

Module specification

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Module Code	NHS7F7
Module Title	Advancing Population Health in SCPHN
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100293/100295
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Postgraduate Diploma in Specialist Community Public Health Nursing (Health Visiting)	Core
Postgraduate Diploma in Specialist Community Public Health Nursing (School Nursing)	Core

Pre-requisites

Students on the PgDip SCPHN (School Nursing) and PGDip SCPHN (Health Visiting) will have met the entry requirements for admission to and be enrolled on the programme.

Breakdown of module hours

Learning and teaching hours	40 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	40hrs
Placement / work based learning	0 hrs
Guided independent study	160 hrs
Module duration (total hours)	200hrs

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Initial approval date	07/11/2024
With effect from date	06/01/2025
Date and details of revision	
Version number	1

Module aims

The module aims to enable students to profile and critically evaluate an aspect of public health service delivery in order to promote the improvement of an aspect of delivery within the field of SCPHN practice. The module is delivered over the duration of the theoretical programme (or in the second year if students are part time). The module aims to facilitate students to work independently in planning and designing an innovation, encouraging them to be entrepreneurial and influence local policy development aligned to a defined public health priority. It aims to support students in demonstrating how innovation can be effectively co-produced and implemented

Module Learning Outcomes - at the end of this module, students will be able to:

1	Discuss the impact of global and national public health strategies, policies and sustainable development goals in driving priorities for protection or improvement to local population health and wellbeing (SPSCPHN: A3, A4, A5, B1, C5, C6, D1, D1, D6, D11, DSN1, E8, E9, E10, E11, E12, ESN6)
2	Critically evaluate current delivery of a public health priority drawing on data from epidemiology, research evidence, local community profile and service evaluations to identify and address a local population health need in their field of SCPHN practice (SPSCPHN: B3, B5, B6, B7, B8, C1, C4, C9, C11, CHV1, CSN2, D3, D9, D10, D14, DHV12, EHV4, EHV5, ESN1, ESN4, ESN6, F3, F4, F5, FSN2, FSN6)
3	Drawing on a process of co-production, justify and plan an evidence based innovation which is inclusive, addresses a population health need, mitigates barriers to health and enhances community assets in their field of SCPHN practice (SPSCPHN A1, A6, A8, A10, B4, B9, C1, C2, C3, C7, C8, C10, CSN3, D3, D4, D5, D12, DHV12, DHV13, DSN3, DSN8, E4, E8, EHV4, ESN2, ESN3, ESN5, F1, F7, FHV1, FHV2, FSN3, FSN4, FSN6, FSN7, FSN8)
4	Present numerical, graphical and written information accurately and concisely for the purpose of influencing policy and practice and gaining support for innovation from key stakeholders (SPSCPHN A2, B11, D13, D14, E3, F4, F8, F9, F10)

Assessment

Indicative Assessment Tasks:

Formative Assessment:

Formative feedforward on a draft poster plan

Summative Assessment:

Individual poster presentation (100%)

Students will present a case for a population health innovation for their field of SCPHN practice using a digitally produced poster. The digital poster should be designed to influence policy makers, peers, budget holders and other decision makers.



Students must address all learning outcomes within the poster design. PUSC and practice assessor feedback will contribute to the summative assessment.

Practice assessors and people who use services and carers representatives will contribute feedback to inform the overall assessment.

More details will be made available in the relevant academic year module handbook.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Presentation	100%

Derogations

The student must pass all assessment elements in order to pass the module. No compensation is allowed.

Additional Requirements

All students must abide by “The Code” (NMC, 2018) including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

Learning and Teaching Strategies

The module will be delivered via a ‘blended learning, flipped classroom’ approach over the period of the three-semester programme. Taught content will be delivered in semester one with students focusing on the independent development of their innovation over the subsequent semesters under supervision from a practice supervisor and an academic assessor. On campus learning and teaching will comprise 50% of the total contact hours with the other 50% using synchronous and asynchronous learning activity. Supervised asynchronous learning will include the delivery of recorded lectures, discussion forums, quizzes, group tasks, workbooks and key readings. Synchronous online learning is used for live lectures, discussion, live group tasks and reflective or debriefing activity. On campus activities will be focused on enquiry-based learning using case studies, seminars and peer presentations.

Indicative Syllabus Outline

- Political, economic and demographic trends in population and public health
- Utilising epidemiological, quantitative and other data
- Community profiling
- Population health and community assets
- Use of emerging technology in population health surveillance, modelling and forecasting
- Population health surveillance: pandemic and epidemic management
- Service evaluation and audit
- Understanding and capturing lived experience

- Storing data and GDPR
- Co-production in service design
- Social enterprise and entrepreneurialism
- Influencing others to support innovation.
- Models of quality improvement and change management
- Barriers to change.
- Dissemination and influence through poster design and presentation.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Holland, A., Phillips, K., Moseley, M. and Joomun, L. (2022), *Fundamentals for Public Health Practice*. London: SAGE

Other indicative reading

Naidoo, J. and Wills, J. (2022), *Health Studies: An introduction*. 4th Ed. London: Red Globe Press.

The Kings Fund (2024), *Health Inequalities in a Nutshell*. Available from: <https://www.kingsfund.org.uk/insight-and-analysis/data-and-charts/health-inequalities-nutshell>

Public Health Wales (2016), *Measuring Health and Wellbeing of a Nation : Public health outcomes framework for Wales*. Cardiff, Welsh Government. Available from : <https://www.gov.wales/sites/default/files/publications/2019-06/measuring-the-health-and-well-being-of-a-nation.pdf>

Welsh Government (2023), *Wales innovates: creating a stronger, fairer, greener Wales, Improvement Cymru*. Available from : <https://www.gov.wales/wales-innovates-creating-stronger-fairer-greener-wales-html#:~:text=How%20we%20will%20use%20innovation,lives%20of%20people%20in%20Wales.>