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This handbook will give you information on the SCPHN programme at King’s College. It will also provide you with the dates, times and locations of the Practice Teacher induction, up-dates, master classes and SCPHN Programme Boards for 2012 – 13. Practice Teachers, student Practice Teachers and managers are welcome to each of these events.

Information on finding the different locations on the KCL campus can be found on the following web-site: https://www.kcl.ac.uk/campuslife/campuses/index.aspx
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Practice Teacher Meetings, Master Classes and SCPHN Programme Boards

We encourage all Practice Teachers to attend the following sessions. The Practice Teacher induction and up-dates will give you the opportunity to learn more about and then to stay in touch with the KCL Programme. The master classes are intended to support your own professional development and the programme boards will inform both current and future SCPHN provision. Please attend as many of the following as you are able to.

Practice Teacher Induction and Up-dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
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</thead>
<tbody>
<tr>
<td>17.09.2013</td>
<td>Practice Teacher &amp; Mentor Induction &amp; Placement Preparation Day 10.00 – 16.00</td>
<td>Guy’s Campus: New Hunt’s House Room L2</td>
</tr>
<tr>
<td>01.04.2014</td>
<td>Practice Teacher Up-Date 13.00 – 16.00</td>
<td>Waterloo Campus: James Clerk Maxwell Building (JCMB G16)</td>
</tr>
<tr>
<td>18.06.2014</td>
<td>Practice Teacher Up-Date 13.00– 16.00</td>
<td>Waterloo Campus: James Clerk Maxwell Building (JCMB G16)</td>
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Practice Teacher Master Classes (taken with SCPHN students)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
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<tbody>
<tr>
<td>13.12.2013</td>
<td>10.00 – 16.00 Master class in Record Keeping, Confidentiality and Consent</td>
<td>Waterloo Campus: Franklin Wilkins Building FWB G73</td>
</tr>
<tr>
<td>12.03.2014</td>
<td>10.00 – 13.00 Master class in Transformational Leadership</td>
<td>Guy’s Campus: New Hunts House Lecture Theatre 1</td>
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</tbody>
</table>

Programme Management Board meeting

The overall programme will be discussed at the Programme Management Board meeting where there is student, trust management, service user and lecturer representation. Practice teachers are welcome to attend and contribute to the evaluation and on-going development of the programme.

SCPHN Programme Boards 2012 - 13

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.10.2013</td>
<td>10.00 – 12.00 Programme Board</td>
<td>Room tbc</td>
</tr>
<tr>
<td>18.06.2014</td>
<td>10.00 – 12.00 Programme Board</td>
<td>Room tbc</td>
</tr>
</tbody>
</table>
Aims of the Programmes
Both the PGDip and BSc Programmes aim to provide students with the experience, knowledge, learning, skills and practice for their chosen area of specialist community public health nursing. The evidence provided by the students of their experiences in practice and in terms of academic attainment will demonstrate that they have achieved the standards of proficiency for specialist community public health nursing (NMC 2004). The Practice Portfolio, in which much of this evidence is contained, is a central element in both the BSc and PGDip programmes.

Each Programme has the following key learning outcomes
- To demonstrate an understanding of the 10 key principles of public health and the four theoretical domains in which they are found.
- To identify evidence based public health nursing interventions which will enhance public health and wellbeing.
- To demonstrate the ability to evaluate public health nursing interventions.
- To show the ability to integrate theory and practice in public health nursing.

Teaching arrangements
Within each programme teaching is delivered through lectures, peer led seminars, interactive exercises and guided reading. The Professional Portfolio module is taught jointly with students undertaking level 6 and level 7.

A minimum of 113 days in practice is undertaken practice supported and supervised by a practice teacher and/or experienced mentor.

Learning outcomes for sessions taught within the Professional Portfolio modules
- To illustrate competence in applying the ten principles of public health within the practice domain.
- To demonstrate the ability to perform an accurate and evidence based needs assessment in relation to children, families and populations.
- To provide flexible user orientated interventions which are sustainable within the current economic and health environment.
- To recognise and incorporate the user agenda in the promotion of public health.
- To provide evidence of achieving the required practice experience in order to meet NMC requirements (NMC 2004 standard 4).
- To provide evidence that expected competencies in the areas of theory, knowledge and skills have been reached in order to reflect the transformed health visiting service (DH 2011).

Indicative reading


School Nursing


http://books.google.co.uk/books?printsec=frontcover&idd=yvY8tjvBaiC#v=onepage&q&f=false


Health Visiting


Timetable for the Professional Portfolio Modules

A copy of the Health Visitor and the School Nurse timetables will be circulated at the start of the year.
Assessment criteria

Professional Portfolio

Content

This is the document that provides a record of the student’s learning in practice and is the vehicle through which practice is assessed. The portfolio is divided into sections in order to provide evidence of achievement of the standards of proficiency in practice (NMC 2004).

The portfolio is divided into the following sections:

2. The Learning Contract
4. Practice Accounts
5. Observations and Assessments Schedule
6. Practice teacher interim and final reports
7. The verification of practice attendance form
8. The verification of experience not central to defined area of practice
9. Learning outcomes for prescribing from the community nurses formulary (health visitors only)
10. Troubled Placement Algorithm
11. Standards of Proficiency for Specialist Community Public Health Nurses

The learning contract

Recognising that students come from a range of clinical backgrounds and with a variety of clinical skills the College does not prescribe specific activities as each student and each placement will be different. Instead the college recommend the use of a learning contract whereby the student and practice teacher explore learning needs together at the beginning of the practice placement and decide on a programme of learning. The process should be dynamic as further learning needs may be identified as the course progresses. The record of achievement may also be used to inform the student and practice teacher of learning needs. The learning contract is not formally assessed but does provide a useful talking point for consultations with the link lecturer.
Self & Joint Assessment Document: Standards of Proficiency for Specialist Community Public Health Nurses

The self & joint assessment document is to support the student in identifying their learning needs in order to achieve the standards of proficiency to be admitted to the register. The assessment may be used to inform the student and Practice Teacher of the knowledge and skills needed to develop in the practice setting as well as progress throughout the programme.

The self & joint assessment is completed on three occasions throughout the programme.

1. In order to identify individual learning needs the student will assess their own skills and knowledge at the beginning of the programme. The student and Practice Teacher will agree the level at which the student is working and enter the agreed level on the self & joint assessment document.

2. A second joint assessment with the practice teacher and student will be carried out before the consolidation period and at the time of the second interim report.

3. The final assessment should be carried out towards the end of consolidation period and will be submitted with the final Practice Teacher Report.

Students will be provided with the opportunity to discuss the self & joint assessment process and evidence of proficiency during the seminar groups. Further guidance on the self & joint assessment process and the documentation are included in the portfolio folder.

Practice Accounts

For this portfolio entry students provide written evidence in the form of practice accounts to show how they have achieved the standards of proficiency for specialist community public health nursing. The accounts should demonstrate the four domains, namely

- Search for health needs
- Stimulation of awareness of health needs
- Influence on policies affecting health
- Facilitation of health enhancing activities

It is not expected that students complete an individual account for each domain. Several domains may be demonstrated in one critical analysis of an episode of practice. In order to demonstrate the breadth of practice and depth of knowledge, students will be expected to focus the accounts on different social groups (e.g. a family or community) in different settings (home, school, local area, clinic). The student will have been deemed competent in those areas that do not figure in practice accounts if they have received a final pass grade for practice from their Practice Teacher at the end of the course.
The practice accounts and the observation and assessment schedule receive an academic grade (see below for the observation and assessment schedule guidance). The accounts should be a maximum of 7000 words in length for those on the PGDip and, for BSc students, one account with a maximum word count of 3000 words is required.

Accounts that are very short will not allow the student to demonstrate the necessary depth of critical analysis required to achieve the necessary academic level for the programme of study (see student handbook -marking criteria)

The student should identify the sources of knowledge underpinning the practice e.g. published research, National Service Frameworks, standards or locally agreed protocols and guidelines.

Students should discuss the suitability of the topics of their practice accounts with their Practice Teacher and one of the programme lecturers. Formative discussions will also take place in class. Students will be provided with the opportunity to present their accounts, for discussion, to fellow students and lecturers during the taught practice portfolio sessions.

The accounts should follow the following format:

A brief overview and description of the area of practice to be presented e.g. the delivery of care to an individual, a family or a group. Examples may include: homeless people, a child with special needs, postnatal group of women, a refugee family.

A critical analysis of the intervention and care provided with an emphasis on the specialist skills required. These should include managerial and clinical skills. Also to be included are the contextual factors that impinge on the chosen area of care. Contextual factors may include national and local policy, guidelines and protocols, local working arrangements, knowledge of area.

Research and other ‘best’ evidence should be presented and analysed, where it is available, to compare and contrast with the practice undertaken or observed.

The accounts are not case studies nor are they descriptions of technical nursing care but are the vehicles by which students demonstrate their understanding of the skills required to practice as specialist community public health nurse within their specified practice route.

Please note that any issue regarded as unsafe practice will constitute an automatic fail.

**Observation and Assessment Schedule**

The observation and assessment schedule is to be completed throughout the year using the Excel spreadsheet provided, it will be formatively assessed in term 2 when students will be provided with comprehensive feedback. The completed schedule will be submitted in term 3 for summative assessment, together with the Practice Account.

The schedule will demonstrate that students can make accurate observations and assessments of infants, children, young people and their families using the domains identified in the Assessment Framework for Children in Need and their Families (DoH 2000).

**Students must critically analyse their observations with reference to research, theory and policy.** Students will attend seminars in terms 1 and 2 to support them in their learning and provide guidance for completion of the schedule.
Guidance on completing the schedule:

The observation and assessment schedule should have three brief statements in each Excel cell providing:

- An observation
- An assessment of that observation
- A supporting reference.

Submission of the schedule:

The schedule covers eight potential age groups.

- **Formative** (middle of term 2) – all domains should be attempted for two ages of child.
- **Summative** (end of term 3) – cells previously completed should be revised on the basis of the feedback provided and all domains should be completed for two further ages of children, i.e. four of the age groups across three domains will be included in the summative submission.

NB Most if not all cells for a selected age should be completed and the same child should be reported upon across all three domains.

Practice Teacher Interim and Final Reports

In February and June the Practice Teacher is required to complete a progress report outlining the student’s achievements to date and practice learning needs for the next period of practice. At the end of the consolidated practice the practice teacher is required to complete a final report and to provide a pass/fail grade for practice. It is the student’s responsibility to ensure that the final report is submitted to the programme lead by the due date.

Outlines of the interim and final reports are included in the portfolio folder.

The Verification of Practice Attendance Form

Overall students must spend a minimum of 113 days (22.5 weeks) in practice. Students will be timetabled with additional days in practice in order to take account of employee mandatory training and a small number of absences for sickness and/or carer responsibilities. At the end of their final placement they must provide the relevant evidence in the form of the practice teacher’s signature on the verification of practice attendance form provided in the portfolio folder.
The verification of experience not central to defined area of practice

Students are required to spend three weeks gaining experience in settings and with clients who are considered important and may be a potential area of responsibility, even if not central to the defined area of their practice (i.e. Health Visiting or School Nursing).

Students are encouraged to identify settings through their practice, discussion with colleagues, lecturers and service users, reading and networking with other professionals. A log of these experiences must be included in the portfolio, detailing the following:

- How the setting/client group was identified
- Learning outcomes for experience
- Impact of experience on practice
- Description of setting/client group
- Evaluation of experience

Guidance for documenting this experience is detailed in the portfolio folder.

Learning outcomes for prescribing from the community nurses formulary (for students taking the prescribing module)

The aim of these written examples is to provide evidence of achievement of the learning outcomes detailed in the Standards of Proficiency for Nurse and Midwife Prescribers (NMC 2006). Students are required to provide examples from practice that demonstrate their knowledge, skills and understanding in relation to each of the 11 outcomes. To support their examples students should draw upon the professional, policy and research literature. Students may include the following in their examples to demonstrate achievement of the learning outcomes

- A brief account of a client assessment
- An exploration of the relevant pathophysiology and pharmacology
- A discussion on the legal and ethical framework underpinning their practice

Guidance for documenting this experience is detailed in the portfolio folder.

Placement Algorithm

The placement algorithm is to support specialist practice teachers, students and link lecturers when a problem is identified in practice and support is required for a satisfactory resolution. The algorithm has been developed in consultation with students, specialist practice teachers and college lecturers.
Summative assessment

All parts of the portfolio must be completed and submitted by the dates below. Failure to submit assignments will result in a fail grade being awarded.

The academic grade for the portfolio is awarded from the practice accounts and the observation and assessment schedule.

Course work submission/exam instructions are provided to students on their KEATS module page.

Submission date for course work:

<table>
<thead>
<tr>
<th>Date</th>
<th>Portfolio contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.02.14</td>
<td>Observation and Assessment Schedule (First Formative Submission)</td>
</tr>
<tr>
<td>07.02.14</td>
<td>Practice Teacher First Interim Report</td>
</tr>
<tr>
<td></td>
<td>Self &amp; Joint Assessment Document</td>
</tr>
<tr>
<td></td>
<td>Learning Contract (submitted by e-mail to Programme Leaders cc’ing PT in to the e-mail)</td>
</tr>
<tr>
<td>20.06.14</td>
<td>Practice Teacher Second Interim Report (submitted by e-mail to Programme Leaders cc’ing PT in to the e-mail)</td>
</tr>
<tr>
<td>22.07.14</td>
<td>Observation and Assessment Schedule (Summative Submission)</td>
</tr>
<tr>
<td></td>
<td>Practice Account</td>
</tr>
<tr>
<td>29.08.14</td>
<td>Practice Teacher Final Report</td>
</tr>
<tr>
<td></td>
<td>Self &amp; Joint Assessment Document: Standards of Proficiency</td>
</tr>
<tr>
<td></td>
<td>Learning Contract</td>
</tr>
<tr>
<td></td>
<td>The verification of practice attendance form</td>
</tr>
<tr>
<td></td>
<td>The verification of experience not central to defined area of practice</td>
</tr>
<tr>
<td></td>
<td>Learning outcomes for prescribing from the community nurses formulary (students undertaking prescribing module)</td>
</tr>
<tr>
<td></td>
<td>(submitted by e-mail to Programme Leaders cc’ing PT in to the e-mail)</td>
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<td></td>
<td><strong>NB Results cannot be considered at the final Examination Board if the above forms have not been received</strong></td>
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Please note that work submitted after this date or time will constitute a fail grade.
Results and re-submissions for course work
Students may download marked course work (unratified marks) from KEATS 4 weeks following submission.
Date is below:
Term 3 From 19/08/14

Feedback will include the award of a numerical grade which remains provisional until ratified by the examination boards. The dates for the examination boards are available on KEATS. Ratified marks can be viewed via your personal student record on the Intranet the Monday following the relevant examination board.

Re- submission date:
21.10.14

Resubmitted work available for download:
Students may download marked course work (unconfirmed marks) from KEATS 4 weeks following submission.

Dates for examinations
Notification of dates for examination will be on the student record section on the Intranet.

Results and re-sits for examinations
Unratified results from exams will be available on the KEATS module site 4 weeks from the date of the examination.

Re-sit dates will available in your student record section on the Intranet

Quality review of practice learning environment
The aim of the quality review process is to monitor and develop the quality of the practice learning environment, student support and assessment of practice, in areas where students are undergoing practice placements. The criteria used in this document are based on the Nursing and Midwifery Council (NMC), Department of Health and Quality Assurance Agency standards/guidance for practice placements. The information gained should be used to develop an action plan for improving and maintaining the quality of the learning environment. This action plan should be agreed between the practice teacher (and trust management if appropriate) and the specialist community public health nurse link lecturer, both parties have joint responsibility for its implementation and review. Each year a short audit tool will be completed or the previous year’s audit reviewed and amended as necessary. The Pan-London Quality review tool will be completed every two to three years this is for the placement area where pre-registration students undertake practice. It will be completed by the placement manager or their representative and an HEI link lecturer aligned to the relevant area of the organisation. The lecturer may be from any of the London HEIs who have pre-registration students in the area.
Sign-off Practice Teacher Status

In September 2007 the process by which nurses undertaking practice teacher preparation programmes should achieve sign-off status was clarified (NMC Circular 27/2007). Trainee practice teachers must be supervised by an existing sign off practice teacher on at least one occasion for signing off proficiency of a SCPHN student at the end of their final placement. Following successful completion of the programme the trainee practice teacher can be entered on the local register as a practice teacher. They should then undertake a period of preceptorship supported by an existing sign-off practice teacher. The nature of the period of preceptorship should be determined by the local placement provider, but would normally be for a year during which time further supervised sign-offs of SCPHN students should be undertaken. Once the period of preceptorship is completed and the preceptor is satisfied that the preceptee is competent in signing off proficiency, the preceptee can be annotated as a sign-off practice teacher. The period of preceptorship can then be extended if necessary, but this should not continue beyond the date of their first triennial review. The practice teacher should continue to receive support from other experienced practice teachers when making final placement assessment decisions, until they have received the first triennial review and been identified as continuing to meet the criteria to be able to sign off proficiency.


Based on the above information we request that trainee practice teachers and newly qualified practice teachers’ have their summative assessment of the SCPHN student counter-signed by their preceptor i.e. a sign-off practice teacher as evidence that the above process has taken place.