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)
i. Purpose of the Course Handbook:
This course handbook is available to you at induction and will be permanently available via 'shuspace' in downloadable online format. Alternative formats may be requested e.g. large print, from the Course Leader or the Student Support Admin Officer.
The course handbook contains information about:
- course structure, course management and quality mechanisms
- scheduling of University-based (academic) and practice learning
- the management, support and organisation of practice learning
- the role of student, Community Practice Educator (CPE)/Practice Teacher, academic and administrative staff
- student support and guidance
- the learning, teaching and assessment strategies
- procedures for handing in and returning work, summary points of the assessment regulations
- academic misconduct, attendance requirements, absence reporting and recovering time following absence
- further links to supplement the information as mentioned above or additional topics as appropriate

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. *Our student charter - Your University life and environment*
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](https://www.shu.ac.uk/about-us/governance-and-strategy/governance/our-student-charter)

iii. Attendance Statement
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, unless unable to do so for reasons of illness or other extenuating circumstances;
- engage with and participate in all learning activities;
- submit all assessments by scheduled hand in dates;
- attend all scheduled assessments (for example, action learning sets, 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 SHUSpace 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://shuspace.shu.ac.uk/webapps/portal/frameset.jsp](https://shuspace.shu.ac.uk/webapps/portal/frameset.jsp) under Rules and Regulations. All modules in each pathway have gained exemptions from the standard university regulations in order to comply with the NMC Standards - please refer to section 2.8 below.

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.
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Course Handbook Appendix 1- SCPHN PgDip Course Timetable 17-18 (FT)
1.1 A Message from Department Head

Dear Students

I am delighted to welcome you to the Department of Nursing and Midwifery where you will study your BSc/MSc Specialist Community Public Health qualification (health visiting or school nursing).

Over the forthcoming months I hope that you will be able to spend time reflecting on your practice and developing a range of new skills which will equip you for the exciting challenges you will meet within the practice environment.

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 this next year of study.

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 SCPHN team or me should you wish to give feedback on your learning experience.

I look forward to meeting you during your time in the department and wish you every success during your programme of study.

Toni Schwarz
Head of Department Nursing and Midwifery

1.2 A message from your SCPHN Course Leader

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 teachers and mentors 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

SCPHN Course Leader

1.3 A message from your Sheffield Hallam Students' Union Education Officer

I was elected to represent you and your views as your Education Officer. I hope you'll enjoy being part of your course and I'll be working closely with your course representatives, so if you ever need any help or advice on anything associated with your course and your education then get in touch at uuseducation@shu.ac.uk. If you want to share any of your experiences on your course or are facing any problems then come and talk to me as the Students’ Union is here to support you. I’m based in the HUBS but you can also contact me via email, on Facebook or via Twitter @hallameducation. I look forward to meeting you soon!
2.0 SCPHN COURSE INFORMATION
This student course handbook refers to and supplements information that is available via Shuspace.

Intranet - SHUSPACE
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. Shuspace is accessible from home or any Sheffield Hallam University Campus site.

‘Your personalised online environment’ - Shuspace
The Student Intranet http://shuspace.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 Shuspace 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. Shuspace 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.
THE COURSE TEAM: Who/How to contact

**RWB Helpdesk**
0114 225 5564
(Reception / Assignment submission)
Robert Winston Building (RWB), 13-15 Broomhall Rd,
Collegiate Campus, Sheffield, S10 2BP

**Course Administrators**
E-mail: NursingandMidwifery@shu.ac.uk

**Nursing absence**
Email: nursingabsence@shu.ac.uk

**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
Direct Line: (0114) 225 2433
e-mail: p.day@shu.ac.uk

**Senior Lecturer**
Sharon Frankland RGN RHV B.Med Sci MA FHEA FiHV
Room: College House
Direct Line: (0114) 2252570
e-mail: s.frankland@shu.ac.uk

**Senior Lecturer**
Gayle Hazelby MA PH, PgDip HP, PgDip Health Care Ed, SCPHN (HV), RGN, Nurse Prescriber FiHV
Room: M204 Mundella House
Direct Line: (0114) 225 2297
e-mail: g.hazelby@shu.ac.uk

**Senior Lecturer**
Lisa Paduch RGN; RSN (BA Hons) PgDip Health Care Ed; Community Nurse Prescriber
Room: Mundella House, 34 Collegiate Crescent
Direct Line: (0114) 225 2228
e-mail: l.paduch@shu.ac.uk

**Reader**
Dr Sue Peckover PhD, MMedSci, BSc(Econ), PGCert Ed., RGN, HV Cert., FHEA.
Room F418
Robert Winston Building
Direct Line: (0114) 2256634
e-mail: s.peckover@shu.ac.uk

**Student Support Services**
links on SHUSPACE
Further information – section 2.9
**Reporting Absence**
If you are reporting an absence (authorised/unauthorised/sick)  
Please email: nursingabsence@shu.ac.uk  
copy to your Link lecturer

**Submitting Course work or General enquiries**
Course work will be submitted online via Shuspace.  
RWB Helpdesk details for general enquiries: Tel: (0114) 225 5564

**How do I contact members of staff?**

**E-Mail**  
All members of staff are contactable via e-mail. *Please email using your student email account*. There is also an email directory on SHUspace on the IT Services site. Team members aim to respond within 5 working days, unless a longer period is indicated by an 'out-of-office' message.

**Phone**  
All members of staff are available via telephone and have voice mail for messages. Please refer to the Course Team list above, for telephone extensions.

**Main Reception Robert Winston Building**  
The main reception is in the Robert Winston Building (RWB), 11-15 Broomhall Road, Sheffield, S10 2BP. RWB Reception Telephone: (0114) 225 5564 (fax 2394)

**How will staff contact me?**

**Shuspace Announcement**  
Shuspace is used to communicate information of pertinence to your modules or the course. There is a module site for each of the modules in addition to a course site. Changes to lecture times or rooms are most likely to be posted on Shuspace, so it is your responsibility to check the site regularly for announcements and your student email account.

**E-mail**  
Some staff may use e-mail or discussion boards on Shuspace to contact students and/or to issue coursework or information. Staff will inform you if they intend to use this method of communication.
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 Teacher. 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:-

<table>
<thead>
<tr>
<th>1 Knowledge and Understanding</th>
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<tbody>
<tr>
<td>1.1 Engage knowledgeably and critically in debates relating to the development and</td>
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<tr>
<td>philosophy of public health and apply in practice</td>
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<tr>
<td>1.2 Critically appraise the evidence base for practice including theoretical concepts,</td>
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<td>models and perspectives through review of literature and identify implications for public</td>
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<td>health nursing, synthesising this knowledge to inform and advance practice</td>
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<tr>
<td>1.3 Critically evaluate the complexity of current developments in public health</td>
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<td>1.4 Critically analyse and integrate knowledge of professional and ethical dilemmas to</td>
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<td>advance the practice of promoting health and wellbeing across the lifespan</td>
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<td>1.5 Critically explore the relationship between health and wellbeing and the impact of</td>
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<tr>
<td>deprivation on individuals, groups and communities</td>
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<tr>
<td>1.6 Critically analyse the determinants of health and using the insights gained, identify and</td>
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<tr>
<td>respond to the health care needs of a client group</td>
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<tr>
<td>1.7 Assess, identify and initiate appropriate interventions for individuals and groups</td>
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<tr>
<td>through the provision of leadership and organisation for the health related needs of clients,</td>
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<tr>
<td>their families and other carers</td>
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</table>
2 Intellectual Skills

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.

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.

2.3 Provide reasoned argument to defend professional judgements and decisions taken to address needs and evaluate their effectiveness.

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.

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.

2.6 Devise and sustain an argument supported by valid, significant and evaluated evidence, offering new insights and hypotheses when applicable.

2.7 Develop and manage an independent research or applied project within an agreed timescale.

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.

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 1and 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)
2.4 SCPHN Course timetable and scheduled activities–

Academic Calendar: Please see academic timetable.
**Notable dates:**
Departmental Assessment Boards – dates pending
Staff Student Committee meetings – dates pending

**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 your 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)

Figure 3 below outlines the NMC Standards of Proficiencies
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.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Outcomes to be achieved</th>
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<tbody>
<tr>
<td>Search for health needs</td>
<td>1. Collect and structure data and information on the health and well-being and related needs of a defined population</td>
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<td></td>
<td>2. Analyse, interpret and communicate data and information on the health and wellbeing and related needs of a defined population</td>
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<td></td>
<td>3. Develop and sustain relationships with groups and individuals with the aim of improving health and social wellbeing</td>
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<td></td>
<td>4. Identify individuals, families and groups who are at risk and in need of further support</td>
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<td></td>
<td>5. Undertake screening of individuals and populations and respond appropriately to findings</td>
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<td></td>
<td>6. Raise awareness about health and social wellbeing and related factors, services and resources</td>
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<td></td>
<td>7. Develop, sustain and evaluate collaborative work</td>
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<td></td>
<td>8. Communicate with individuals, groups and communities about promoting their health and wellbeing</td>
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<td></td>
<td>9. Raise awareness about the actions that groups and individuals can take to improve their health and social wellbeing</td>
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<tr>
<td></td>
<td>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</td>
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<tr>
<td></td>
<td>11. Work with others to protect the public’s health and wellbeing from specific risks</td>
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<tr>
<td></td>
<td>12. Work with others to plan, implement and evaluate programmes and projects to improve health and wellbeing</td>
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<td></td>
<td>13. Identify and evaluate service provision and support networks for individuals, families and groups in the local area or setting</td>
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<td></td>
<td>14. Appraise policies and recommend changes to improve health and wellbeing</td>
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<td></td>
<td>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</td>
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<td></td>
<td>16. Contribute to policy development</td>
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<td></td>
<td>17. Influence policies affecting health</td>
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<tr>
<td></td>
<td>18. Develop, implement, evaluate and improve practice on the basis of research, evidence and evaluation</td>
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<tr>
<td>Influence on policies affecting health</td>
<td>19. Work in partnership with others to prevent the occurrence of needs and risks related to health and wellbeing</td>
</tr>
<tr>
<td></td>
<td>20. Work in partnership with others to protect the public’s health and wellbeing from specific risks</td>
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<td></td>
<td>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</td>
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<tr>
<td></td>
<td>22. Apply leadership skills and manage projects to improve health and wellbeing</td>
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<tr>
<td></td>
<td>23. Plan, deliver and evaluate programmes to improve the health and wellbeing of individuals and groups</td>
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<tr>
<td></td>
<td>24. Manage teams, individuals and resources ethically and effectively</td>
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</tbody>
</table>
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/](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 Teacher. 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 teacher. 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 teachers. 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.

<table>
<thead>
<tr>
<th></th>
<th>PgC Public Health Studies</th>
<th>PgD Specialist Community Public Health Nurse (Health Visiting and School Nursing)</th>
<th>MSc Nursing (Public Health)</th>
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<tr>
<td><strong>Pre-requisite</strong></td>
<td>60</td>
<td>Fulfils entry requirements</td>
<td>Completed requirement PgDip</td>
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<td>Intermediate Award Only</td>
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<tr>
<td><strong>Core Module</strong></td>
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<td>Family Centred Public health (15)</td>
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<td></td>
<td>Perspectives on Safeguarding (15)</td>
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<td>Nurse Prescribing V100 (15)</td>
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<td>Module (2017-18)</td>
<td>Semester Delivery</td>
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<td>1. Family Centred Public Health</td>
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<td>3. Nurse Prescribing V100</td>
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<td>4. Evidence Based Approaches to Public Health Practice</td>
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<td>5. Researching for Practice</td>
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<td>6. Perspectives on Safeguarding for SCPHN Practice</td>
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<td></td>
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<tr>
<td>7. Developing Specialist Practice (across semesters 1, 2 AND 3)</td>
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</table>
Diagram Example: MSc PgDip SCPHN Course Structure - FULL TIME

PgDiploma (Year 1 – 2017-18)

**SEMIESTER 1**

- Family Centred Public Health
- Developing Therapeutic Relationships with Clients
- Nurse Prescribing V100

**SEMIESTER 2**

- Perspectives on Safeguarding for SCPHN Practice
- Evidence Based Public Health Practice
- Researching for Practice

**SEMIESTER 3** (No taught teaching)

- Developing Specialist Practice - continues & includes
  - Alternative Placement (total 15 days across semester 2 & 3)
  - Consolidated Practice -10 week block

**YEAR 2-5** (optional –18mths to 3 years to complete)

- Dissertation (60credits)
2.6 Possible progression or career routes after completion of the SCPHN course include


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 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 teacher.

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 teachers 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 Teacher / Mentor during this time. Your competence to practise as a SCPHN Practitioner will be further developed and fully assessed. Competence to practise will be guided and assessed by appropriately qualified practice teachers / mentors. 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 Shuspace, 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 are:

- **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. SHUspace (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 teachers/mentors 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
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 Advisor, Link Lecturer, Practice Teacher, Student support and welfare, Disabilities support and the Learning Center).

All students on SCPHN course will be allocated a SCPHN Link Lecturer/academic advisor 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 Teacher (CPE) / mentor and a ‘link lecturer’ for practice based learning. Full details of their role/remit are in your Practice Based Module handbook and in SHUspace.

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/about-us/our-services
Student Support - Roles and Contact Details

**Student Support Officer (SSO) Role includes:**

- Act 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
- Work closely with academic staff as part of the Course Management Team
- Receive and collate information from colleagues across the University to inform the absence monitoring and ‘Traffic Light System’ which monitors student progression
- Highlight students who are a cause for concern (to the SCPHN and CSP Course Leader) and contribute to the ‘student at risk’-action plans.
- Support students with all aspects of their study on the course, with particular emphasis on support ‘at risk’ students along with the course teaching team
- Reference point for the Course Teaching team – *Students please note, your Module leaders are the first point of contact for request for extensions and extenuating circumstances 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 SHUSPACE**

**Student Support Administrator –role and contact details**

Role includes:-

- Day-to-day enquiries
- Attendance queries
- Blackboard enquiries
- Submission enquires

Contact: Andrew Kitson (e) a.kitson@shu.ac.uk  Tel:0114 225 3402

**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 via the universities [https://www.shu.ac.uk/current-students/student-support/disability-support](https://www.shu.ac.uk/current-students/student-support/disability-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 SHUspace.

**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 via the RCN website.

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 Students' Allowances and carry out study needs assessments at the Sheffield Regional Assessment Centre
- individual packages of support through learning contracts
- psychological assessments and support for students with specific learning difficulties
- 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
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<tr>
<td>For specific student support for the course,</td>
<td>They can be contacted on <a href="mailto:disability-support@shu.ac.uk">disability-support@shu.ac.uk</a> or 0114 225 3964</td>
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<tr>
<td>Help with setting up a learning contract = Students</td>
<td>(10am-12pm, 1-3pm).</td>
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<td>with disabilities/learning difficulties are to</td>
<td><a href="mailto:sfs@shu.ac.uk">sfs@shu.ac.uk</a> and 0114 225 2184</td>
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<td>contact the Disabled Student Support Team. They</td>
<td><a href="mailto:careers@shu.ac.uk">careers@shu.ac.uk</a> and 0114 225 3940</td>
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<td>will then set up a Learning Contract for these</td>
<td><a href="mailto:guidance@shu.ac.uk">guidance@shu.ac.uk</a> and 0114 225 3813/2491</td>
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<td>students.</td>
<td>(t) 0114 225 3333</td>
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<td><a href="http://library.shu.ac.uk/">http://library.shu.ac.uk/</a></td>
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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.

Support
The Directorate is currently being restructured and during academic year 15/16 new support teams will be in place. At the moment an Information Specialist (IS) works closely with the Faculty of Health and Wellbeing and acts as the main link with faculty staff. The IS is supported in this work by a team of information advisers with a link adviser responsible for supporting Specialist Community Public Health Nursing lecturers and students. Within the new structure, it is envisaged that the support for nursing will continue in a similar fashion.

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.

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

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

ii) 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; with paper copies available as appropriate. 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 to 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 advisor/link lecturer and your Practice Educator. 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.*

*Please note: the PAD is the property of the University and you are required to provide the PAD for review on request from the University, NHS Trust, placement provider or NMC at any time.*

*PAD documents are retained by the university: You provide a full copy upon completion of the course; the original and copies may be requested at other times by your Link Lecturer/Course Leader/NMC/NHS Employer and you are required to provide a copy of your PAD at that time. Your master copy will be returned to you.*

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 SHUspace/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 2015)

**Attendance requirements** The expectation is that student attendance will reflect their commitment to their intended profession.

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 email nursingabsence@shu.ac.uk

Please copy in your link lecturer and Practice teacher 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 teacher** 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 teachers and students. Individual meetings with link lecturer, practice teacher and student will be arranged as requested by the student, practice teacher or link lecturer. Progress is reviewed by the practice teacher 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 teacher 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 teachers 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 teachers. 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 teachers 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 Teacher/and a mentor; 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 Teacher, 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’.

**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
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**
Task 1 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
2. Case study
To pass this module students must achieve a minimum of 80% in task 1 and 50% in task 2. Students must pass both tasks.
To fulfil the Standards of proficiency for community nurse prescribers (NMC 2006) the following is also required;
Numeracy assessment which includes drug calculations with a 100% pass mark will be undertaken

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 Teacher 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 Teacher (or Mentor). 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 have 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 (2014-20) is to develop the use of the technology enhanced learning, including the VLE in supporting learning. There are many opportunities for inter-learner contact, for example 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 (Shuspace) assignment submission page. **ALL assignments to be submitted through TURNTINUK** (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).

Work handed in late will be referred 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)/Extenuating circumstances (ECs)**— 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](https://students.shu.ac.uk/regulations/index.html)

Before completing an extension request, extenuating circumstances 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 “Harvard” system. Information on how to reference is available via Shuspace.

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 penalised = this means work beyond this length will not be reviewed as part of the marked submission and you will lose 5 marks.

Cheating and Plagiarism The University takes cheating seriously. Regulations on plagiarism can be found on shuspace. *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.

Procedure for Feedback on Assignments

Written feedback and provisional marks are normally posted via Shuspace (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 Student Reps, visit: https://www.hallamstudentsunion.com/representation/

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: http://hallamunion.org/advice/.
Their email is advicecentre@shu.ac.uk and their telephone number is 0114 225 4148

3.3 Have Your Say: Student Surveys

National Student Survey
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.

Postgraduate Taught Experience Survey
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 run by the Higher Education Academy.

4. 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/academic-departments/nursing-and-midwifery/staff

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 Shuspace 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 letter 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 letters 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 SHUSpace 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 Extenuating Circumstances
The University has a policy on extenuating circumstances 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 SHUSpace 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 SHUSpace 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 SHUSpace 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 SHUSpace 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.

• Practice Placement Documentation (PAD)
It is your responsibility to keep copies of Practice Assessment documents, provide them for inspection when requested (CPE/Mentor/Link lecturer. They remain the property of the university. You may keep a copy for your own professional development upon completion of the course and ensure the university has a master copy
You must ensure the university has an electronic copy and a hard copy of your PAD, upon completion of the course, prior to NMC registration.
The PAD is the property of the University and you are required to provide the PAD for review on request from the University, NHS Trust, placement provider or NMC at any time.

• 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 advise (e) 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 Teachers and / or University tutors. Please refer back to Student Support section above.

From the section 'Welcome and Introducing the Course Team', you should be able to establish who to contact if you are in need of 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 advisor and the module leader, although for some Modules such as Practice Learning, the Academic support is provided by your Practice Teacher 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 advisors 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)/Extenuating circumstances (ECs) – 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, extenuating circumstances 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 shuspace.

• 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 Advisor
• 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 shuspace.

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/about-us/our-services

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 have to 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 shuspace. 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 Teachers, particularly around aspects relating to assessment. The link lecturer is responsible for:
- auditing the placement area (together with the Practice teacher) 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 teachers regarding their role in supporting and assessing student learning
- supporting Trainee practice teachers in their role and the assessment of students
- supporting practice teachers to help students in compiling their assessment work
- working with Practice Teachers to facilitate Action Learning Sets (compulsory part of assessment) to inform the patchwork portfolio
- encouraging students to adopt a reflective, evidence-based approach
- monitoring the progress of students in order to ensure successful study outcomes in association with the Community Practice Teacher (CPE), 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 Teachers / Sign-off Mentor:
Practice teachers / Mentors 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 teacher’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 Mentor / Practice Teacher role

These agreed roles/responsibilities apply to Trainee Practice Teachers, New Practice Teachers and Mentors under the supervision of an identified Sign-off practice teacher when supporting and assessing a SCPHN and CSP student on this course.
Please note - Practice Placement Audit:
All placements are audited every 2 years as an integral part of the audit process; the University supports the maintenance of the Trust's / employing organisation practice teacher Live Register. This includes all individuals who have responsibility for student learning. It is inclusive in order to ensure that the register of practice teachers remains accurate and that all practice teachers are familiar with the programme requirements for practice placements. Student placements are provided by the Trusts / employing organisation. Link Lecturers within the community nursing team have well established quality assurance processes that ensure the placement learning environment is both appropriate and of a high quality for students, and this is maintained through close working relationships with managers and the completion of the University audit.

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 teachers 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 teacher (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. Both hard copy and electronic copy of all correspondence will be held by the university and the NHS employer.

The PAD is the property of the University and you are required to provide the PAD for review on request from the University, NHS Trust, placement provider or NMC.

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.

The results of the 2015 National Student Survey demonstrate how well the university has performed - link to http://www.thestudentsurvey.com
2014-15 NSS Results:
“Student satisfaction has increased in all bar one question by 1-6% with the crucial question on overall satisfaction increasing by 3% to 86%. This is the University’s strongest showing in the NSS and now puts us in line with the sector average for the first time. This significant achievement is due to the on-going efforts of all staff to improve the experience we offer our students through our teaching, support and services”.

Professor Philip Jones
Vice-Chancellor

SCPHN Student quotes - course evaluation 2014-15

"Excellent interactive teaching, which was appropriate to practice. Excellent support at all times"

"All subjects were relevant to practice"

"Good support for written work and assessments. Interesting lectures- very relevant to practice. Knowledgeable and passionate lecturers"

"Thank you for providing content which will make my transition to School nurse easier"
"Would like Practice learning to be more often and longer"
"Small groups made me confident to openly discuss"
"Theory supported assignments"

Several of our teaching team were nominated for ‘Inspirational teaching awards’ in 2015.