Faculty of Health and Applied Sciences

UWE Bristol | University of the West of England

Programme Handbook

The Programme Handbook provides you with a reference point throughout your studies at UWE

Programme Name: BSc (Hons) Public Health/ Post Graduate Diploma in Public Health: Specialist Community Public Health Nursing

Health Visiting
School Nursing
Occupational Health Nursing

Programme Leader

Dawn Odd

Campus and Cohort: Glenside: January 2023

Academic Year: 2023

Aim of the Handbook

This handbook is designed to provide information relevant to the BSc (Hons) / Post Graduate Diploma Public Health (Specialist Community Public Health Nursing) (SCPHN) Programme. The information in the handbook may also be provided in a number of other electronic or paper sources and this document provides links to the definitive data sources wherever possible.

https://my.uwe.ac.uk/

Please note that the electronic version of the handbook will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information, please remember to refer to the electronic version to ensure that you are working with the most up to date information.

Contents

1.   Programme team information

Programme Leader: Dawn Odd Dawn.Odd@uwe.ac.uk

Programme Team contact details		0117 32	Room No.
Programme Admin	Dawn Brosnan (Dawn.Brosnan@uwe.ac.uk)	88519	2C15/16
Programme Leader	Dawn Odd Dawn.Odd@uwe.ac.uk	88565	2G14
Health Visiting Lead	Joanne Seal Joanne.Seal@uwe.ac.uk	88510	2G14
School Nursing Lead	Alison Menzies Alison.Menzies@uwe.ac.uk	81096	2G14
Occupational Health Nursing Lead	Patricia Poole Patricia2.poole@uwe.ac.uk	87294	2G14
V100 Prescribing Lead	Dawn Odd Dawn.Odd@uwe.ac.uk	88565	2G14
Health Visiting	Natalie Herring Natalie.Herring@uwe.ac.uk		2G14
School Nursing	Dom Mclernon Dom.Mclernon@uwe.ac.uk	86261	

Module Leaders - Core

Module Name	Module Leader	0117 32	Room No.
Public Health and Health Promotion	Dom McLernon Dom.Mclernon@uwe.ac.uk	86261	2G14
Principles of Evidence Based Public Health	Brodie Walker Brodie.Walker@uwe.ac.uk	+44117 965 6261	
Professional Perspectives in SCPHN	Dom McLernon Dom.Mclernon@uwe.ac.uk	88510	2G14

Module Leaders - Pathway Specific

Module Name	Module Leader	0117 32	Room No.
V100 Prescribing Practice	Dawn Odd Dawn.Odd@uwe.ac.uk	88565	2G14
Promoting the Health of School-aged Children in the Community	Alison Menzies Alison.Menzies@uwe.ac.uk	87294	2G14
Workplace Health and Wellbeing	Patricia Poole Patricia2.poole@uwe.ac.uk	87294	2G14

Programme Structure – https://info.uwe.ac.uk/modules/

The Specialist Community Public Health Nursing Programme is delivered in Bristol (Glenside Campus) and learners in the three fields of public health nursing practice (School nursing, Occupational health nursing and Health visiting) learn alongside each other.

The programme includes practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health. The design of the teaching day facilitates the opportunity for students to explore how this common core learning is applied through different roles and in different settings.

For 2023 the delivery is mostly face to face at UWE's campuses in Bristol. There is some virtual learning and teaching to include flexibility as we recognise that many of you will need to travel a significant distance. Where learning is delivered online; this is through the UWE virtual learning platform 'Blackboard Collaborate'.

It is important to check and read your UWE emails regularly (at least once a week) as the Programme Leader will send regular updates and Module Leaders will email with information about the individual modules.

The Programme is divided 50:50 between theory and practice, usually two and a half days a week in practice and two and a half days' theory. At least one of the theory days will require attendance at taught sessions – (generally Thursdays) in Bristol at Glenside Campus.

For 2023 we have some days which are taught at Frenchay Campus. The details of this can be found on your overall Programme timetable and within individual module timetables.

The remaining theory days (1.5 days) are for independent learning activities allowing some flexibility in the programme. As you are adult learners you can use these days to direct your

own learning and prioritise activities as you need. Most modules will set some directed learning activities between the taught sessions so you can use these days to complete those as well as reading and preparation for assessments, depending on where you are in the Programme.

Please note that these days are for academic work, not for portfolio development work. Completion of the portfolio is an expectation of all practitioners in practice.

2. Programme specific information

The SCPHN Programme (52 weeks) comprises 45 weeks of study and 7 weeks of Leave. The academic year dates for the Programme therefore differ from the standard university year dates published on the University website and you are therefore required to follow the dates as published in the programme timetable, which is also available in Blackboard. You are asked to pay particular attention to **assessment/submission dates (in red on the timetable)** and ensure you check with your academic team if you are unsure when assessments are due. Students are expected to be available during these periods and absence from scheduled assessments may have a significant impact on your studies.

Programme Philosophy

What we aim to achieve are students who are safe and competent public health practitioners, able to articulate decisions in complex situations. UWE SCPHN graduates are skilled in clinical leadership; responsive to challenges and new developments; able to lead service improvement; influence and shape policy; articulate the value of public health nursing as well as enthuse and inspire others nurturing an interest in continuing education and research.

Our programme philosophy therefore centres on 4 key themes:

- Innovation & nurturing talent

- Work with best evidence & research, practice development and knowledge exchange

- Promote meaningful partnerships & participation

- Empower practitioners skilled to build capacity within individuals, families, the workplace & communities

The programme is led by the College of Health, Science and Society and delivered within the School of Health and Social Wellbeing. The aim of the SCPHN programme is aligned to the NMC Standards of Proficiency for SCPHNs (2004) in that it aims to ensure that students are prepared for practice safely and effectively and that the protection of the public is assured. This means that the programme is practice-centred and focused on the achievement of professional proficiency. Students practise within the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (2018) and work towards the proficiencies detailed in Standards of Proficiency for Specialist Community Public Health Nurses (NMC 2004) - see Appendix 1.

Action Learning Sets (ALS) /Attributes Seminars

Within the Professional Perspectives in SCPHN module there are a series of seminars facilitated at the end of the teaching days, some of which have a particular focus on the development of the student's personal and professional attributes in line with the NHS Constitution for England (2012) Department of Health Guidance (2009) and the DH document 'Educating health visitors for a transformed service' (DH, 2011). The aim is to enable reflexivity and to facilitate the improvement of self-awareness and the personal and professional qualities required by all SCPHN students in order to build positive relationships with their client group thereby upholding the values within the NHS Constitution, developing strong professional values and identity as well as a strong public health focus.

The seminars have been established in response to feedback from previous teaching of SCPHN students which suggested that allocated time is required in order to explore and develop professional attributes and emotional intelligence. Each seminar has a specific theme with set structured activities that widen the student's understanding, knowledge and skill base in relation to the values within the NHS Constitution and the SCPHN attributes as well as promoting a partnership approach with their clients (Davis and Day, 2010).
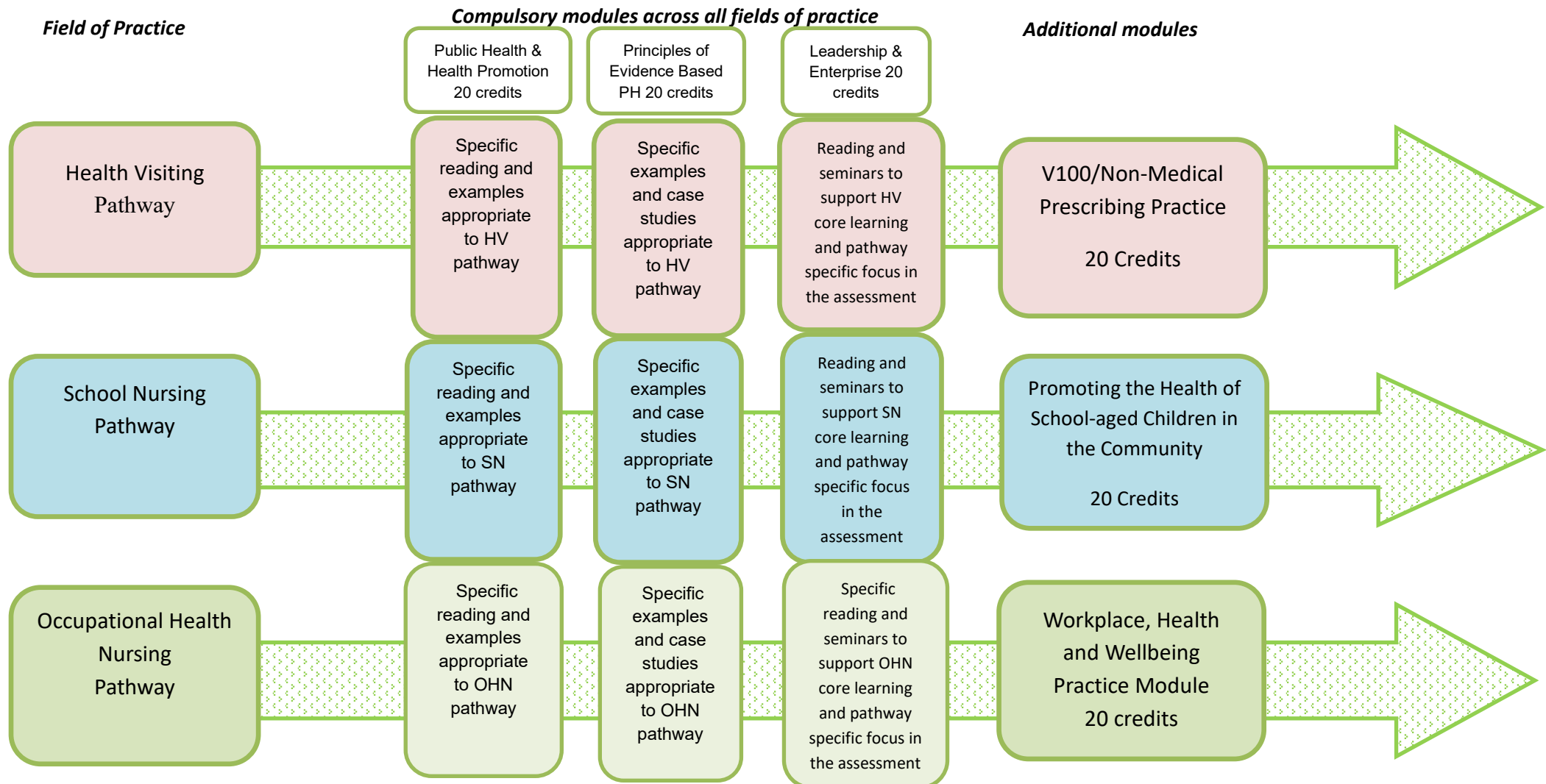
Programme Modules

Title of module (Compulsory)	Short description of content	Mode of delivery
Public Health and Health Promotion 20 credits UZVRE4-20-3/UZVS9H-20-M	Students explore and critique the theories and practices that characterise health promotion, considering the different approaches used to promote health within different contexts or settings. The module draws on the World Health Organisation's philosophy of health promotion, exploring this within the context of current government policy.	Delivery is through a mix of formal teaching and blended learning using black board, WIMBA, and workbooks on UWE's Virtual Learning Environment (VLE) - Blackboard.
Principles of Evidence Based Public Health 20 credits UZVRDY-20-3/UZVSDK-20-M	The module develops skills in the critical appraisal of research studies that can be applied to the policies and practice of health visiting; school nursing, and occupational health nursing. Students gain an understanding of the context of the evidence base for public health policy and practice.	Delivery is through a mix of formal teaching and blended learning Formative learning is through online podcasts and taught workshops. Discussion boards and Blackboard links enable access to peer support.
Professional Perspectives in Specialist Community Public Health Nursing (SCPHN) 40 credits UZVRTX-40-3/UZVRTW -40-M	In this module students demonstrate practice centred achievement of the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2004) for entry to the third part of the NMC register. 'Liberating the NHS: developing the healthcare workforce' (DH 2011) states the need for practitioners to have solid skills, and in this module students are prepared for delivering the 'Healthy Child Programme' (DH 2009).	Delivery is through a mix of formal teaching using lectures, seminars, workshops and blended learning using black board, podcasts, bespoke sessions, such as UNICEF Baby Friendly training and experiential learning in practice which includes completion of the SCPHN practice portfolio. This practice module includes 3 types of practice placement: **Taught Practice** (NMC minimum 6.3 weeks) **Alternative Practice** (NMC minimum 3 weeks) **Consolidated Practice** (NMC minimum 10 weeks)
Leadership and Enterprise 20 credits UZVRU3-20-3/UZVRTY-20-M	Undertaking this module will require the student to relate theory to practice and develop the skills required to improve service delivery or make changes to practice as a result of their learning. Students will explore and critique Leadership theory from a number of perspectives including Individual; Team; Organisational; National; Collective and Patient. Similarly, the concepts of Enterprise, Entrepreneurship & Innovation in the context of improving the systems or services in their own area of specialist practice and the role that service user involvement plays in practice will also be explored.	Delivery is through a mix of formal teaching using lectures, seminars, workshops and blended learning using black board and podcasts etc.
Title of module	Short description of content	Mode of delivery

(Pathway Specific/Optional)		
V100 Prescribing Practice 20 credits UZVRU5-20-3/UZVRU4-20-M	The individual approach to the module is determined and explored both through a supervisory relationship with an academic member of staff and through a work-based relationship with a practice assessor/supervisor in practice. The syllabus for the teaching reflects current NMC requirements to register as a community practitioner (SPQ/SCPHN) nurse prescriber	Delivery is through a mix of formal teaching, blended learning such as discussion boards and Blackboard links enable access to peer support as well as experiential learning in practice and completion of the V100 practice portfolio.
Promoting the Health of School-aged Children in the Community 20 credits UZVRTQ-20-3/UZVRTR-20-M	Students will explore the importance of working in partnership with agencies such as education to promote the health and wellbeing of the school-age population. They will critique the professional, ethical and legal principles when working with school aged children and young people. Students will also gain an understanding of development in adolescence, communicating with children and young people, the principles of sexual health for young people, issues in emotional health and wellbeing and mental health in children and young people and working with vulnerable or hard to reach children and young people	Delivery is through a mix of formal teaching and blended learning such as discussion boards and Blackboard links enabling access to peer support.
Workplace, health and wellbeing 20 credits UZVSJL-20-3/UZVSJM-20-M	This module explores the theoretical frameworks for workplace health and wellbeing programmes and the impact that Organisational structure and management styles can have on employee health and wellbeing. Students will also explore the workplace as a setting for health promotion and the evidence base for the effectiveness of workplace health promotion programmes and health interventions. Theories of organisational change, employee engagement, the psychological contract and the effect on health and wellbeing will be analysed as well as current Health and Safety and employment Law and their application in organisations.	Delivery is through a mix of formal teaching using lectures, seminars and workshops delivered by a variety of experts in the field and blended learning activities such as podcasts, discussion boards and Blackboard

Additional units of note contained within other modules

On-line Access Resources	Short description of content	Mode of delivery
Using Health Research This online resource sits within Principles of Evidence Based Public Health UZVRDY-20-3/UZVSDK-20-M	This innovative online resource will enable students to maximise their understanding of the importance of research. The resource revisits theory from taught sessions and illustrates questions of research design, methodology and rigour in the context of a healthcare practice setting. Tutorials can be used to consolidate classroom teaching or students can dip in and out of the tutorials if less confident in a particular aspect of the course. The module invites students to approach this journey through the eyes of healthcare professionals working in primary care who encounter various realistic practice dilemmas in which the need to consider research arises. Students accompany the characters through these events, with diversions off to consult theory relating to key research concepts and to activities to help them think about the ideas.	Online delivery 100% http://learntech.uwe.ac.uk/research/Secure/Login.aspx?returnurl=%2fresearch%2fDefault.aspx
e-learning for health Healthy Child Programme This online resource sits within Professional Perspectives in Specialist Community Public Health Nursing (SCPHN) UZVRTX-40-3/UZVRTW -40-M	The Healthy Child Programme (HCP) is an e-learning online resource for all healthcare professionals working with pregnancy and the first five years of life. It is the first programme in the Healthy Child Programme 0-19 series of e-learning resources, including the Healthy School Child Programme (5-12 years) and Adolescent Health Programme (12-19)	Online delivery 100% http://www.e-lfh.org.uk/home/
UNICEF This online resource sits within Professional Perspectives in Specialist Community Public Health Nursing (SCPHN) UZVRTX-40-3/UZVRTW -40-M	This online resource is designed to deliver the theoretical aspects of infant feeding in tandem with practical experience and face to face teaching which the health visiting student accesses via their practice assessor. In their clinical practice, students consolidate the online learning by completing practical observations and developing skills in positioning, attachment and hand expressing, as well as generally supporting breastfeeding mothers and babies. This learning is further enhanced by training provided by the majority of employing organisations.	Online delivery 100% Via Blackboard

Standard 52-Week Programme

Field of Practice

Compulsory modules across all fields of practice

Additional modules

	Public Health & Health Promotion 20 credits	Principles of Evidence Based PH 20 credits	Leadership & Enterprise 20 credits	
Health Visiting Pathway	Specific reading and examples appropriate to HV pathway	Specific examples and case studies appropriate to HV pathway	Reading and seminars to support HV core learning and pathway specific focus in the assessment	V100/Non-Medical Prescribing Practice 20 Credits
School Nursing Pathway	Specific reading and examples appropriate to SN pathway	Specific examples and case studies appropriate to SN pathway	Reading and seminars to support SN core learning and pathway specific focus in the assessment	Promoting the Health of School-aged Children in the Community 20 Credits
Occupational Health Nursing Pathway	Specific reading and examples appropriate to OHN pathway	Specific examples and case studies appropriate to OHN pathway	Specific reading and seminars to support OHN core learning and pathway specific focus in the assessment	Workplace, Health and Wellbeing Practice Module 20 credits

Professional Perspectives in SCPHN: 40 credits (Shared lectures: Pathway specific Seminars/Group

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Assessment

The underpinning ethos of the SCPHN Assessment Strategy is to be inclusive, improve the potential for student learning, increase student satisfaction and improve the student experience, hence a variety of assessment methods are utilised to meet the programme/module learning outcomes which are in line with 21st century teaching and learning in Higher Education. To this end we utilise:

- Innovative assessments that are challenging, realistic, meaningful and promote student learning
- Feedback that is integral to assessment and meaningful to the student enabling a productive dialogue between students and academic staff
- Self-assessment and peer assessment to improve rigour as well as facilitate autonomy, reflection, evaluation, and collaborative working.

The Professional Perspectives in SCPHN practice module has an on-line PebblePad portfolio based directly on the NMC proficiencies. The proficiencies must be assessed and signed off by a practice assessor and students are expected to achieve a level of 'internalisation' as described in Steinaker Bell's Experiential Taxonomy (1979), (Appendix 2) by the end of consolidated practice. Further information will be given about this taxonomy in Induction and within the PPSCPHN module. In addition, students must formatively demonstrate a range of practical skills and attributes identified within the portfolio. This has been developed in consultation with Trusts/Organisations and contributes as evidence towards the achievement of the NMC SCPHN proficiencies underpinned by the values of the NHS Constitution.

The University's Assessment Regulations and Procedures are followed to monitor and evaluate the progression on the programme. These can be found at

http://www1.uwe.ac.uk/students/academicadvice/regulationsandprocedures.aspx

Additional information about the assessment process, marking, submissions, and the impact of personal circumstances / 5 day late submission window can also be found at http://www1.uwe.ac.uk/students/academicadvice

You are strongly advised to refer to the UWE Bristol intranet and your module handbooks for further information regarding assessment. Besides the formal role of summative assessment within the programme, students have a role in developing their own skills of self-assessment to enable them to develop both professionally and personally. You will be provided with opportunities to receive formative feedback regarding your progress and will be encouraged to accept responsibility for personal learning and achievement.

Notification of Results

Provisional Results

The Module Leader will hold the provisional marks. The relevant module handbook will give you a date when provisional marks and work are available for you to view via Blackboard. The period for providing feedback will not normally exceed 20 working days (excluding University closure days) following the closure of the 5 day late submission window for the assessment concerned. This period may be shorter or longer for some forms of assessment. Where the period is greater than 20 working days, students will be informed of the deadline and the rationale for the extension. Outcomes which have not been confirmed by an examining board shall be considered as **unconfirmed**.

Confirmed Results

All results are confirmed by an Award Board. Students can view their confirmed results via myUWE 5 working days after the Award Board has met.

Resubmission dates

Resubmission dates will be included in the relevant module handbooks

Reassessment of Professional Practice Modules

Reassessment of the practice module is subject to the discretion of the relevant Award Board. **There is no automatic right to a retrieval of practice placement**.

How your degree will be calculated

Due to variations between the total credit requirements for different degree with honours awards, a single University-wide formula, which uses the same number of credits for all students, is used to calculate degree classifications. This is unless a professional or statutory body requires the use of a different method. Your Programme Leader will be able to advise you if this is the case for your award. The key features of the formula can be found on the UWE website:

http://www1.uwe.ac.uk/students/academicadvice/degreeclassification

3.   Additional Information

Practice Learning

The NMC (2004) Standards of Proficiency for Specialist Community Public Health Nurses states that the 'primary aim…is to ensure that students are prepared to practise safely and effectively to such an extent that the protection of the public is assured'. The programme meets the NMC required practice allocations for Taught Practice, Alternative Practice and Consolidated Practice. Your employing Trust/Organisation is responsible for identifying the practice placement and Practice assessor/Supervisor for each of their students. Practice placements are coterminous with a defined geographical/Practice assessor area or setting. Each placement whilst providing the practice education for the defined field of practice will also identify, in negotiation with you, areas for Alternative Practice both locally and across the Service provision.

Students have a professional duty to report any concerns from placement or university regarding an individual's safety. The Code (NMC, 2018) states … "act without delay if you believe that there is a risk to patient safety or public protection". Information on what might constitute a concern, is available in the NMC's Raising Concerns: Guidance for Nurses and Midwives (NMC, 2015) available at

https://www.nmc.org.uk/standards/guidance/raising-concerns-guidance-for-nurses-and-midwives/

Any issues regarding an individual's safety are also raised and escalated as per UWE policy available at http://www1.uwe.ac.uk/students/practicesupportnet/policiesandprocedures.aspx

#SpeakUp We want to create an inclusive campus where diversity is celebrated, antisocial attitudes and behaviours are challenged and any type of harassment, assault and discrimination aren't acceptable. We want you to speak up if you see or hear something that's not right, and be an active bystander. Please follow the link below for more information and our report and support tool.

https://www.uwe.ac.uk/life/health-and-wellbeing/staying-safe-on-and-off-campus/speak-up

Resolving problems in placement

Students experience problems in practice from time to time and it is recognised that most problems can impact on student learning. Students, supervisors and practice assessors are advised to follow the clearly defined management process for students who are having difficulties meeting practice requirements. (**See Process flowchart p15 below**).

Attendance during the programme

 Placement

Students are required to provide evidence of attendance to meet with NMC requirements therefore, students are required to complete a **diary of attendance** whilst on placement. This should be signed by the supervisor/practice assessor as an accurate record of placement experience. Any falsification of the attendance sheet will be considered a breach of the NMC Code of Professional Conduct (NMC, 2018) and will be referred to Professional

Suitability proceedings within the University and may result in discontinuation of studies. The student may also be referred for investigation under NHS Counter Fraud procedures.

This diary of attendance needs to be handed in as a hard copy on the last day of the programme.

All students are required to report their absence from both academic days and practice placement. Please see the absence reporting policy (PDF) for further information.

You can call our telephone answer service to record student sick leave and absence on +44 (0)117 32 83283 or email practiceabsence@uwe.ac.uk.

In addition, it is the responsibility of each student to notify your placement area of absence from placement. It is important to inform your Academic Personal Tutor of any prolonged absence from the programme so that they can support you in your studies.

Theory

Attendance at all timetabled sessions is essential and **100%** attendance is expected, unless a student is sick. All students are required to sign a paper register both morning and afternoon as evidence of attendance. This programme is HEE funded, and therefore there is an expectation for all students to demonstrate a high level of attendance at lectures, seminars and other taught sessions.

Monitoring Of Absence – Reporting Process

Repeated absence and high levels of sickness during theory will, in the first instance be followed up by the Academic Personal Tutor and the Programme Leader to discuss the nature of the absence. Repeated unauthorised absence could lead to an investigation under the Professional Suitability and Professional Conduct Policy.

Where non-attendance continues to give concern, students will be requested to meet with their Academic Personal Tutor and/or the Programme Leader and/or the Associate Head of Department. **Students who do not advise the faculty of the reason for their absence and/ or fail to submit medical certificates when appropriate, may be managed through the Professional Suitability and Professional Conduct Policy.** This may result in a student being removed from the programme. Failure to meet the attendance criteria for both theory and practice elements of the programme may also result in registration delay or being unable to register as SCPHN practitioner.
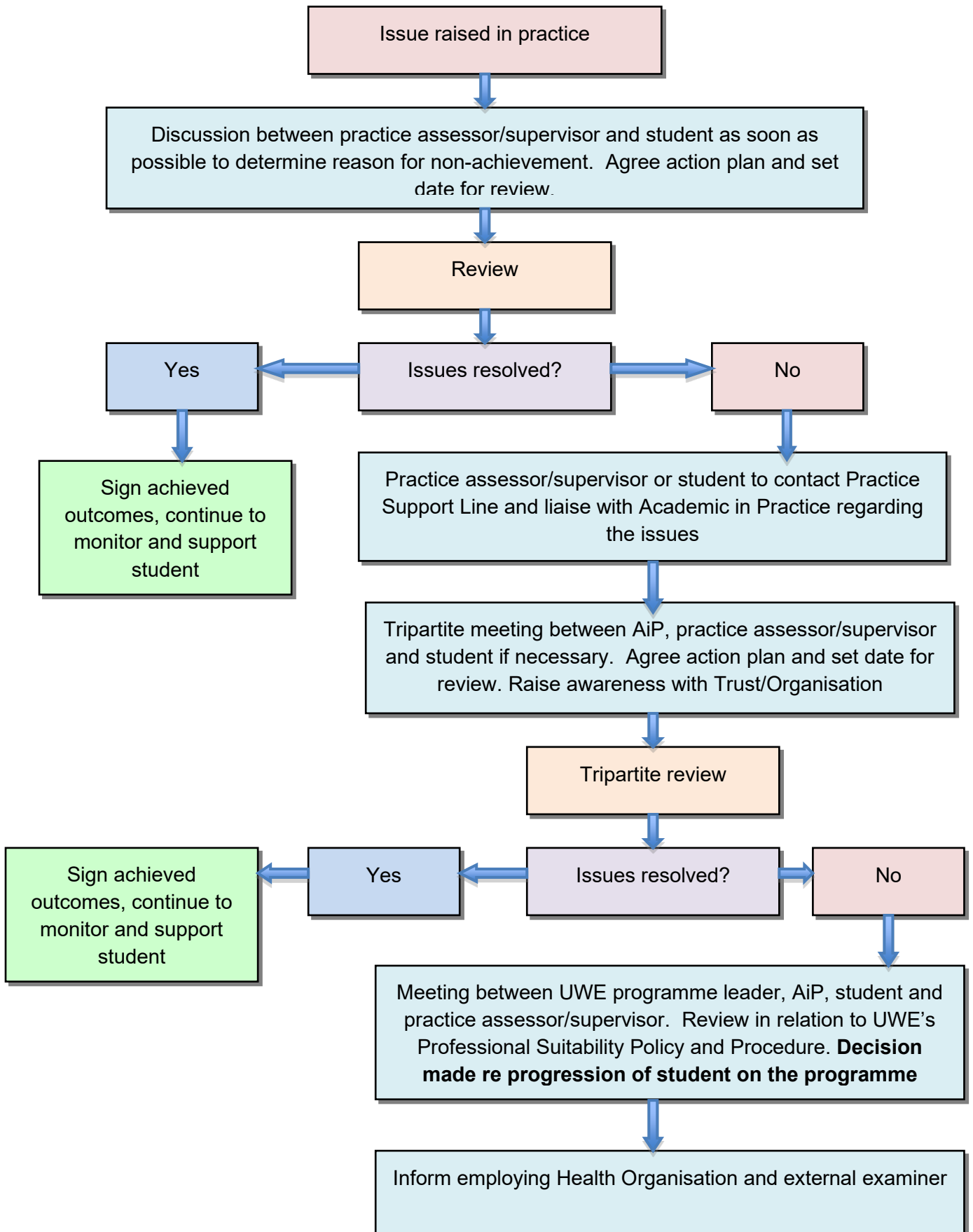
If students work when they should have been attending practice or theory modules OR whilst they are off sick, their professional suitability will be called into question and they may be asked to leave the programme.

Pregnancy, Maternity, Adoption and Partner Leave

Please refer to the Student Pregnancy, Maternity, Adoption and Partner Leave Policy and Procedures document at https://www2.uwe.ac.uk/services/Marketing/about-us/pdf/Policies/Student-pregnancy-policy.pdf

Students need to inform their employing line manager and Personnel /Human Resources Department in addition to following the UWE procedure when pregnancy is confirmed. Entitlement to financial support during pregnancy will need to be discussed with the Personnel /Human Resources Department of your employing organisation.

PROCESS OF SUPPORT FOR STUDENTS EXPERIENCING ISSUES IN PRACTICE

Issue raised in practice

Discussion between practice assessor/supervisor and student as soon as possible to determine reason for non-achievement. Agree action plan and set date for review.

Review

Issues resolved?

Yes → Sign achieved outcomes, continue to monitor and support student

No → Practice assessor/supervisor or student to contact Practice Support Line and liaise with Academic in Practice regarding the issues

Tripartite meeting between AiP, practice assessor/supervisor and student if necessary. Agree action plan and set date for review. Raise awareness with Trust/Organisation

Tripartite review

Issues resolved?

Yes → Sign achieved outcomes, continue to monitor and support student

No → Meeting between UWE programme leader, AiP, student and practice assessor/supervisor. Review in relation to UWE's Professional Suitability Policy and Procedure. **Decision made re progression of student on the programme**

Inform employing Health Organisation and external examiner

4. Key Faculty Staff

Pro-Vice Chancellor and Executive Dean – Dr Marc Griffiths

Programme Leader – Dawn Odd

The Programme Leader is responsible for overseeing the quality of the programme and will work closely with academics and practice colleagues to achieve this. An important role of the programme leader is to support the team to design and deliver innovative, inclusive and creative curricula. The Programme Lead works in partnership with current students, alumni, our practice partners, professional organisations and service users to achieve this. Programme leaders take an active role in the approval process ensuring that students are fit to practice upon qualification. Programme leaders will also work in close collaboration with academic personal tutors to ensure that students are being supported and receive guidance with their education.

Academic Personal Tutor (APT) (This for SCPHN students is the same as your Academic in Practice – see below)

All UWE Bristol, students will be allocated to an academic personal tutor at the start of their programme. The tutor is an academic member of the team. The student will be given opportunities to meet individually with their academic personal tutor during the course of their studies. There will be opportunities to discuss academic and pastoral support needs. The tutor will be able to signpost the student to additional support needs, should this be needed. The academic personal tutor's role is to support the student to achieve their maximum potential whilst studying at UWE. The APT will also complete your tripartite meetings – termly meetings with your assessor in practice, your APT and yourself to review progress.

Academic in Practice (AiP)

Academic in Practice is a named link for a number of specific Trusts/Organisations who will support students who may be facing challenges in practice or are not achieving their clinical competencies. The AiP can support the student and practice assessor with development of action plans to enable students to achieve SMART objectives. If students have additional health needs, the AiP can provide advice, support and referral.

5. Communication

The main communication channel used by the University and the College is the UWE student portal, **myUWE**. The myUWE link appears at the top of the University student intranet home page alongside that of the library and gives you access to the portal, where much of the information relevant to you will appear, including important announcements. The myUWE portal gives you access to a wide range of course information, including links to Blackboard for modules you are currently studying. **Blackboard** provides the main communication channel for module specific information and should be checked regularly for new content and announcements.

From myUWE you can access your UWE student email account, which you are expected to check regularly **(at least twice a week)** as this is the email address that the UWE Bristol will

use to contact you. **If you do not activate this account, or chose to automatically forward emails to a different email account, then UWE Bristol will not be responsible if you miss important information such as details about classes, assessments, examinations, fees, registration etc.**

Please see http://info.uwe.ac.uk/myUWE/guidance/ for further information on all aspects of your myUWE portal.

6.   Regulations/Policies

The University regulations are designed to ensure consistency and equity for students and to provide clarity in how they will be treated by the University in any given situation;

Regulations:
http://www1.uwe.ac.uk/students/academicadvice/assessments/regulationsandprocedures.aspx

Assessment Offences

In order to ensure that all students are assessed fairly and equitably, it is important that markers are assured it is your own work which is being assessed and that all your assessed work is done within the University rules and regulations. If a marker or invigilator believes that you have committed an assessment offence this will be reported, and the allegation will have to be investigated. The University take the committing of assessment offences very seriously. Action is always taken to investigate and follow through any such cases that are reported. The process and consequences can be found within the UWE Bristol Academic Regulations.

An assessment offence is defined by the University as 'Passing off the work of others as one's own including copying (reproducing or imitating), cheating, collusion (agreement to deceive, using words or ideas of colleagues or other students and passing them off as your own), plagiarism (stealing someone's words or ideas and passing them off as your own) and other breaches of assessment or other examination regulations or procedures. Cheating, collusion and plagiarism are the use of unfair means of presenting work for assessment or of aiding another student to do so.

Plagiarism – Demonstrating that you have read a wide range of material (books, journals or other sources) in writing a piece of coursework is essential, but so is ensuring that you acknowledge that work properly through correct referencing i.e., the naming of authors/sources and the use of paraphrasing, quotation marks or indented paragraphs.

Collusion – You may be asked to work with other students on a project, in class or analysing data, it is essential that any work you hand in for assessment purposes is written up by you on an individual basis. The text and diagrams / pictures etc. you use must be your own. You must be particularly careful if you are sharing a computer with another student or passing information between yourself and others in an electronic format such as by disc or email that you do not use someone else's words – or that they use your words.

Non-compliance – it is important that you follow the instructions given to you by staff and adhere to the regulations of the University. For example, non-compliance could include taking unauthorised papers or items into an examination room or falsely claiming extenuating circumstances or late work.

http://www1.uwe.ac.uk/students/academicadvice/assessments/assessmentoffences.aspx

In addition to the academic regulations, students should pay particular attention to the **IT Acceptable Use Policy** as this defines what you can or cannot do for the protection of systems and of individual users.

http://www1.uwe.ac.uk/its/itpolicies/itacceptableusepolicy.aspx

Word count policy

The purpose of a word limit is to give all students, across the University, a clear indication of the maximum length of a piece of assessed written work, the amount of work expected and therefore how much detail they should go into and how they should allocate time to one piece of assessed work in relation to others. **Writing to set word limits is a skill required within the SCPHN profession, as well as an academic skill.** Word limits are set appropriate to the assessment outcomes. Word count policy:

http://www1.uwe.ac.uk/aboutus/policies

Referencing guide

Referencing is the technique used to direct readers of a piece of written work to the sources of information that have been used in the preparation of the written work.

If you wish to refer to something you have read, you **MUST** give a reference for this material. The University Library provides advice on managing references, see:
http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing.aspx

Programme Draft Work Statement

Throughout the SCPHN programme feedback that is integral to assessment and meaningful to the student will enable a productive dialogue between students and academic staff. It can be formative or summative and a variety of types of feedback for course work will be presented in different ways throughout the programme. This matrix approach will include:

- In class feedback
- Individual discussions either face to face or by e-mail
- Online feedback through Blackboard or PebblePad
- Formative assessment during modules includes activities such as online quizzes, seminar activities and Q&A sessions during lectures
- Peer feedback
- Annotation of 10% on draft work in preparation for submission of 40 credit summative assignment

Marking criteria

Marking criteria will be available from each module leader and can be found in the module handbook and on the module's BlackBoard page.

Feedback

Details of feedback opportunities and dates when you can expect to receive summative feedback will be in the individual module handbook.

Health and Safety

Health and safety is everyone's responsibility. If you notice a potential hazard on one of the UWE Bristol campuses, or when on placement which may impact on the health and safety of yourself and others, you have a responsibility to report it. The university health and safety policy can be found at
http://www1.uwe.ac.uk/aboutus/policies

When on placement, you should refer to the health and safety policy for that area.

Professional Suitability and Professional Conduct

Programmes which lead to professional registration and/or a licence to practice in a professional context require a student to demonstrate professional suitability and conduct. Concerns about a student's professional suitability to undertake a professional programme of

study or concerns about their professional conduct are assessed and monitored under the university's professional suitability and professional conduct policy and procedure. For information on this policy, see http://www1.uwe.ac.uk/aboutus/policies

7. Advice and Support

Support in Practice

UWE supports a tripartite relationship between the programme academic team, the practice assessor/supervisor and the student. These tripartite arrangements are organised and managed in partnership with the SCPHN Academic in Practice (AiP). Support arrangements include:

- UWE Practice Support Line which is a confidential helpline (PSL) for nursing and midwifery supervisors and students
- Support from an named Academic in Practice.
- Meetings and telephone support for practice assessors and supervisors can also be provided on a one-to-one basis from the programme team
- A clearly defined management process for students who are having difficulties meeting practice requirements. (Flowchart of support process, page 15)

Academic Support

Academic Support is provided through a number of roles and students should seek advice from academic staff on specific matters relating to teaching and learning.

Programme Leader – programme related issues, issues impacting on a number of modules within the programme, programme specific activities happening outside modules

Module Leader – module related issues, issues that affect that module only

Academic Personal Tutor –personal issues relating to teaching and learning at the University

http://www1.uwe.ac.uk/students/studysupport/academicpersonaltutor

Online resources and learning support, together with advice from Library Services on managing references and improving your learning, writing and research skills are available, see:

http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx

If you need help with a particular mathematical or statistical problem, then just pop along to an *espressoMaths* session, sit down at the *espressoMaths* table, and have a chat with one of the staff on duty; this person will be able to provide you with free user-friendly advice concerning your problem see:

http://www.cems.uwe.ac.uk/mslc/

The University also provides **support to students** relating to a range of matters through the Information Points see:

http://www1.uwe.ac.uk/students/informationpoints.aspx and specialist advisers.

Advice on **study-related issues** including assessments can be found at http://www1.uwe.ac.uk/students/academicadvice/academicappeals.aspx and http://www1.uwe.ac.uk/students/academicadvice/assessments/extenuatingcircumstances.aspx affecting your ability to study

Prepare for **life after university** with advice and support from UWE. http://www1.uwe.ac.uk/students/careersandemployability.aspx **Careers advice** and guidance before, during and after your studies.

Explore and practice **faith and spirituality** at UWE http://www1.uwe.ac.uk/students/healthandwellbeing/faithandspirituality.aspx

Wellbeing advice, from **staying healthy** to counselling. http://www1.uwe.ac.uk/students/healthandwellbeing.aspx

Information on **student feedback and surveys.** http://www1.uwe.ac.uk/students/studentexperience.aspx

Link for information for the **student Union** and how to become a student representative. http://www.uwesu.org/representation/

Equality and Diversity http://www.uwe.ac.uk/groups/equalityanddiversity/

The HAS Widening Participation team have a lead in each department and school and a black, Asian and minority ethnic coordinator who work with all WP students to ensure their UWE Bristol journey is the best it can be.

We have impact groups in each department run by our black, Asian and minority ethnic advocates to ensure we hear the voices of our black, Asian and minority ethnic students and support the removal of the black, Asian and minority ethnic awarding gap.

We are keen to hear from anyone who has ideas or may need help so please do contact HASWPTEAM@uwe.ac.uk

8.   Insurance Guidelines

The University has a range of insurance policies which provide cover to both the University, employees and to students. The following guidelines provide information on the operation of the policies in the context of University activities. If you required further information please contact J Elliott, Insurance and Data Protection Compliance Officer in Financial Services, or click on the following link for the University's Insurance Guidelines:
http://www.uwe.ac.uk/finance/sec/insurance/intranet/docs/InsGuide.pdf

Students on University Premises

Indemnification of the University

The University has arranged insurance which provides indemnity in respect of the University's legal liabilities, which it may incur as a result of injury to students on its premises. There is no cover for accidents which are nobody's fault.

Assistance in emergencies to students with a disability

A Student will be indemnified against the University's legal liability when assisting a student with a disability during emergency evacuations, or drills for them, in the following circumstances:

a) Where he/she has acted under the supervision of, or following instructions given by a member of the University's staff.

b) Where he/she has acted in a voluntary capacity and in a reasonable manner in the absence of instructions from authorised persons.

Extra mural activities

Insurance protection is in place where an accident occurs during the course of an event **and** where the University is legally liable. In the case of events such as those organised by the Students' Union or by outside bodies where an accident occurs as a result of negligence on the part of the organisers, any claim would normally be brought against them as it would be unlikely that the University would be held legally liable.

Personal accident

Although an element of Personal Accident insurance is included in the University's Overseas Travel policy the University does not provide general Personal Accident Insurance for students. It is the student's responsibility to arrange their own cover should they wish to do so. However, Personal Accident Insurance is available for students belonging to the various Students' Union sports clubs. For further details please contact the Students' Unions Finance Manager.

Students visits to outside organisations

When visits are made to exhibitions and places open to the general public, no application for insurance should be made. Many firms, particularly the larger ones, encourage visits by the public in organised parties and although the premises may include workshops and laboratories the majority of host organisations will not require to be indemnified.

Should firms require a written indemnity they should be asked to indicate precisely what they wish to be indemnified against. The Administrative/Advisory Officer must then be asked to provide the appropriate statement of indemnity.

Students travelling by private, public or University transport

Where students drive private cars, or are passengers in private cars, whether they are travelling to or from the University for the purpose of attending classes, or from the University in connection with visits arranged by teaching staff, **the University has no insurance responsibility**. Any motor claims would be processed under the insurance policy covering the motor vehicle. Similarly, where students travel in a party by coach or train, claims would be dealt with through the carrier's insurance. Students are not regarded as being in the University's employment so their cars do not need to be insured for business use. Any passengers will be covered by the normal third-party insurance (part of the Motor policy) effected by the student. Where students are passengers in a car driven by a member of staff and are on University business, they should check that the driver's insurance permits the use of the car on the employer's business. In practice, insurance companies prefer to extend cover to include business use and this may have been done on a standard basis but, if this is not the case, the driver may not be covered by insurance while carrying students.

Claims

Details of any occurrence from which a claim may result must be sent immediately to John Elliott, Insurance and Data Protection Compliance Officer who must be kept fully informed of all developments. This is particularly important concerning possible liability claims (e.g. following accidents on UWE premises). Any intimation of claim or other correspondence must be forwarded to John Elliott, Insurance and Data Protection Compliance Officer immediately and without acknowledgement to the other party. An appropriate acknowledgement will be sent by him.

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**Standards of Proficiency for Specialist Community Public Health Nurses (2004)
London: Nursing and Midwifery Council (NMC)**

Principle	Domain	NMC Standard of Proficiency
1 Surveillance and assessment of the populations health and well being	Search for health needs	1a Collect and structure data and information on the health and wellbeing and related needs of a defined population
		1b Analyse, interpret and communicate data and information on the health and wellbeing and related needs of a defined population
		1c Develop and sustain relationships with groups and individuals with the aim of improving health and social well being
		1d Identify individuals, families and groups who are at risk and in need of further support
		1e Undertake screening of individuals and populations and respond appropriately
2 Collaborative working for health and well being	Stimulation of awareness of health needs	2a Raise awareness and health and social well-being and related factors, services and resources
		2b Develop, sustain and evaluate collaborative work
3 Working with, and for, communities to improve health and well being	Stimulation of awareness of health needs	3a Communicate with individuals, groups and communities about promoting their health and well-being
		3b Raise awareness about the actions that groups and individuals can take to improve their health and social well being
		3c Develop capacity and confidence of individuals and groups, including families and communities to influence and use available services
4 Developing health programmes and services and reducing health inequalities	Influence on policies affecting health	4a Work with others to plan, implement and evaluate programmes and projects to improve health and well being
		4b Identify and evaluate service provision and support networks for individuals, families and groups in the local area or setting

5 Policy and strategy development and implementation to improve health and well being	Influence on policies affecting health	5a Appraise policies and recommend changes to improve health and well being
		5b 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
		5c Contribute to policy development
		5d Influence on policies affecting health
6 Research and Development to improve health and well being	Influence on policies affecting health	6a Develop, implement evaluate and improve practice on the basis of research, evidence and evaluation
7 Promoting and protecting the populations health and well-being	Facilitation of health enhancing activities	7a Work in partnership with other to prevent the occurrence of needs and risks related to health and well-being
		7b Work in partnership with other to protect the public health and well-being from specific risks
8 Developing quality and risk management within an evaluative culture	Facilitation of health enhancing activities	8a Prevent, identify and minimize risk of interpersonal abuse of violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse of violence where needed
9 Strategic leadership for health and well-being	Facilitation of health enhancing activities	9a Apply leadership skills and manage projects to improve health and wellbeing.
		9b Plan, deliver and evaluate programmes to improve the health and wellbeing of individuals and groups.
10 Ethically managing self, people and resources to improve health and well-being	Facilitation of health enhancing activities	10a Manage teams, individuals and resources ethically and effectively
11 Prescribing from a designated formulary	All domains	11a Demonstrate an understanding of the roles and responsibilities of an independent prescriber prescribing from a designated formulary

Steinaker and Bell's Experiential Taxonomy (1979)

The table below provides a description of activities, which are included in each category of Steinaker and Bell's Experiential Taxonomy and the level allocated for proficiency in that category (1979).

Exposure	➢ Student is exposed to the public health experience ➢ Shows an awareness but lacks knowledge and skills ➢ Listens, observes, asks questions ➢ Reacts to the experience and recognises own responsibilities ➢ The student is willing to engage in the learning experience
Participation	➢ Student can reproduce the activity of public health encountered at the exposure level ➢ Begins to articulate underlying rational skills for the activity ➢ Shows recall of ideas and concepts ➢ Introduces and discusses background information ➢ Practices under supervision in a standardised way ➢ Responds to constructive criticism.
Identification	➢ Student is able to carry out the activity in public health competently ➢ Recognises and explains situations where the activity is applicable ➢ Able to assess own strengths and limitations ➢ Utilises theory and research in relation to carrying out the activity ➢ Can classify apply and evaluate data relevant to the experience ➢ Beginning to show initiative, recognises standards, values and qualities required
Internalisation	➢ Student identifies with the activity of public health so that it becomes second nature ➢ Shows confidence in own activity, adapts to unforeseen and complex situations ➢ Able to reflect on experiences in an objective manner ➢ Able to apply new knowledge to new situation ➢ Shows creativity ➢ Utilises research in relation to the activity ➢ Student compares with role model
Dissemination	➢ Student acts as a role model, informing others and promoting the experience to others ➢ Competent and demonstrates the ability to teach others ➢ Illustrates motivational abilities in relation to others ➢ Is able to carry out the activity in complex unfamiliar surroundings ➢ Acts as a role model ➢ Is able to discuss the wider influences political, social and economic and how these impact on practice