific risks
Influence on policies affecting health	12. Work with others to plan, implement and evaluate programmes and projects to improve health and wellbeing
	13. Identify and evaluate service provision and support networks for individuals, families and groups in the local area or setting
	14. Appraise policies and recommend changes to improve health and wellbeing
	15. Interpret and apply health and safety legislation and approved codes of practice with regard for the environment, wellbeing and protection of those who work with the wider community
	16. Contribute to policy development
	17. Influence policies affecting health
	18. Develop, implement, evaluate and improve practice on the basis of research, evidence and evaluation
Facilitation of health enhancing activities	19. Work in partnership with others to prevent the occurrence of needs and risks related to health and wellbeing
	20. Work in partnership with others to protect the public's health and wellbeing from specific risks
	21. Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed
	22. Apply leadership skills and manage projects to improve health and wellbeing
	23. Plan, deliver and evaluate programmes to improve the health and wellbeing of individuals and groups
	24. Manage teams, individuals and resources ethically and effectively

2.5 COURSE DESIGN AND AWARD

The **PgDip SCPHN course** is structured to offer a flexible, educational opportunity that covers the core aspects of community public health nursing theory and practice. **The successful completion of PgDip Specialist Community Public Health Nursing** will lead to a recorded professional award as a Specialist Practitioner in a named area of practice (Health Visitor or School Nurse) in accordance with the requirements for entry onto the NMC Specialist Community Public Health Nursing register (NMC 2004). The professional outcome will lead to registration on the third part of the NMC register. In addition those students who successfully complete the assessments for the Prescribing from the Community Practitioner Formulary (V100) can have their qualification recorded with the NMC.

After successful completion and the award of the PgDip SCPHN (health visiting or school nursing) you will then have the opportunity to come back to study for the award of MSc Nursing (Public Health) by undertaking a further 60 credit dissertation module.

The PgDip course is 52 weeks (of which 45 are programmed weeks). The Standards of Proficiency for SCPHN state the programme of preparation must be completed within a maximum of 156 weeks for full time students or 208 weeks part time (NMC Circular 24/2006). Access the standards here <http://www.nmc-uk.org/Publications/Standards/>

The course is structured to offer a flexible, learning environment for both core theoretical components in public health nursing and practice alongside peers from community and primary care settings. This course embraces the principles of integrated working and delivers education through multi-disciplinary approaches.

The distinct principles of health visiting and school nursing practice will also be gained through the practice learning experience, where you will learn how to apply the common principles of public health into the roles of school nursing or health visiting supported by an appropriately qualified Practice Assessor. You will also be supported by discipline specific seminars and tutorials by Health Visitor and School Nurse Lecturers. The emphasis is on the development of a pragmatic public health philosophy for family health care encompassing an evidence based skills set applicable to the challenges of current practice that meets the requirements of the standards of proficiency for specialist community public health nurses (NMC, 2004). The balance between practice and theory in the course is 50% practice and 50% theory across the whole course. You will complete your consolidated practice experience (10 weeks) and at least half the practice time (minimum of 6.3 weeks) in settings and with clients that are central to the responsibilities for the defined area of Health Visiting or School Nursing. Theoretical learning will be applied to Health Visiting and School Nursing. Consolidated practice will enable you to practice independently whilst remaining under the supervision of a practice supervisor. In addition to this, there is a three week period of alternative practice. It is recommended that you experience placements outside health e.g. social work, children's center, education. This is intended to broaden your perspective of services which can contribute to the public's health.

Students undertaking the PgDip Specialist Community Public Health Nursing (SCPHN) will be **supernumerary*** (at all times) on placement, for the length of the course. Student competence to practice as a SCPHN will be further developed and fully assessed. Competence to practice will be guided and assessed by appropriately qualified practice supervisors. Students will also engage in self-assessment in order to learn to evaluate their own performance as a pre-requisite to independent and autonomous practice.

*It is a requirement of the NMC that ALL students have supernumerary status, and shall not be employed by any person or body under contract of service to provide specialist community public health nursing care. Provision must be made to ensure students obtain suitable learning experiences for a period equivalent to 50% of the course;

The theoretical elements of the course involve blended learning approaches including self-directed study days/reading. The practice elements are either in the form of designated practice days or 'work-based learning'. Further theoretical elements / learning support will be provided in the practice areas.

The course is designed to prepare you to be able to apply knowledge, understanding and skills in a public health environment. As health visitors and school nurses, you will be able to deliver safe and effective health improvements to the individual, group and community. You will demonstrate an understanding of accountability and responsibility inherent in these roles to ensure public protection.

The assessment process for demonstrating the achievement of knowledge, skills and values for the NMC Proficiencies is based on Experiential Taxonomy (Steinaker and Bell 1979).

Progression in relation to achieving the learning outcomes can be measured at specific points within the course. For example, for the full-time course, successful completion of the Semester 1 modules, including Professional Values and Attitudes competencies and sign-off of the Semester 1 Practice Learning Outcomes (in the Practice Assessment Document) enables students to progress to Semester 2. In the instance of referral (either in an exam, course work or practice learning outcomes), students will have one opportunity to reattempt failed outcomes within a designated timeframe (usually 4 weeks).

The next progression point is at the end of Semester 2, where successful completion of the Semester 2 Modules, including Professional Values and Attitudes competencies and the Semester 2 Practice Learning Outcomes (Developing Specialist Practice Module) (in the Practice Assessment Document); along with sign-off of any outcomes carried over from Semester 1, enables students to progress to (semester 3); a consecutive block of practice placement is required by NMC for Consolidated Placement.

It is expected that you will complete the identified / carried over learning outcomes within a set timeframe; with clear documented evidence as to how this will be achieved (action plan evidenced in the PAD) - usually 4 weeks from the start of each semester; this enables you to progress to Alternative and Consolidated Placement. To complete the course and gain academic credit as well as qualify for the Professional qualification, you need to successfully complete the Practice Learning module, including achievement of all the practice learning outcomes and *meet the competencies for Professional Values and Attitudes*.

For the main exit award, Post graduate diploma Specialist Community Public Health Nursing (PgDip SCPHN) (Be eligible for the Professional qualification - registration on Part 3 of NMC register), students will be required to complete all the specified core modules and achieve all the practice learning outcomes (evidenced in the Practice Assessment Document/PAD).

If a student leaves the SCPHN course prior to completing these, they will either be awarded academic credit for CPD or, if they have accrued sufficient credit (60 credits), be awarded with the PgCert Public Health Studies: But will not be eligible for professional registration as SCPHN- Health Visitor or School Nurse.

Nurses undertaking preparation as a Community Practitioner Nurse Prescriber (V100) as part of the SCPHN Course must record the full SCPHN programme of preparation within 5 years

of the identified start of the course; in a case where a student interrupts their SCPHN studies the SCPHN Course providers must ensure that the students' knowledge and skills remain valid to enable them to achieve the proficiencies set by the NMC, and if necessary repeat some or all, of the prescribing preparation and assessment.

Please note: For both exit awards, PgDip and MSc, you will be required to complete all the specified core modules. If you leave the course prior to completing these, you will be awarded academic credit for CPD; or interim award.

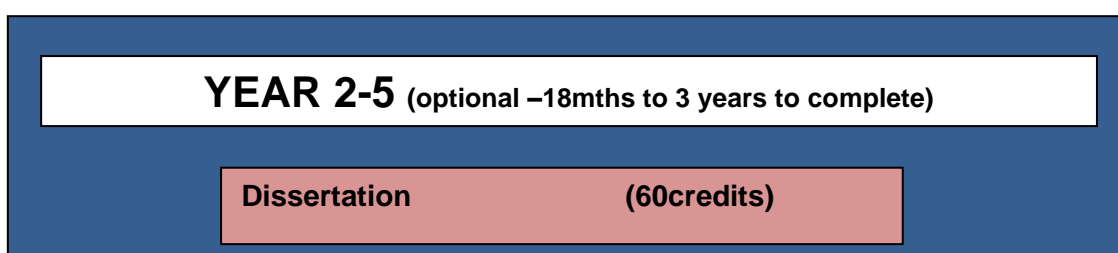
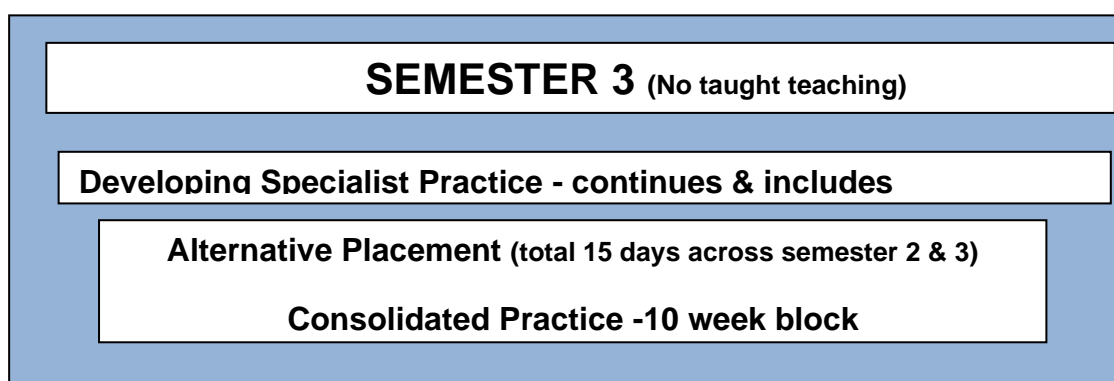
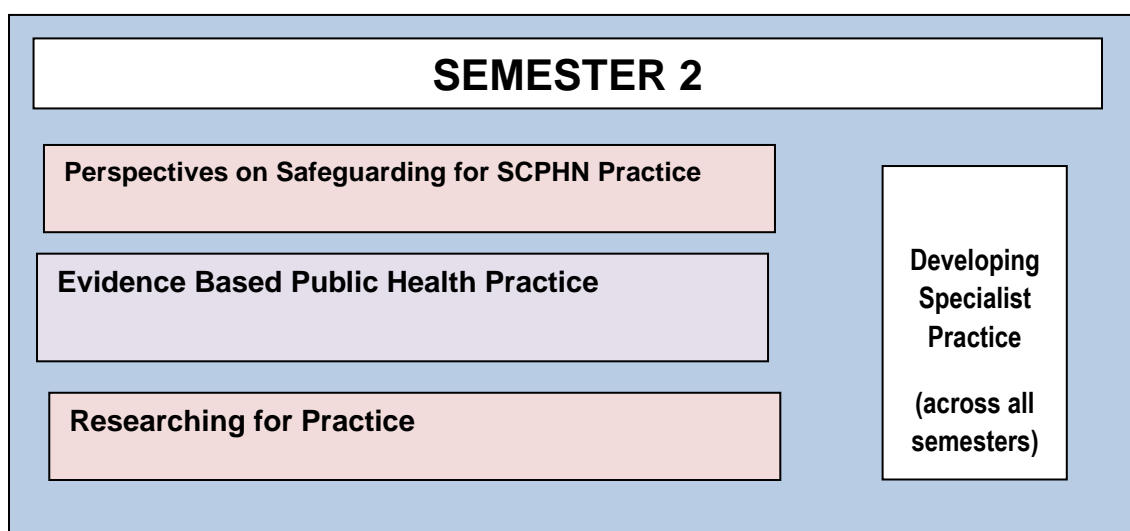
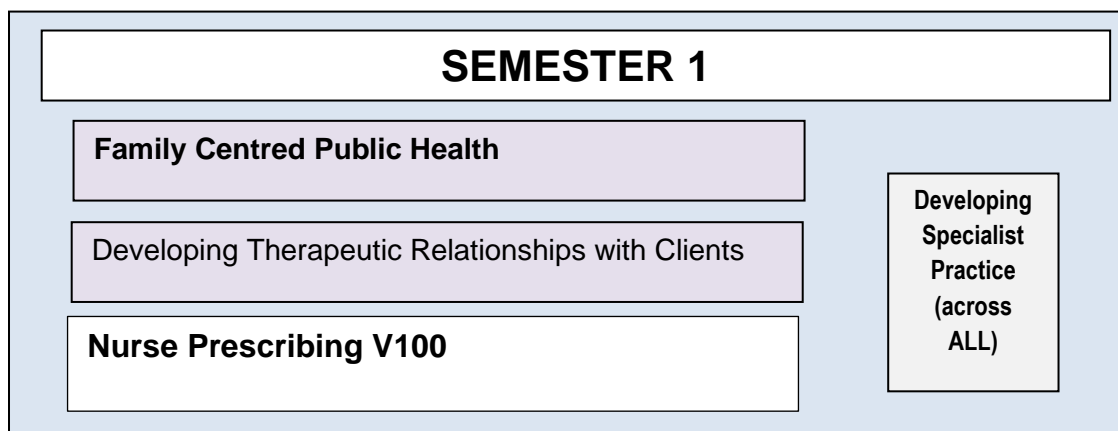
	PgC Public Health Studies	PgD Specialist Community Public Health Nurse (Health Visiting and School Nursing)	MSc Nursing (Public Health)
	60	120	180
Pre-requisite	Intermediate Award Only	Fulfils entry requirements	Completed requirement PgDip
Core Module	<ul style="list-style-type: none"> • Family Centred Public Health (15) • Perspectives on Safeguarding (15) • Nurse Prescribing V100 (15) • Evidence Based approaches to Public health Practice (15) • Developing therapeutic Relationships with clients (15) • Researching s for Practice (15) 	<ul style="list-style-type: none"> • Family Centred Public health (15) • Perspectives on Safeguarding (15) • Nurse Prescribing V100 (15) • Evidence Based approaches to Public health Practice (15) • Developing Therapeutic Relationships with clients (15) • Researching for Practice (15) • Developing Specialist Practice (30c) 	Dissertation (60c module)

PgDip SCPHN COURSE Module Structure (full time)

Module (2017-18)	Semester Delivery
1. Family Centred Public Health	1
2. Developing Therapeutic Relationships with Clients	1
3. Nurse Prescribing V100	1
4. Evidence Based Approaches to Public Health Practice	2
5. Researching for Practice	2
6. Perspectives on Safeguarding for SCPHN Practice	2
7. Developing Specialist Practice (across semesters 1,2 AND 3)	all

Diagram Example: MSc PgDip SCPHN Course Structure - FULL TIME

PgDiploma (Year 1 – 2017-18)



2.6 Possible progression or career routes after completion of the SCPHN course include

Inclusion on the professional register for Specialist Community Public Health Nurses has a unique position in the Health Care Professions. The service offered by Specialist Community Public Health Nurses offers an exciting and variable career pathway (Public Health England 2010: Public Health Outcomes Framework; DH 2009: Healthy Child Programme -5-19years; NHS England 2014: The National Health Visiting Service Specification 2015-16).

Students who complete the SCPHN course have been identified in government policy as the leaders of Children's Services in community and primary care. The SCPHN qualification will prepare students for advanced roles in practice, management positions, and work in public health departments. Acquisition of the Masters level of this course will prepare you for an advanced role and could also facilitate a career development in relation to services management, research or higher education.

Students who have successfully completed the SCPHN course may decide to 'step off' the MSc Pathway at this point and graduate with their professional registration as a SCPHN and a Post Graduate Diploma. Others may decide to continue on the MSc Pathway and complete a dissertation either full or part time leading to graduation with a MSc Nursing (Public Health). Students who choose to continue to the dissertation phase will qualify as a registered SCPHN at the same time as Diploma students and can of course take up employment in exactly the same way. *Students will be required to source funding and then they can undertake a dissertation on a subject of their choice and may take up to 3 years in the following 5 (post SCPHN course completion) to complete this MSc pathway.

There is an option to develop careers in many different ways, for example as a specialist in public health as a consultant public health nurse, or in management as a head of health and social services. Specialist Community Public Health Nurses have an opportunity to work in different health, social and educational settings, and gain experience in all aspects of public health work both at an individual, family and community level. Some specialist public health nurses prefer to pursue an academic career in education and research as a University lecturer or practice supervisor.

Specialist Community Public Health Nurses have developed innovative specialist roles in line with government policies and directives for example working with marginalised and disadvantaged groups (e.g. looked after children/safeguarding; the homeless, asylum seekers, sex workers, minority ethnic populations or communities), parenting programmes (for example the Family Nurse Partnership), public health and many others.

With the advent of commissioning the possibilities of different service organisations and funding streams create many new opportunities for public health nurses. The majority of Specialist Community Public Health Nurses work within the National Health Service but this is changing with the drive towards children's services and sexual health services being commissioned by or accommodated under social care organisations. There is also potential for Specialist Community Public Health Nurses to work outside the NHS, for example School Nurses in private schools or Health Visitors employed by a social enterprise. These developing roles have a multi- agency focus with potential opportunities to work on jointly funded projects aimed at addressing some of the key public health issues, such as breast feeding initiatives; maternal mental health; young people's mental health and wellbeing.

The course will also equip students with the necessary skills to evidence CPD and enhance professional practice, through the development of employability (professionally related) and entrepreneurial skills. Specifically, it will enable students to:

- Develop key skills in reflection, self appraisal and action planning for personal and professional development. Practitioners can then apply these skills and tailor their learning according to identified areas of need, areas of interest and future career aspirations. These skills will also help to support and enhance any appraisal processes in practice.
- Identify a pathway of learning that supports progression towards or within an advancing / specialist clinical role.
- Provide evidence of learning that is current and forward thinking, demonstrates skills in evidence based practice, and identifies opportunities for service improvement.
- Apply learning and maximise opportunities to become involved in research and service development activities within practice.
- Disseminate learning and/or research findings e.g. through article publication or conference presentation

2.7 Learning and Teaching

The educational philosophy adopted for this course places the student at the centre of the learning process and expects you to take the lead and responsibility for your own learning. It also expects you to develop teamwork skills as well as skills for autonomous professional practice. A mixed-mode learning approach is thus adopted for this course. Enquiry based learning features strongly in the course so that you can benefit from working in groups with peer support.

The philosophy and approach to learning and teaching for this course is informed by the University's Learning and Teaching Strategy (2014-20). It also acknowledges that you are a registered practitioner with a range of transferable skills.

The learning, teaching and assessment strategy in this document also aims to ensure that qualifying students are fit for Specialist Community Public Health Nursing (SCPHN) practice as defined by the NMC standards (2004) for specialist education and practice.

Independent learning is fundamental to your level 7 studies. There is an expectation that you will fully engage with your learning.

You will be encouraged to develop skills in constructing an argument, in applying concepts, finding solutions to problems, linking knowledge to professional application and relating evidence to develop reasoned conclusions.

Interactivity with lecturers, practice supervisors and peers, creating a dialogue rich environment and providing regular and timely feedback are key components of the overall strategy for continuous improvement.

Emphasis will be on assessment for learning and the use of innovative assessment and feedback strategies that is integrated into learning. The aim is to enhance personal motivation to learn, promote learner autonomy and optimise your educational experience and overall course satisfaction. It is recognised that effective feedback to learners is a crucial aspect of learning in university education; furthermore it is often regarded as key to improving student learning.

Students undertaking the Specialist Community Public Health Nursing (SCPHN) course will be working under the guidance of a Practice supervisor / Practice supervisor during this time. Your competence to practice as a SCPHN Practitioner will be further developed and fully assessed. Competence to practice will be guided and assessed by appropriately qualified practice supervisors / practice supervisors. You will also engage in self-assessment in order to learn to evaluate your own performance as a pre-requisite to independent and autonomous practice.

The module descriptors detail the specific approach to learning and teaching. Students will be supported using a partnership approach to teaching and learning to achieve the above outcomes in the following ways:

- Pre sessional work undertaken by students,
- Maximise the use of electronic learning materials, including access to Blackboard, the University's virtual learning environment (VLE), to facilitate flexibility, efficiency and effectiveness of delivery and to develop learner autonomy evidenced through a portfolio,
- Provide tutorial support through personal and electronic contact,
- Use the expertise of specialist visiting lecturers/external speakers to inform and support public health, health and social care practice across a wide range of community settings.

Examples of the taught mode:

- **Lectures** will include sessions led by academics in public health, school nursing, health visiting, specialist practice and social care that are aimed at developing "active" learning to enable full engagement with the learning process. These sessions allow students to experience a wide range of learning opportunities to explore relevant policy, theories and concepts and their application across a wide range of complex health, social and community contexts.
- **Tutor-led** sessions will include a range of learning activities such as lectures, seminars and workshop sessions. These sessions will mainly comprise 'active' learning in order to ensure that you are fully engaged with the learning process. This face-to-face contact will be supported by **tutor-directed** learning, which you will undertake individually or in small groups in order to consolidate your learning. These learning activities may be e-enabled using 'Blackboard' or one of a range of dedicated software packages. Independent, **student-directed** learning consists of assessment activity and work undertaken to consolidate your learning.
- **Independent Learning / Self Directed Learning (SDL):** An expectation that at level 7 study you will take responsibility for your own learning. While on the course you will be encouraged to use a wide range of different resources accessed via the virtual learning environment. Some of the SDL will aim to prepare students for taught sessions where active learning will be fostered and facilitated. **You can** consult with your Link Lecturers and module leaders and determine the methods and resources that best fit your learning style.
- **Visiting Lecturers/external speakers:** Experienced and skilled practice-based practitioners and external speakers – subject specific who are able to contribute and add value to the MSc Nursing (Public Health) course will be identified by the course team to deliver lectures/workshops. This strategy will ensure that learning is relevant, current and contemporary for students.
- **Workshops /seminars** will ensure that you develop the practical and process skills essential for practice in smaller group/discipline settings.
- **Tutorials** will enable you to explore personal and professional strengths and limitations and help develop and implement individual action plans for meeting course requirements.

- **Group work and simulation** will provide opportunities for working in groups for the dual purpose of learning in a collaborative way, sometimes with other professionals/agencies. You will learn about effective ways of giving peer feedback through scenarios and theoretical approaches to learning and teaching.
- **Presentations** will help to develop confidence in oral skills; assimilation of information and succinctly articulate key messages
- **Projects** will provide semi-structured learning experiences of an independent nature that will help develop personal autonomy and leadership skills
- **E-enabled Learning**- the use of virtual learning environments (VLEs) will support SCPHN students directed and self-directed learning. Blackboard (VLE) will be used to deliver essential learning materials and provide links to further supporting resources. Through both synchronous and asynchronous discussion with peers and lecturers, developing effective working relationships will be modelled. Advances in e-technology are also used to create variety and maintain interest in the learning materials provided e.g. the use of audio and video podcasts, and interactive tutorials.
- **Researching for practice module** – eLearning will form the basis of the module delivery with some face to face workshops on offer.
- **Practice education in the workplace** will ensure that you engage directly in practice and in problem-solving processes in a range of health and social care environments. In practice there will be an opportunity to reflect on strengths and limitations in that arena, and so develop competence to practice as SCPHN (Health Visitor or School Nurse).
- **Meetings with practice supervisors/assessors and/or academics** will help guide the process of progression, individual learning needs and will help guide the process of knowledge acquisition (such as literature searching / critical appraisal)

All students will be expected to take an active responsibility for their own learning. This will be evidenced through student participation in contributing ideas, leading seminars and sharing experiences.

2.8 Course specific information such as exemptions to regulations, PSRBs and HSE requirements.

All modules in each of the pathways have gained exemptions from the university regulations in order to comply with the NMC Standards and to protect the public. These exemptions relate to:

No compensation between the items of assessment in modules. All elements of assessment have to be achieved at required standard.

Students will only have two attempts at all elements of assessment

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2.9 Sheffield Hallam (SHU) Student Support arrangements

Access to university wide support mechanisms

Supporting Students with Disabilities or Other Educational Needs: The University offers extensive support for students with disabilities or other specific educational needs. The needs of individual students are discussed with an assessor from the Disabled Student Support Team, who will then recommend an appropriate support strategy. A Learning Contract is then drawn up and circulated to the appropriate SCPHN team members –such as the administrative team, the Course Leader and aspects shared with relevant teaching and NHS staff.

Students undertaking SCPHN Course spend 50% of their time in practice area: Support is available for placement staff to help facilitate the placement learning experience for a student with a disability. Support via course leader and/or disabilities team.

Disclosing a disability or long term health condition

In order for the university and placement partners to provide appropriate support we vigorously encourage the student to disclose and give the student written guidelines about this. The decision to disclose or not is a personal decision made by the student; however disclosure allows adjustments to be made enabling the student to fulfil their potential.

Role of Academic assessor, Link Lecturer, Practice supervisor, Student support and welfare, Disabilities support and the Learning Center).

All students on SCPHN course will be allocated a SCPHN Link Lecturer/academic assessor for the duration of the course. The module leader/module marking team will support you with your course work and provide formative feedback. You will also have a practice based Community Practice supervisor (CPE) / practice supervisor and a 'link lecturer' for practice based learning. Full details of their role/remit are in your Practice Based Module handbook and in Blackboard.

Supporting Students at SHU - Services we provide for students:

- Student advice and information
- Student financial support
- International student support
- Student wellbeing (includes individual counselling and the Multifaith Chaplaincy)
- Disabled student support
- Sheffield Regional Assessment Centre
- Careers and employment

To find out what we offer and how we might be able to work together please click on the link:

<https://www.shu.ac.uk/currentstudents/support/>

Student Support - roles and contact details

Your Link Lecturer (Academic Advisor)

- acts as a point of contact' for students, to provide pastoral support, advice and guidance and where necessary to refer students to other sources of advice,

- receives and collates information from colleagues across the University to inform the absence monitoring and 'Traffic Light System' which monitors student progression,
- highlights students who are a cause for concern (to the SCPHN and CSP Course Leader) and contribute to the 'student at risk'-action plans,
- supports students with all aspects of their study on the course, with particular emphasis on support 'at risk' students along with the course teaching team,
- is a reference point for the Course Teaching team – *Students please note, your Module leaders are the first point of contact for 'request for extension' and 'request to repeat assessment attempt' for assignments/assessments.* Further information see **flowchart for applying for Ext/ECs (on the Course Organisational Blackboard site)**
- **Student support services – links are available on Blackboard.**

Disability Student Support – roles and contact details

Sheffield Hallam University '**Disability Student Support Services**' provide information, advice and support for all students with disabilities and long term health conditions. Information about this service is available here <https://www.shu.ac.uk/disabled-student-support>

Students undertaking SCPHN and CSP Course spend 50% of their time in practice area: Should placement staff require advice or information to help facilitate the placement learning experience for a student with a disability they should contact their Link Lecturer or Lead Link Lecturer in the first instance.

Further guidance and support may then be sought from the Disability Co-ordinators, contact via links on Blackboard.

Disclosing a disability or long term health condition

In order for the university and placement partners to provide appropriate support we vigorously encourage the student to disclose and give the student written guidelines about this. The decision to disclose or not is a personal decision made by the student; however disclosure allows adjustments to be made enabling the student to fulfil their potential.

Supporting Students with Disabilities or Other Educational Needs

The University offers extensive support for students with disabilities or other specific educational needs. The needs of individual students are discussed with an assessor from the Disabled Student Support Team, who will then recommend an appropriate support strategy. A Learning Contract is then drawn up and discussed (as appropriate) with members of the administrative team, the course leader/lecturers and relevant teaching staff/ NHS placement provider

Please note: Important Data Protection Notice – Accessing Learning Contracts

In order to comply with the Equality Act it is important that staff who are directly involved in teaching and supporting students with learning contracts do access the Learning Contracts in order to provide appropriate reasonable adjustments to meet the entitlements of disabled students. The Data Protection Act does not prevent staff from accessing the Learning Contracts in order to carry out their duties. However, staff must only access learning contracts on a need to know basis.

Student support - Useful information

One of the most common disabilities is dyslexia and the Disability Co-ordinators use the Royal College of Nursing (RCN) toolkit for dyslexia, dyspraxia and dyscalculia to assist in identifying practical strategies and tips to help whilst in clinical practice. This useful document can be accessed [HERE](#)

Disability student support team are dedicated to giving students the support needed to ensure you have a positive experience at Sheffield Hallam

Services on offer

- Disability specialist advice and guidance appointments
- specialist induction events
- support with applications for Disabled student allowances and carry out study needs assessments
- individual packages of support through learning contracts
- psychological assessments and support for students with specific learning disabilities
- information and training on assistive technology
- in-house support worker services

Find out more about these services on <https://www.shu.ac.uk/current-students/student-support/disability-support>

Contact: Disabled Student Support

Student and Learning Services

Level 5, Owen Building, City Campus, Sheffield Hallam University
Sheffield, S1 1WB

Telephone: 0114 225 3964 Fax: 0114 225 2161

E-mail: disability-support@shu.ac.uk

SHU student support services	Contact
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For specific student support for the course, Help with setting up a learning contract = Students with disabilities/ learning difficulties are to contact the Disabled Student Support Team. They will then set up a Learning Contract for these students.	They can be contacted on disability-support@shu.ac.uk or 0114 225 3964 (10am-12pm, 1-3pm).
Student Financial Support-	sfs@shu.ac.uk and 0114 225 2184
Careers and Employment-	careers@shu.ac.uk and 0114 225 3940
Student Advice and Information –	guidance@shu.ac.uk and 0114 225 3813/2491
Learning Centre and IT help	(t) 0114 225 3333
Link – Library gateway:	http://library.shu.ac.uk/

Learning and Information Services (LIS)

This section outlines the services and resources provided by Library Services within the wider Directorate of Library and Student Support Services (LSSS). This area of the Directorate is concerned with providing library resources, services and support. A team of expert advisers (librarians), working closely with Faculty colleagues, support the information needs of staff and students with respect to teaching, learning, research and business development.

The materials to support the SCPHN course are primarily based at Collegiate Learning Centre with some complementary material housed at the Adsetts Centre, on the City Campus.

The Libraries: There are 2 Libraries at SHU, the Adsetts Centre at City Campus and Collegiate Library at Collegiate Campus, providing a focal point for learning and teaching. Each Library has common features which combine traditional facilities and materials with high quality computing and multimedia resources.

Both Libraries have undergone significant redevelopment and approx. £9 million has been invested in upgrading the Centres over the last 5 years resulting in stimulating and dynamic learning spaces. These flexible learning environments cater for a range of study needs, for example, assistive technology software on all student PCs, bookable group spaces and quick access PCs.

SHU provides over 4000 PCs for student use in a variety of study spaces (classrooms, open access individual workspaces - including quiet and silent areas - and group spaces) and in social areas. About 1600 of these are located in the Libraries. All PCs run a managed Windows 7 desktop with an extensive range of software including MS Office, web browsers, email and a large number of specialist applications. Free wifi access is provided across the

University. Each Learning Centre has scanners, printers and photocopiers, as well as laptops, cameras and voice recorders for loan.

The department is committed to providing high quality help and enquiry services. There is an integrated help desk at each learning centre. This is supplemented by extensive referral services aimed at helping users with more in depth queries. Help is also available virtually via email enquiry, telephone support (24 hr) and instant messaging services. In addition the department also provides a wide range of self-help services such as self-issue and returns machines, online renewals and requests and a variety of leaflets, web pages and online guides to services.

The Learning Centres have clearly defined areas for group work, quiet and silent study. Collegiate Learning Centre has 734 study spaces and 614 PCs for student use. Adsetts Centre has 1716 study spaces and 1124 PCs for student use.

The libraries are equipped with teaching rooms and PC labs and information literacy sessions are run throughout the year.

Opening hours

The libraries operate 24hr opening all year round. The staffed Helpdesk opening times vary through the year, with extended staffed hours during the core teaching weeks, including weekends. However 24hr help is continuously provided via telephone support. A complementary 24hr chat service will also be introduced. During the overnight period, the Centres are staffed by security but students have full access to computing facilities and can borrow materials using self-service machines.

Developing and maintaining information resources

Purchases to support programmes are determined in a number of ways including direct requests from members of academic staff, selection from reading lists and team members' subject expertise in building and maintaining collections. An annual budget ensures that the collections are regularly updated whilst new texts can be purchased immediately. The weeding of outdated or damaged stock is a regular activity. A key objective during the validation of the programme was to work with the teaching team to create up to date reading lists and to ensure they are available online via the Talis reading list software (Resource Lists Online) providing quick access to key reading.

Resources

A wide range of books, journals, information databases and other materials support the programme. A blended approach to materials provision combines a traditional paper-based collection with extensive online resources. There is a large collection of e-journals (around 66,045 covering all SHU teaching areas), e books (34,648) and electronic databases (around 200) and subscriptions are kept under review in order to keep the collection relevant to staff and student needs. A key strategy is to continue to improve electronic access to resources and the Library at SHU is a leader in the use of electronic books. There are also online anatomy packages, an extensive collection of DVDs and other media materials, and the department can stream video via on campus PCs.

The LIS team buys multiple copies of texts on reading lists, and access to material in heavy demand is increased by the implementation of a one week loan system, with these items also having at least one reference copy. Materials in heavy demand are monitored and where possible e-books for these titles are purchased. The introduction of a new library management system has allowed for service improvements such as the automatic renewing of student book loans. The web based library catalogue (Library Search) provides online access to module resource lists. An ERA/CLA licence allows for the digitisation of printed material which further enhances the collections.

Electronic Resources

The department subscribes to an extensive range of electronic services, providing both abstracting and full text information.

A selected list of key resources is given below. All are accessible on and off campus and students can link directly to articles from any subscribed e journal.

Database	Subject coverage
Medline	Provides access to citations from over 4,800 current biomedical journals
Cinahl Complete	Indexes journals in nursing, biomedicine, health sciences and allied health disciplines. Full text for 1350 titles. From 1937-.
Applied Social Sciences Index and Abstracts (ASSIA)	An indexing and abstracting tool covering health, social sciences, psychology etc. From 1987.
The Cochrane Library	A regularly updated collection of evidence based medicine databases including The Cochrane Database of Systematic Reviews
Health Source Nursing	A collection of over 550 scholarly full text journals focusing on many medical disciplines plus abstracts and indexing for another 850 journals. From 1975.
Scopus	An excellent, up to date, multi-disciplinary research journals database covering over 18000 titles

Other relevant resources include image databases, news sources and access to professional body web sites.

Journals

A comprehensive collection of both printed and electronic journals support the subject area, with practice specific titles complemented by a wide range of related healthcare journals. The majority of journals for the Health and Wellbeing subject area are via online subscriptions. The collections were reviewed in collaboration with teaching staff to ensure subscriptions continue to meet information needs. Titles are bought individually or as part of a wider subject collection. Information on subscriptions can be viewed by using the library catalogue (Library Search).

LIS Services for Part-Time students / Students on placement

Off campus students may have particular challenges in accessing resources and LSSS tailors services to suit different needs. For example opening hours were originally extended in the summer vacations in response to part time student comments and the library is now open 24/7 all year. Many other library activities such as reserving items and booking rooms can be completed online, giving learners greater flexibility. For part-time students who live closer to another academic library reciprocal borrowing arrangements exist through the SCONUL Access scheme.

Guidance is provided to students on how to access information and library resources when on placement via subject guides, the Library Gateway and helpdesks. Books on loan are automatically renewed for up to a year, unless requested by another user. A three-day return policy operates in these instances, before fines are incurred and students can return books by post. Currently some arrangements are in place for students to access local hospital library services while on placement with that Trust.

Access to other LIS services and facilities

All students have reference access to the libraries of the University of Sheffield, with the exception of the Information Commons (IC) and The Diamond, and a reciprocal borrowing

agreement exists for staff and research postgraduates. Students have access through the Library's web based catalogue to the Sheffield Union List of Serials (SULOS), the catalogue of journals holdings of Sheffield libraries. This co-operative forum, supported by SINTO, the Sheffield Information Organisation, creates a good working relationship with other Sheffield libraries and helps ensure that there is access to city-wide held resources, particularly journals

Outline of the information strategy that is used to support your learning (e.g. Module Handbooks, Feedback, Blackboard)

Faculty-wide frameworks exist to ensure that students receive the information necessary to undertake their studies successfully.

Module Handbooks and module descriptors are prepared for each module on this course by the module leader and available on the Virtual Learning Environment (Blackboard) module site. Module handbooks follow the standard university format.

Assessment and Feedback: The overall programme of assessment activity together with the related procedures and protocols are clearly specified in the module handbook. Specific information about assessment for learning and assessment for grading activities within modules is included in module handbooks and on the module blackboard site, sub-folder 'assessments'.

Information literacy

One of the Learning and Information Services (LIS) team's key objectives is to work with students to develop information literacy skills which will equip all our students for success in both academic and professional contexts. All students receive an LIS induction, and are offered further sessions at different stages in the course (e.g. finding and using evidence, critical appraisal, referencing). All sessions are developed to suit the needs and level and mode of study of the group in consultation with course and module leaders and are embedded within the course structures. The sessions are evaluated positively and updated regularly. In addition, students can arrange an individual appointment with an adviser for help with individual learner needs. In addition to these face to face sessions, students use a range of electronic learning materials and tutorials developed by the LIS team to support the development of their literature searching and research skills, when working on larger pieces of work such as a literature search or research proposal.

3.0 How to get the most out of your course:

Induction

You are provided with a comprehensive induction programme at the start of your course. This will include:

- Familiarisation with Sheffield Hallam University campus /facilities
- An overview of the modules/ delivery, course structure and quality processes
- An introduction to Practice Learning and its assessment
- Learner support services
- An introduction to the learning centre, Blackboard and online support for learning
- Assessment Strategy, assignment submission via Blackboard and Grading
- Attendance, Assessment regulation and rules of student progression
- Procedures for dealing with extenuating circumstances that affect your work and commitment to hand-in deadlines.

If you have any queries about this please contact the Course leader.

Personal and professional development planning and portfolios:

As part of the personal responsibility for learning, you will be encouraged to reflect on your learning and progress throughout the programme and to make appropriate entries in a portfolio. This will enable you to map learning and achievements and to help plan to meet emerging learning and professional development needs as they progress. This is in line with the university's emphasis on personal and professional development planning. The requirements of various modules expect you to reflect on your performance and progress. Sometimes this may feature as part of the assessment. You will be supported in endeavours to reflect on your progress by an allocated academic assessor / link lecturer and your Practice Supervisor. You will be introduced to a range of facilities to assist in portfolio development including manual and electronic models.

More information about your Portfolio –Practice Assessment Document (PAD) is in the Developing Specialist Practice (DSP) Module Handbook and on the module Blackboard site.

The Virtual Learning Environment (VLE)

The SCPHN Course has its own dedicated Blackboard site allowing access for all students and forming the basis of the VLE for students. This medium is used to support and enhance face to face and independent learning. The Blackboard sites have a wealth of module information, module resources, student support, reading lists, links to appropriate electronic journals, articles and e-books, websites and guidance re: assessment. This list is not exhaustive as other methods of support are constantly being devised such as wikis and blogs. Guidance in the use of VLEs will be provided from Induction onwards.

Our approach to facilitating learners to access the VLE and e-learning is to work in partnership with our learning centre colleagues in the planning and delivery of a range of sessions that enable effective access to the VLE. Our learning centre colleagues provide information on literacy skills training and provide learning materials to enable access to e-learning.

Online support will compliment and support face to face delivery and is based upon Salmon's (2004) 5 stage model for on-line learning:

- ✓ Access and motivation
- ✓ Online socialisation
- ✓ Information exchange
- ✓ Knowledge construction
- ✓ Development

In summary, learning and teaching will be supported utilising a combination of peer and tutor and learning center support, materials presented on Blackboard/VLE --Blackboard and search and research ability will be supported by key learning resources made available by our learning center colleagues.

3.1 Professional Behaviours to meet NMC requirements for registration (NMC 2004; NMC Code 2018)

Attendance requirements.

On this course attendance is expected to be 100%. It is therefore expected that the student will be in attendance unless they are prevented from doing so by illness or some other domestic or personal emergency. Students may only take holidays at times identified during the academic calendar. Formal records of attendance will be kept for both University-based and practice learning activities. Attendance is compulsory throughout the duration of the course. It is a requirement of the NMC that absences from the course are made up. It is therefore vital that your Course Leader is informed of any absences from University and / or placement. Attendance at lectures and seminars is expected unless you have negotiated exemptions with the relevant Module Leader. Absences due to sickness need to be supported with medical evidence in the normal way. Any personal problems that might affect attendance would be managed through the University extenuation processes.

If support is required, please contact SCPHN Course Leader p.day@shu.ac.uk; your Link Lecturer and / or student support services, and your NHS employer.

Absence Monitoring

The University is required to monitor student absence on health courses. Students must inform the university by email if they are absent from University sessions or whilst on practice placement.

Please copy in your link lecturer and Practice Supervisor when reporting ALL absence.

If absent on practice placement the student must follow their employer organisational procedures. At SHU the Faculty Office compiles a complete record of absence for each student. The Course Leader, who advises the University on appropriate action to be taken, interviews students with a significant pattern of unexplained absence.

The aim is to support you to meet all practice and academic hours to fulfill NMC SCPHN course requirements_(NMC 2004).

Penalties for failing to meet attendance requirements:

A student who fails to respond to the support strategies designed to make up for deficiencies in attendance will after due warning be judged to be in breach of the professional requirements. In this instance, the University Fitness for Practice Procedure will be instituted with the involvement of the students employing / sponsoring organisation.

Professional Partnerships: A tripartite approach is adopted in support of students' professional development. This approach engages the student with a **practice supervisor** and a **link lecturer** with due regard who have responsibility for guiding, monitoring and assessing a student's performance. Meetings are arranged at regular intervals in each of the sponsoring organisations with the link lecturer, practice supervisors and students. Individual meetings with link lecturer, practice supervisor and student will be arranged as requested by the student, practice supervisor or link lecturer. Progress is reviewed by the practice supervisor in the placement and the link lecturer at the University. If issues or concerns arise, then a formal meeting is arranged with a view to discussing the issues and developing an appropriate action plan. A meeting will take place at the end of each period of placement between the practice supervisor and the student to discuss performance, the outcomes of which are recorded in the Practice Learning Document (PAD).

Penalties' if your NHS contract is terminated: The SCPHN student must have an NHS employment contract (as trainee Health Visitor, School Nurse) for the duration of the SCPHN

course. If the NHS contract of employment is terminated by your employer, then you are no longer on the course (Your place on the course is consequently terminated).

Health and Safety: Please refer to the University Health and Safety Policy on the Student Intranet. Any accidents on University premises must be reported to your Course Leader and a form completed (available at Reception). Accidents on placement should be reported via their local procedure and to your Course Leader as soon as possible after the accident.

3.2 Student Engagement - The Approach to Assessment and Feedback within the Course

The philosophy and approach to learning and teaching for this SCPHN course is informed by the University's Learning and Teaching Strategy (2014-20), and reflects standards set by the NMC (NMC 2004).

The following explains how this approach specifically relates to, and integrates with, Faculty and University LTA Strategies.

The University's LTA strategy (SHU 2014-20) emphasises:

The provision of high quality programmes

We will provide an excellent and inclusive educational experience for you by ensuring we respond to the needs of employers, professional regulatory standards (NMC), the changing higher educational landscape and our student expectations.

Our academic community will be characterised by strong connections between teaching, research and professional practice supporting you to develop as research informed SCPHN practitioners. Ensure that upon completion of the BSc Hons Specialist Community Public Health Nursing (Health Visitor and School Nurse) course, you are fit for Specialist Community Public Health Nursing as defined by the NMC standards (2004)

Students undertaking the SCPHN course are already registered practitioners with a range of transferable skills. This is recognised in the approach to learning and teaching which aims to:

- Systematically develop skills and capabilities of you through their transition into and engagement with the SCPHN course
- Support and facilitate autonomous, independent learning
- Engage with you as active learners rather than passive recipients of information.
- Enable you to become self-reliant, resilient and critical thinkers able to work effectively in complex, ever changing situations
- Foster collaboration between you, lecturers and practice supervisors to ensure that learning takes place in a diverse and vibrant learning community.
- Provide support and guidance for study skills, appropriate for postgraduate level of study.
- Use learning technologies that focus upon interaction and collaboration
- Provide you with a variety of opportunities, to develop and demonstrate advanced skills of critical thinking, problem solving, creativity and innovation, critical reflection of research, policy and experiential learning.

- Facilitate learning environment for achievement of module learning outcomes, by the provision of personalised, well designed learning activities, support and effective assessment and feedback strategies. Examples include personalised choice of topic areas in relation to assignments; supporting choice through the identification of individual learning needs
- Develop supporting guidance and resources to enable students with disabilities and those with learning challenges such as dyslexia to meet the NMC standards (2004); making reasonable adjustments
- Ensure the learning experience enhances career prospects in community, public health and school settings.

As a student undertaking the PgDip Specialist Community Public Health Nursing (SCPHN) you will have **supernumerary* status** (at all times) on placement, for the length of the course. Student competence to practice as a SCPHN will be further developed and fully assessed. Competence to practice will be guided and assessed by appropriately qualified practice supervisors and assessors. Students will also engage in self-assessment in order to learn to evaluate their own performance as a pre-requisite to independent and autonomous practice.

**It is a requirement of the NMC that ALL students have supernumerary status, and shall not be employed by any person or body under contract of service to provide specialist community public health nursing care. Provision must be made to ensure students obtain suitable learning experiences for a period equivalent to 50% of the course;*

Delivering outstanding teaching

In line with the LTA strategy this course will incorporate vibrant and challenging learning opportunities, through innovative and creative teaching methods. Teaching methods will encourage you to develop independent learning skills, which will equip you to be a lifelong learner. A blended approach will be used to provide you with a rich learning environment. Blended Learning will be delivered through classroom education, practice based activities, virtual learning environments and multi-media teaching methods. Appropriately focused, well designed learning activities will be employed to challenge learner ideas and enhance learning. Engagement with clients and their stories to explore their perspective will be at the forefront of the educational experience. Teaching is primarily delivered by the core SCPHN team. The course also draws on the expertise of a number of other lecturers within the university and from external lecturers, with a specific area of expertise, where appropriate.

We aim to provide you with a variety of opportunities, to develop and demonstrate your advanced skills of critical thinking, problem solving, creativity and innovation, critical reflection of research, policy and experiential learning.

Develop a culture of continuous improvement

Teaching will concentrate on developing deep rather than surface approaches to learning. The quality of learning is determined by the application of theories to practice and internalising the key concepts of public health; this involves gaining understanding through practical experience of public health initiatives. A well-structured knowledge base is necessary for an insightful understanding of public health to develop. Deep approaches to learning also facilitate the adaptation of ideas to new situations and development in public health.

Interactivity with lecturers, practice supervisors and peers, creating a dialogue rich environment and providing regular and timely feedback are key components of the overall strategy for continuous improvement.

Emphasis will be on assessment for learning and the use of innovative assessment and feedback strategies that is integrated into learning. The aim is to enhance personal motivation to learn, promote learner autonomy and optimise your educational experience and overall course satisfaction. It is recognised that effective feedback to learners is a crucial aspect of learning in university education; furthermore it is often regarded as key to improving student learning.

Learning opportunities will be facilitated to allow you to engage collaboratively with other professional groups. The NHS workforce strategy (DoH 2000) and the public health outcome framework (PHOF 2010) calls for education, training and service provision which is genuinely multi-professional in order to promote teamwork, partnership and collaboration between professionals, agencies and individuals. The commitment, in this post-registration course, to a combination of uni-professional and inter-professional education recognises the importance of this aspect of health service modernisation. Thus this SCPHN course combines the important uni-professional requirements for Specialist Community Public Health Nursing practice with a focus on developing an awareness of others' professional roles and responsibilities and common professional agendas.

There will be discipline specific seminars; as well as interprofessional seminars, for example health visitors and midwives; school nurses and other children and young people practitioners.

Development of a practice based portfolio will develop the skills and attributes for future revalidation

Provide excellent infrastructure to support learning and teaching

This will be facilitated through the delivery of flexible and increasingly personalised learning experiences.

Personalised approaches to learning will involve consideration of the knowledge base, previous experience and individual needs. These will be used to develop individual learning packages that incorporate learning contracts, tutorials and the wide variety of teaching and learning methods on the SCPHN course.

You will be supported in taking responsibility for your own learning and making use of all available resources. Where appropriate, students with additional learning needs, will have the opportunity to exercise choice in the method and content of study, clearly identified when drawing up a learning contract.

We have developed supporting guidance and resources to enable students with disabilities and those with learning challenges such as dyslexia to meet the NMC standards (2004).

The integration of University based, blended learning methods and practice learning is fundamental to your effective achievement on this course. Your learning in practice will be supervised by a Practice Supervisor; personal goals will be identified to achieve the learning outcomes. This will be facilitated through guided reflection in practice, action learning sets and reflective writing. A flexible, student-centred approach is taken, providing you with the opportunity to build on and expand existing knowledge and skills. An assigned University tutor/ Link Lecturer will support your learning in tandem with an appropriately qualified Practice supervisor, ensuring a personalised approach to enhance your learning.

Assessment Information

The overall programme of assessment activity together with the related procedures and protocols will be clearly specified in the **individual module handbooks**. Specific information about assessment for learning and assessment for grading activities within modules is included in **module handbooks and on the module blackboard site**.

General assessment information is available on SHU webpages 'Rules and Regulations'.

In Module retrieval

All tasks / modules within this course (with the exception of practice and examinations) allow you to undertake 'in module retrieval' if the pass mark is not achieved at the first submission. IMR is not compulsory, however the aim of IMR is to enable you to act on feedback in a short time-frame (10 working days following release of grades) in an attempt to meet the pass threshold prior to ratification at Departmental Assessment Board. If the pass mark is not achieved through IMR, you will be allowed a refer attempt after the Departmental Assessment Board has ratified your grade.

Semester 1 Assessment overview

(You will only have two attempts at these assessments)

Family Centred Public Health Module

1. Critical analysis of a Family Case Study –written case study Minimum pass mark 50%
2. Practice Assessment Document: To achieve level 3 or above for professional values and attitudes in practice for S1 (NMC 2004) Pass / Fail

Developing Therapeutic Relationships Module

The OSCE (Exam) will consist of 2 stations;

Station 1 will involve a simulation of a client interview

Station 2 will require you to write a critical account of the interview using a recognised template.

To pass the module you must achieve a minimum of 50%.

Nurse Prescribing (V100) Module

1. Exam

- Exam - Part A - Numeracy (Pass mark 100%)
- Exam - Part B - Pharmacology (Pass Mark 80%)
- Exam - Part C - Short answers (Pass Mark 50%)

2. Practice Assessment Document

Developing Specialist Practice Module

Task 1 a Community Development Project report - written assignment

Task 2 The Placement Assessment Document (PAD) will provide documentary evidence of the signed off practice proficiencies and professional values. The PAD will include:

- Learning Contracts that detail how your Practice Supervisor has assessed you have met the proficiencies.
- Sign-off of "Professional Values and Attitudes competencies"; Sign-off of the SCPHN (NMC 2004) and Prescribing (NMC 2006).

(PAD is submitted at the end of semester 3).

You must pass both tasks.

Semester 2 Assessment overview

(You will only have two attempts at these assessments)

Perspectives on Safeguarding Module

Seminar presentation and written account. To pass the module, you must achieve a minimum of 50%.

Evidence Based Approaches to Public Health Module

Task 1: Literature search and written bid. The Commissioning Bid will be written using a recognised template.

Task 2: You will demonstrate a minimum of level 3 or above for professional values and attitudes for Semester 2. This will form part of your Practice Assessment Document (NMC 2004).

To pass the module you must achieve a minimum of 50% in task 1 and pass task 2 at level 3 or above. Both tasks must be passed.

Researching for Practice

Written assignment

The assessment schedule will be available on the Course Organisational site, indicating hand in dates; this information will also be available on each individual module assessment page.

There is a range of assessment activities in the course; you will find fuller descriptions in the individual module descriptor (on the module blackboard site and in the module handbooks. Assessment of learning informed by the University Assessment and Feedback Framework 2014-20 will be via both informal (assessment for learning) and formal (assessment for grading) means. Each module has a discrete assessment package and students must achieve a pass to contribute to the main exit award (PgDip). This will help to ensure that learning and development is seen as progressive, developmental and continuous and is not just evidenced by completion of an assessment for grading at the end of the module.

You will meet the Course outcomes through a mixture of practice based assessment, examination (including the use of OSCE Objective Clinical Structured Examination), critical reflection, report, narrative, essay writing and mixed media methods. Examples of types of feedback include practice based methods such as meetings and progress reports (for example, placement assessment documents). Examples of feedback methods for academic work will include tutorials, written, audio feedback.

Practice learning is assessed for grading as a pass or fail. During the practice experience you will be required to assess your own performance as well as receiving ongoing ('continuous') feedback from your placement Practice supervisor (or Practice supervisor). The assessment strategy incorporates two types of assessment: assessment for learning (formative) and assessment for grading (summative).

Summative assessments are used for grading purposes and provide evidence of the degree to which key learning outcomes have been achieved. They also has a 'feed-forward' effect in that the feedback provided can be used to inform and enhance later stages of the learning process.

Each module has its own summative assessment requirements. The assessment will meet the learning outcomes of the module. All elements count towards the final assessment.

Formative assessments

You can utilise feedback provided through formative assessments to help you develop your knowledge and skills further. This does not count towards your final assessment.

Feedback will be provided in a variety of ways and it will arise from a range of different sources. Lecturers will provide informal verbal and written feedback at intervals during a module. Students will provide feedback for themselves and their peers as a result of lecturer-led and lecturer-directed formative assessment activities. Students will also be encouraged to structure their own learning in order to develop skills in self- assessment.

Students will be informed as to the way in which feedback will be provided for assessment activities and the form that it will take. Specific advice will be included in the course and module handbooks regarding the importance of feedback in enhancing learning and the need for students to generate a 'feed forward' effect by taking specific actions to address areas identified for further development.

'Assessment for learning' will support your learning in the following ways:

- Provide a means of ongoing feedback that helps to capture and guide your progress and development and help to focus you on the most important aspects of the programme.
- Rather than limiting assessment to a single assessment for grading task, they expose you to a range of learning opportunities and activities that are appropriate to the different learning outcomes.
- They will engage and motivate you, through regular and timely feedback that is still relevant to the topic being studied and received in time to feed forward into the subsequent activities. More specifically, the feedback encourages learning, rather than measuring failure; it seeks to correct errors and develop understanding through further explanation; generate more learning through suggestions for further study; and promotes the development of generic academic skills that can be fed forward into the final summative assessment.
- Learner autonomy is further promoted since the formative activities require you to interact with and reply to the feedback provided. They may also require you to generate your own

feedback through self-assessment and reflection on your learning and that of others. Both peer and self-generated feedback are known to be highly beneficial to the learning process.

A key component of the Faculty's LTA strategy is to develop the use of the technology enhanced learning, including the VLE in supporting learning.

There are many opportunities for inter-learner contact. Blackboard provides learners with a variety of tools to enable the creation and maintenance of a thriving online learning community. Recently SHU has developed SHUgo, a free mobile app for smartphones and mobile devices. SHUgo means students can be connected to SHU wherever they are. The app offers mobile access to all their Blackboard module sites and organisations, the Library Catalogue, and more. It also has a directory that students contact lecturers and classmates.

Course Work Submission

Work is normally handed in via the VLE (Blackboard) assignment submission page.

ALL assignments to be submitted through TURNITINUK (at the same time as your final submission through gradecentre)

You will be advised by the Module Leader if alternative arrangements have been set up, for example, (i) When hard copies are required, they should be handed in before 4pm of the identified hand in date. (ii) When work may be posted, (sent recorded delivery by 12 pm on the hand in date).

Your work should be submitted before the deadline. Work submitted within 1 working of the deadline will be marked but will **receive a capped mark at the minimum pass mark** (50% at level 7). Work submitted after this time will **not be marked and will receive a mark of 0** unless correct procedures for late submission have been followed and agreed with the module Leader/Course leader prior to submission date.

Submissions – if you require Extensions (ext) / Request to repeat an assessment attempt (RRAA) please discuss with your module leader and Link lecturer well in advance of the submission date. Access <https://students.shu.ac.uk/regulations/index.html>

Before completing an extension request, RRAA or break in study form it is strongly recommended that you seek advice from your Link Lecturer, Module Leader or Course leader.

Referencing of Coursework

A conventional referencing system should be used; the preferred method is the APA system. Information on how to reference is available via Blackboard or can be found here [APA referencing guide](#)

Word Length of Coursework

The length and nature of the assessment is indicated in the individual module descriptions. Work which is more than 10% over the word limit will be subject to a 10% reduction in grade.

Cheating and Plagiarism

The University takes cheating seriously. Regulations on plagiarism can be found on blackboard. *Academic misconduct is committed when a student does not follow published*

assessment protocols or tries to gain an unfair advantage by breaking, or not following, the academic regulations concerning any part of the assessment process.

Confidentiality of Coursework

Students should take care to respect the confidentiality of others. This does not apply only to service users. There are many people and institutions whose confidentiality must be protected, for example, relatives, carers, professionals, departments, primary care organisations etc. As it is important that links are made to your professional practice, organizational policies may be referenced and materials used that are available in the public domain. Please refer to the standard confidentiality statement on Blackboard which should be included on all written assignments. All service user and personnel names used in your work should be anonymised and the identity of the service, service users, carers and staff must be protected (NMC, 2018).

Procedure for Feedback on Assignments

Written feedback and **provisional** marks are normally posted via Blackboard (on Grade-center) on the dates indicated at the start of the course, unless otherwise indicated by the course team. Verbal feedback and guidance can be sought from the module leader or marker involved.

It is essential to seek feedback and guidance if a piece of work has been referred.

All coursework marks given to students are **provisional** until they have been agreed with the external examiner and ratified by the Award Assessment Board, after which the marks will be confirmed in a results letter.

Internal and External Moderation

For summative assessment, the module team will mark the work in the first instance. A sample of work will then be reviewed by internal and external examiners. The role of the internal examiner (moderator) is to check for consistency and for evidence that marks have been awarded appropriately against the marking criteria outlined in the student handbook. Once marks have been internally moderated, a sample of scripts are sent to the external examiner whose role it is to check for internal consistency and that expectations are commensurate with those applied elsewhere in the sector.

Module Review

The faculty's standard module review process will be applied to this provision. At the end of the module students are asked to complete a module evaluation questionnaire designed to provide feedback on module organisation and the quality of the learning experience and assessment process. This information is used alongside a tutor evaluation as a basis for module review and module development.

Annual Course Review

The faculty's standard annual course review process will be applied to this provision. At the end of the course, all students are asked to complete an online course evaluation questionnaire designed to provide feedback on the SCPHN course organisation and the quality of the learning experience. This information is used alongside module evaluation, the Post Graduate Taught Study Survey (PGTS - annual survey) and the National Student Satisfaction Survey (NSS) as a basis for course review and development.

3.3 The Students' Union and Representative System

Sheffield Hallam Students' Union represents the views of Sheffield Hallam students and aims to make their time at university enjoyable, engaging and rewarding. There is a strong emphasis on developing students and providing them with the opportunities to gain new skills and experiences to enhance their employability. Events, clubs and societies have also been established to enable students to meet new people and develop their skills and experiences.

All students of Sheffield Hallam University are members of the Students' Union. Being a member means having unlimited access to all the events, activities and services we provide. As a not-for-profit organisation, social enterprise and registered charity, we reinvest our income straight back into improving the services we offer for the 35,000 students of Sheffield Hallam University. We are committed to enhancing the student experience by making a positive difference through the development and delivery of student focused activities.

The Students' Union is led by a dedicated and professional staff team. In addition, there are five full-time Officers who support 12 part-time Union Representatives, all of whom have been democratically elected by the student body. Officers help to ensure that everything we do is student centred and liaise formally and informally to ensure their views are represented to the University, the community and nationally.

As a student, you can have a voice within your course and University through the **Student Representative system**. Each course has several Course Representatives (Reps) who provide valuable feedback to the course team about the course from the students' point of view. Course Reps are jointly trained and supported by your Faculty and Sheffield Hallam Students' Union and work together with the course team, Union and University to improve courses and your student experience.

Your course leader will arrange for Course Reps to be appointed during the first few weeks of your course. Any student can put themselves forward to be a Course Rep. and Course Reps are also eligible to apply for the Hallam Award, to recognise their developed skills, supporting their employability. To find out how to nominate yourself as a Course Rep. speak to your course leader or contact studentreps@shu.ac.uk.

Once Course Reps have been appointed, it is their role to gather feedback and represent you and the rest of the student body. They will contact you to ask for feedback so make sure that you respond to give your views about your course. You can also contact your Course Reps at any time to ask for feedback or raise issues about your course. If you don't know who your reps are, ask your course leader or contact studentreps@shu.ac.uk.

Current or former Course Reps can also put themselves forward to become Department Reps. This is an opportunity to represent the student view higher up in the University to enhance the wider SHU experience. Department Reps can participate in University and Students' Union committees and get involved in projects to improve the student experience.

For more information on the Student Union

The Advice Centre at the Students' Union can give advice on a range of issues. Separate to the University, they have their own website: <https://www.hallamstudentsunion.com/>

3.3 Have Your Say: Student Surveys

A National student survey (NSS) is an annual survey that targets undergraduates across the UK. Opportunity to share your student experience whilst studying here at Sheffield Hallam. Feedback from students is used by university and students union to improve the overall student experience.

The Postgraduate Taught Experience Survey (PTES) targets students on postgraduate courses across the UK. Opportunity to share learning experience. It is anonymous, identifies place of study to ensure feedback is responded to by the university to enhance the student experience. It is ran by the Higher Education Academy.

4.0 Academic Integrity, Assessment, Standards and Fairness:

This course has been designed in partnership with students, employers and professional bodies, to meet QAA and PSRB benchmarks, and to promote student success.

4.1 The course is taught by qualified, experienced and accredited staff. You may want to take the time to read more about your academic teaching team. The SHU website has a staff profiles section <https://www.shu.ac.uk/about-us/our-people/staff-profiles>

The course is supported by professional services staff and their details are provided on the contact list at the front of your handbook, on the Course Blackboard site in your Blackboard and on the SHU website.

4.2 How do we ensure all assessments are appropriate and fair for all students?

All courses at Sheffield Hallam University are subject to the University's quality assurance processes which begin when courses are designed and approved. An important element in this is the input of external partners and professional bodies with subject expertise that inform course design. Subject experts from other Universities also act external examiners on our courses to ensure your course standards are comparable with other Universities.

Each year, all assessment tasks are reviewed by staff before they are released to students. This ensures they are appropriate and suitable for testing the learning outcomes agreed during course approval. The assessment(s) will be set by the module leader and/or module team subject to approval by both an internal moderator and, if the marks from the assessment contribute to your award classification, an external examiner. This will normally take place before they are given to you at the start of teaching.

Any work you submit for marking will go through a similar process to check and confirm that the standard of our marking and feedback is fair for all students and reflects the quality of the submitted work. Samples of student work for all assessments will again be checked by an internal moderator and, as above, if appropriate, by an external examiner. Project and dissertation modules and those involving a high level of independent research will normally all be marked by two markers and an agreed mark arrived at prior to a sample being seen by an external examiner.

Notification of results

University policy is to issue ratified results by release of online grades and it does not permit staff to communicate these to students by any other means e.g. telephone. Students can also access their results online via 'My SHU Record' on the Student Intranet. Students should retain all results and transcripts as they are needed for future reference. A charge will be made for the reissue of a transcript of results.

The purpose of these quality assurance processes is to ensure that no student is disadvantaged by our assessment practices, to ensure that our assessments allow all students to meet the learning outcomes of their modules to the best of their abilities, and to ensure that standards of marking and feedback are entirely appropriate and fair to all.

Academic Integrity and misconduct

Academic misconduct is committed when a student does not follow published assessment protocols or tries to gain an unfair advantage by breaking, or not following, the academic regulations concerning any part of the assessment process.

Sheffield Hallam University and your course team believe strongly in the importance of academic integrity and support the development of good academic practice. As such we take breaches of academic conduct very seriously and all allegations of academic misconduct will be investigated according to the **University's Academic Misconduct policy which is available to students on Blackboard under Rules and Regulations.**

<https://students.shu.ac.uk/regulations/index.html>

4.3 Keeping Your Course up to date.

Each year your course team review your course, including student achievement and the courses' suitability to meet the needs of its students. Your feedback, changes in teaching practice and the external environment are all used to continually improve your course so it remains up to date and of the highest quality enabling you to fulfil your aspirations.

4.4 Request to Repeat Assessment Attempt (RRAA)

The University has a policy on RRAAs that is intended to support you if you experience unexpected and unanticipated difficulties during your time as a student. Such circumstances may adversely impact on your studies and ability to complete assessments on time or complete them to your usual standard. If you find yourself in this type of situation you are encouraged to discuss your situation in confidence as soon as practical with a member of staff. You will then be advised on the best course of action to support you. **Further information on the University's policy is available on Blackboard under Rules and Regulations | Illness and Difficult Circumstances.**

<https://students.shu.ac.uk/regulations/index.html>

4.5 Appeals, complaints and student conduct

The University provides a process for you to appeal the decisions made by Progression and Award Boards, Extenuating Circumstances Panels and Academic Conduct Panels. An appeal can request a review of the decision reached by the board and information submitted in appeals is treated confidentially. You will not be disadvantaged as a result of making an appeal provided it is made in good faith. **The criteria for appeals are published on Blackboard under Rules and Regulations.**

<https://students.shu.ac.uk/regulations/index.html>

The University also operates a formal complaints process to address concerns raised by students. This process encourages early resolution by raising concerns locally with the member of staff most directly involved with the concern you have - this may be your module leader, course leader, academic adviser or student support officer. Early resolution is taken to mean the concern is addressed by agreement with appropriate staff without the need to submit a Student Complaint Form. Complaints will be dealt with promptly and sympathetically with respect for your privacy and confidentiality. **The detailed process and guidance on making a formal complaint is published on Blackboard under Rules and Regulations.**

<https://students.shu.ac.uk/regulations/index.html>

The University recognises that the vast majority of its students behave in a responsible manner and meet the expectations of the Code of Conduct for students. However, on occasions a small minority behave in ways which cause harm to the University, its students or its staff, or the public. In these cases, it is the responsibility of the University to take action under its Disciplinary Regulations in order to protect the University community and the University's reputation. These regulations are also published on Blackboard under Rules and Regulations.

<https://students.shu.ac.uk/regulations/index.html>

Professional Suitability - students are expected to conform to the current NMC Code of professional Conduct.

Sheffield Hallam University has a rigorous Quality Assurance Cycle which the course team involves students in throughout the course (Course representatives). This involves course committees where student representatives are invited to give an evaluation of modules and raise issues pertinent to the course.

Issues are dealt with in a number of ways as deemed appropriate by the course team. The course team is committed to constantly improving the course and takes very seriously student comments. The whole process feeds into the Annual Review of the course, which completes the cycle.

However, students are expected to play their part in communicating their issues to the course team in an appropriate and timely manner (see VLE for SHU process for HWB Early resolution guidance for students = flowchart)

4.6 Additional Information – quality and enhancing the SCPHN student experience

Course Management. Course management will be undertaken by a team of academic and administrative staff who have specific responsibility for key elements of the process. The roles of these key individuals are listed at the beginning of this document - 'course team'.

If you would like to discuss any issues and/or clarify roles, please contact the Course leader in the first instance.

The Management of Learning. A team of people, including the students themselves have key responsibilities for the management of learning:

The Role of the Student. Students are expected to act as full partners in the learning process and to function as part of a learning community. Partnership in learning implies taking responsibility for learning and participating fully in the learning process whether face-to-face class contact situations, tutor-directed or self-managed learning. The notion of partnership also extends to the need to work effectively with others in a variety of University-based and practice settings. These key roles and requirements are explained to students at interview and during the induction programme and reinforced at intervals during the SCPHN course.

What are my responsibilities as a student? As a student member of the Faculty of Health & Wellbeing you have certain responsibilities.

- **Student DBS** must be current up-to-date and checked by Employer and SHU Academic registry/admissions.
- **Student Health Declaration and Information**
It is in your own interests that we ask you while at university to let your Link Lecturer or Course leader know of any health related matters and / or disability at the start of the Course. You also need to keep tutor(s) informed of any changes, as soon as possible. This will help ensure that there is no undue delay in arranging for practical assistance if necessary.
- **Informing Staff about Personal Circumstances**
In addition to informing tutor(s)/link lecturer about health and disability related matters it is your responsibility to inform us as soon as possible of anything else that might impact on your ability to study. This includes, but is not limited to, bereavement, relationship difficulties, and problems relating to family members. Please see section on Absence reporting and contact the course leader for advice (p.day@shu.ac.uk).

As a Student, how do I seek help and advice?

The University expects students to treat their education as a partnership. It is the student's responsibility to consider any personal, academic or professional difficulties or limitations which might affect their performance on the Programme. Students need to be proactive in seeking appropriate support from their Practice supervisors and / or University tutors. *Please refer to the Student Support section above.*

From the section 'Welcome and Introducing the Course Team', you should be able to establish who to contact if you need help and advice. If you are in doubt, please contact the Course Leader. Link Lecturers will initially meet students on induction and clarify with students who they should go for support for different issues. If the issue relates to the cohort or group, it is usually best for the student representatives to approach the member of staff concerned or to ensure it is discussed at the course committee meeting, if not before.

Academic Support on this course

Academic support is usually given by the relevant academic assessor and the module leader, although for some Modules such as Practice Learning, the Academic support is provided by your Practice supervisor in tandem with the Link Lecturer. Many module leaders allocate sessions for assignment support which may be appointment based or 'drop in' sessions. In addition to individual tutorials, module Leaders and Link Lecturers also normally offer 'small group' tutorials as requested.

- When seeking academic support for an assignment, students should come with questions prepared. These should be specific demonstrating that the student has done some preparatory work and is not asking for general guidelines for the assignment which will have already been given to the whole group.
- Lecturers do not normally read through essays (effectively marking them in advance) but will discuss problems the student is having related to the essay attempt. See SHU policy available on BB for further guidance about this.
- Some Lecturers / academic assessors may arrange 'drop in' tutorial support sessions at times when they know the students are free. It is preferable for students to go to these rather than arrange personal times.
- Submissions – if you require Extensions (ext) or Request to Resubmit an Assessment Attempt (RRAA) – please discuss with your module leader and Link lecturer well in advance of the submission date. Access <https://students.shu.ac.uk/regulations/index.html>
- Before completing an extension request, RAAA or break in study form it is strongly recommended that you seek advice from your Module Leader, Link Lecturer or Course Leader.
- Generic university wide 'Study Support' drop-in sessions are regularly advertised via the News & Events tab on Blackboard.
- The Learning Centre offers a range of Drop-in sessions and will also offer individual (or preferably) small group tutorials as requested.

Making appointments

All members of staff are willing to make appointments to see a student or student representative. Students should make appointments with staff members by email or by telephone (or at the end of teaching sessions if this is acceptable to the tutor). Email and telephone requests for appointments will normally be responded to by the tutor within three to five working days. An exception to this is if a tutor is away from the University.

How can I get help if I need it?

If you have a problem with your studies; a disability which is affecting your studies; a bereavement, illness or family crisis.

You should contact:

- your Link Lecturer / Academic assessor
- Module Leader/link lecture for Extensions / Extenuating circumstances

- the Course leader
- Student support for pastoral, welfare issues
- a member of the Disabled Student Support Team if needed - details are available via blackboard.

Maintaining confidentiality: Remember that what you say will be in confidence wherever possible. In case your problem or disability affects your ability to meet professional requirements other members of the team / NHS must be informed to ensure you and others can practice safely. Where possible your permission will be sought. If you refuse permission there may still be instances where other members (academic and NHS) have to be informed. You will always be notified of whom and for what reason other team member(s) have been informed.

Leaving the SCPHN Course: Details on leaving the Course (including a temporary withdrawal) are available via Blackboard. Please discuss with the Course leader / Link lecturer / Student Support prior to making a decision, so we can best support you.

The Role of the Course Leader:

The Course leader has primary responsibility for the operation, management and review of the learning process. In order to effectively undertake that role they will liaise on a regular basis with the administrative and technical support team leaders, the link lecturers and module leaders, partner organisations. The course leader has overall responsibility for the student experience, delivery, assessment, student feedback, review and evaluation, re-validation, checking the timetable, informal complaints, liaising with the External Examiner, appointing student representatives, the placement experience, admissions, induction and retention, and the examination schedule.

The Role of the Module Leader:

The role of the module leader is to deliver the module according to the precepts laid down in the definitive document (validated by the NMC). The module leader has specific responsibility for module learning, teaching and assessment; providing a schedule of timetabled activities, with the room details, dates for specific sessions, submission dates for coursework, group allocations where appropriate (e.g., for presentations), tutorial groups, return of work target dates, assessment and reassessments details.

The Role of SHU Link Lecturers:

Academic lecturers are assigned to the role of link lecturer for a specified organisation / locality during periods of practice placement. The link lecturer takes responsibility for ensuring that practice-learning experiences are organised in a timely and effective manner with the NHS partners, and placement teams. The SHU Link Lecturer provides support for Practice supervisors, particularly around aspects relating to assessment. The link lecturer is responsible for:

- auditing the placement area (together with the Practice supervisor) prior to student placement to ensure learning opportunities are available, the placement is suitable and identified risks have been appropriately managed.
- setting up tripartite meetings as required - communicating with practice colleagues re: the placement, student progression and assessment of students.
- supporting and informing practice supervisors and assessors regarding their role in supporting and assessing student learning

- supporting Trainee practice supervisors and assessors in their role and the assessment of students
- supporting practice supervisors and assessors to help students in compiling their assessment work.
- encouraging students to adopt a reflective, evidence-based approach.
- reporting to the course leader any student who is not achieving the outcomes of the assessment of practice learning.
- monitoring the progress of students in order to ensure successful study outcomes in association with supervisors and assessors, and course leader.
- devising a support strategy for any students deemed to be 'at risk'; setting up an action plan as required and recording this in the PAD
- providing pastoral support and/or advising students of additional support that is available within the University

The Role of Practice Assessors / Supervisors:

Practice Assessors / Supervisors are practice colleagues whose role is to promote, support and assess learning in practice placement settings. They will take responsibility for;

- auditing the placement area (together with the Link Lecturer) prior to student placement to ensure learning opportunities are available, the placement is suitable and identified risks have been appropriately managed.
- ensuring that students have opportunities to achieve the learning outcomes prescribed for the practice-learning module. By negotiating resources to fulfill the learning outcomes from the practice supervisor's caseload and practice environment to provide evidence of learning
- monitoring the progress of students and establishing priorities based on formative assessments of student learning.
- assessment of practice through negotiation with the students to provide suitable activities, enabling the student to provide the evidence of proficiency through verbal, written material or observation of practice.
- verification and validation of evidence of proficient practice throughout the programme and recording this within the Practice Assessment Document
- formative feedback on critical reflection and facilitation learning on health needs assessment.
- management of students' learning environment, within a student-centred philosophy of learning to provide personalised student support, building on existing knowledge and skills to gain further proficiency.
- provision of pastoral support for the student whilst in practice placement
- identification of changes or emerging issues within the placement learning environment that may be affecting student learning.
- communicating effectively with the student and lecture staff
- documentation of learning activities
- continuing professional update in relation to the skills required for the Practice Assessors / Supervisor roles.

These agreed roles/responsibilities apply to Trainee Practice Assessors / Supervisors. New Practice Assessors / Supervisors under the supervision of an identified Sign-off practice assessor when supporting and assessing a SCPHN and CSP student on this course.

4.7 Identifying and Supporting 'At Risk' Students

'At risk' students are those whose attendance, lack of progression in practice, commitment and/or academic work gives lecturers and practice supervisors cause for concern. They will be identified by reference to:

- attendance registers
- the outcomes of formative and summative assessment
- reports of attendance on and commitment to practice learning
- commitment to learning activities
- professional behavior and attitudes

Recognising the demands of this course (training) it is particularly important that systems are in place to identify and support students who are deemed to be at risk. The link lecturer will liaise with the student to discuss the course team's concerns, establish any underlying causes and agree a potential support strategy. A detailed action plan will be written up and signed by student, link lecturer, Practice Supervisor (as appropriate). The Course leader will agree the support strategy. A student's performance will then be monitored, with clear measurable action points, detailed 'Action Plan' within the Practice assessment documentation (PAD) - until such time as staff are sure that the student is no longer at risk.

5. What previous students said about the course and Sheffield Hallam University:

There is opportunity to complete evaluations at the end of each module, at the end of the course, and at the end of the practice placement. Evaluation forms will be provided in hardcopy and electronically. You will be advised by your academic team. We collate this information to inform our course development and to enhance the student experience. We look carefully at the results to learn from those areas that have seen increases in student satisfaction as well as where we can still improve further.

SCPHN TIMETABLE 2023 /24

Week 38 10Week No:	Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday	Notes	
8	18/09	Welcome week						
9	25/09	Practice Induction						
10	02/10	*					*NP	
11	09/10							
12	16/10	*						
13	23/10	*						
14	30/10							
15	06/11	*						
16	13/11	*						
17	20/11	*		ALS	ALS	Practice Liaison day	Action Learning Set	
18	27/11							
19	04/12							
20	11/12							
21	18/12	OSCE	OSCE	OSCE			Assessment deadline for Tri 1	
22	25/12	BH	BH				AL	
23	01/01/24	BH					AL	
24	08/01			? Prescribing exam			Alternate Practice	
25	15/01							
26	22/01							
27	29/01					*	RFP L7	
28	05/02			ALS	ALS		Action Learning Set	
29	12/02					*	RFP L7	
30	19/02						AL	
31	26/02					* Liaison Day	RFP L7	
32	04/03							
33	11/03					*	RFP I7	
34	18/03							
35	25/03			ALS	ALS	BH	Action Learning Set	
36	01/04	BH					AL	
37	08/04							
38	15/04			*			Practice week/ MCCC	

39	22/04						Alternative Practice
40	29/04				*		?MCCC Perspectives
41	06/05	BH					
42	13/05						Simulation Practice
43	20/05						Alternative Practice
44	27/05	BH					
45	03/06						
46	10/06						
47	17/06					Liaison Day	
48	24/06				*		DSP due in
49	01/07						
50	08/07						
51	15/07						
52	22/07						
1	29/07						
2	05/08				*		DSP PAD due in
3	12/08						
4	19/08						
5	26/08	BH					Flexi Leave
6	02/09						
7	09/09						
8	16/09						

KEY	
	Practice
	Theory
	Study
	Alternative practice
	Action Learning Sets
	Holiday