Faculty of Health and Applied Sciences

Date: 01/01/2021

Module Handbook

Module Name:

Professional Perspectives in Specialist Community Public Health Nursing

Module Code: UZVRTX3-40-3

Module Leader Name: Joanne Seal

Aim of the Handbook

The handbook is a guide for students in the Department of Health and Social Sciences taking the Module Professional Perspectives in Specialist Community Public Health, as part of the BSc (Hons) Public Health Specialist Community Public Health Nurse (School Nursing), BSc (Hons) Public Health Specialist Community Public Health Nurse (Health Visiting) and BSc (Hons) Public Health Specialist Community Public Health Nurse (Occupational Health Nursing). The information in the handbook can also be found in a number of other electronic or paper sources and the document provides links to the definitive data sources wherever possible.

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 back to the electronic version to ensure that you are working with the most up to date information.

Contents

Module team information

Module Leader Joanne Seal

Module Team Contact Information

 Joanne Seal Module Lead Glenside Campus 2G14 - Tel 0117 32 88510

Joanne Seal Programme Lead   Joanne.seal@uwe.ac.uk

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V100 Lead

Patricia Pool
OHN Lead   patricia2.poole@uwe.ac.uk

In addition to the core team there will be a number of visiting lecturers and practitioners, making a contribution to the teaching of this module.

Any queries or concerns directly related to this module should be addressed to Joanne Seal Module Leader in the first instance.

More general queries about your programme of study should be direct to Joanne Seal, Programme Leader for SCPHN, or to your Academic Personal Tutor (APT)

External examiners from other institutions are appointed to each module to act independently and work with the module team in the management of threshold academic standards. The external examiner appointed to this module can be found at http://www2.uwe.ac.uk/services/Marketing/about-us/cas/Extnl_Exam_Allocation_to_Mods.pdf

1 Module

Welcome to the Professional Perspectives in Specialist Community Public Health Nursing (SCPHN) Module. We hope that you enjoy this module and the learning opportunities that it has to offer.

This module is accessed by health visiting, school nursing and occupational health nursing students, as one of the compulsory modules in the Specialist Community Public Health Nursing Programme. You will complete the academic elements of this module alongside practice placement, where you gain practical experience as a SCPHN practitioner. It is important that you are able to link the academic theory with the practice. This will be a consistent theme throughout the module.

During this module you will be asked to demonstrate your achievement of the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2004). This is achieved in partnership with your employing health organization and you will be allocated a practice assessor and supervisor in practice to support your development towards these proficiency standards. There will be an opportunity during this module for two tripartite meetings bringing together your practice assessor, your Academic in Practice lecturer at UWE and you as a student, to discuss your progress and development.

The academic elements of the module support your practical progress and prepare you to plan, implement and evaluate service delivery across your chosen field of practice (health visiting, school nursing or occupational health nursing). The academic team aim to develop your skills to enable you to challenge your current thinking, encourage critical enquiry and present contemporary concepts and theories.

The module content is delivered via lectures and seminars at UWE. You will also be asked to complete e-learning modules, undertake guided study and prepare for seminars.You will be allocated to a specific seminar group, which will enable you to work closely with a smaller group of students.

Please be aware that the first term of this module will be delivered online through the UWE virtual learning platform 'Blackboard'. There is expected to be some face to face contact in the following term. You will be advised regarding face to face contacts via UWE emails. It is therefore important to always check and read your UWE emails regularly in order to be fully informed.

You will be allocated a seminar lead, which you will meet with regularly on a one to one or small group basis. The role of the seminar leads in this module is to guide and support you and your group ensuring that you feel confident in your learning in order to meet the learning outcomes for the module.

You will have the opportunity to access assignment supervision. This is academic supervision via your Academic Personal Tutor (APT). It is your responsibility to engage with your APT in order to receive appropriate guidance and support. Please take any queries regarding your assignment to your APT.

Please note that any academic work submitted for feedback is subject to a ten working day turnaround. You can also provide 10% of your work for formative feedback prior to submission. Do not leave this work to the last minute as it will not be possible for academics to reschedule their workload to look at further drafts. Please also check when your APT is taking annual leave and time-manage your work around these dates. Please note **academic staff will not look at any written work within 10 working days of the submission date.**

Following induction during the initial week of the programme, academic sessions are delivered on a prescribed day within the programme. Please always check your timetable as the days may vary. You can complete the directed learning elements flexibly and 1.5 days per week during the module are allocated for this purpose.

2   Module Specific Information

Please see the full module specifications at the link below;

https://info.uwe.ac.uk/modules/displayentry.asp?code=UZVRTW-40-M&rp=listEntry.asp

Learning Outcomes

On successful completion of this module students will be able to:

1. Assess, promote, plan, deliver and evaluate health interventions to improve the health and well-being of the individual, family, community and defined population. (Component A and B)
2. Demonstrate development of the SCPHN personal and professional attributes in order to build positive relationships with individuals, families, communities and professionals using a partnership approach. (Component A and B)
3. Through the use of frameworks and reflective tools examine personal and professional development recognizing challenges, barriers and/or limitations to own effective work performance. (Component A and B)

4. Demonstrate practice according to the UNICEF competencies of Baby Friendly (health visiting pathway only) (Component A)
5. Demonstrate an understanding of the importance of the voice of the child or other service user in improving and developing services. (Component A and B)
6. Prioritize safeguarding concerns, recognizing and responding appropriately including initiating the management of cases where necessary with partner agencies. (Component A and B)
7. Develop, implement understanding of, and examine practice through the use of up to date evidence, research and policy guidance. (Component A and B)
8. Illustrate the ethical and legal factors influencing SCPHN working practices (Component A and B)

The module contributes to students achieving the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2004) for entry to the third part of the NMC register. The syllabus focus is on developing students who are competent and effective practitioners, able to work in partnership with children, young people, families, people in employment and communities in order to improve health and social outcomes. The emphasis on "how" student's work in partnership with these groups and build effective relationships are vital in ensuring outcomes are improved and inequalities reduced. As well as focusing on the SCPHN competencies the module also focuses on the development of the SCPHN attributes (DH, 2012)

Each day focuses on a theme, which facilitates learning and development in line with the learning outcomes of the module. The start of each day will begin with a video clip, or activity that focuses on the voice of the child or other service user. The end of each day will focus on the development of the SCPHN attributes.

All three pathways will include the following sessions:

➢ Overview of the module
➢ Development through the lifespan
➢ Assessment of health needs
➢ Emotional health and wellbeing (Pathway specific)
➢ Promoting healthy lifestyles (Pathway specific)
➢ Service user involvement
➢ Courageous conversation and therapeutic communication
➢ Safeguarding children and young people and vulnerable adults
➢ Domestic abuse

It is important to check the UWE online learning platform blackboard regularly as all directed study and planning will be outlined here. For any queries relating to blackboard please contact Info Point.

https://www1.uwe.ac.uk/students/informationpoints.aspx

Seminars may be pathway specific or mixed pathways. Health visiting students for example will be provided with pathway specific activities and scenarios in order to apply their learning to their own health visiting practice.

A directed learning approach will be used including lectures, self-directed study, group work, e-learning and case study discussions. Teaching will take place over 10 days and will require the student to relate theory to practice and develop the skills required to meet the SCPHN competencies.

Attendance

Your attendance record must be completed accurately to reflect your time in practice. This record must be signed by your practice assessor and handed in on the last day of the programme. Failure to hand in this record will be classed as a non-submission against your practice module. Any falsification of the attendance record will be considered a breach of your 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. You may also be referred for investigation under NHS Counter Fraud procedures.

The attendance record is submitted at the end of consolidated practice as a hard copy and must be signed by your PT.

In the case of illness or serious life-crisis you will need to notify your practice area and the module leader of your non-attendance.

You will also be expected to swipe in for every session so please ensure that you arrive in good time for the start of the sessions. It can be very distracting if students come in late for lectures or go in and out of lectures when they are taking place.

3   Assignment Brief

The module is assessed through two components. Component A is a portfolio and component two a written essay. You must pass both components.

Weighting between components A and B (standard modules only) A: %   B: %

Attempt 1

First Assessment Opportunity

Component A

Element	Description	Element Weighting
1	Practice portfolio relating to NMC Proficiency Standards for Specialist Community Public Health Nursing	Pass/Fail

Component B

Element	Description	Element Weighting
1	3000 word assignment	100%

Second Assessment Opportunity

Attendance is not required

Component A

Element	Description	Element Weighting
1	Portfolio	Pass/Fail

Component B

Element	Description	Element Weighting
1	3000 word assignment	100%

Second (or Subsequent) Attempt

Attendance is not required

<u>Assessment Guidelines</u>

The module is assessed through two components:

Component A: practice portfolio related to the achievement of the SCPHN Proficiency Standards - pass/ fail

The practice portfolio is maintained on the UWE Pebblepad platform. Assessment of professional practice is an ongoing process utilising a variety of different methods to identify your development needs, monitor your progress, and demonstrate evidence of developing proficiency towards fulfilling the NMC Standards of Proficiency for SCPHN (2004). Steinaker and Bell's Experiential Taxonomy (1979) provides an experiential framework that can be utilised for planning experiences and charting your achievement to a required level.

The practice portfolio is appraised on a pass/refer basis to specified levels on the Taxonomy. In order to pass you need to achieve a minimum level of 'identification' by the end of taught practice and 'internalization' by the end of consolidated practice.

Component B: A 3000 word essay focusing on a theme or subject area related to professional practice

Critically review an aspect of professional practice making reference to theory, current policy and practice and your development as a SCPHN practitioner.

Guidelines

This assignment requires students to provide an overarching commentary of their development as a Specialist Community Public Health Nurse. In the assignment students should focus on an area of professional practice and demonstrate learning in practice through the application and analysis of relevant theory. Students will demonstrate their understanding of the links between theory and practice by referring to published academic literature and national and local polices which influence SCPHN practice. In addition, students will demonstrate the ability to make judgments in relation to their practice following the debate, critique and evaluation of the latest research and evidence. The account should include:

- A clear rationale for choice of theme/ subject related to professional role
- Reflections on your learning and development as a Specialist Community Public Health Nurse
- The utilization of evidence-based practice

- The importance of service-users in the design and delivery of services
- Reference to the influence of policy drivers in Specialist Community Public Health Nursing

The Health and Applied Social Sciences Marking Guidelines are used to mark yourwork (see appendix 1).

Please also complete the Student Self-Assessment sheet (see Appendix 2). This sheet must also be submitted with your essay. This supports you as a student in developing your ability to self-assess and reflect on your work and overall performance.

Guidelines on citations and references

In the course of your studies you will be expected to acknowledge books, journal articles, and websites etc., used in the preparation of assignments, projects, essays, and dissertations by producing a list of references and/or a bibliography with each one. The reference list gives details of sources you have referred to (cited) within your text; the bibliography lists sources you have used but not referred to directly.

The faculty utilises the UWE Harvard referencing system.

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

4   Submission details

Please note that the submission deadlines are absolute and based on UWE server time, therefore you are strongly advised to submit work well ahead of the deadline dates to avoid situations where penalties could be incurred. Penalties are imposed if a submission is made up to 24 hours after the deadline, and the highest mark you can receive will be the minimum pass mark (if the assessment is passed). After the 24 hours have passed, the work will not be accepted for marking.

The submission date for the **assignment** is 14.00hrs on the 22rd September 2021

 The submission date for the **portfolio** will be 14.00hrs on the 2rd December 2021

The hand in date for the **attendance record** will be the 9th December 2021

The attendance record needs to be submitted as hard copy on the last attended day of the module.

Guidance on how to submit the assignment can be found via the following link:

https://info.uwe.ac.uk/online/blackboard/students/guides/assignments/before.asp

Academic Advice for students (useful for us when signposting students to help)

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

Mode of presentation

The reference list at the end of the assignment is not counted as part of the 3000 words. However, the use of quotations and author's names within the essay content are counted as part of the 3000 words. Any appendices are also not included in the word count.

- A statement must be made at the outset of the assignment that the anonymity of the client / service user, staff, health/social care setting is upheld and such information **must not be disclosed under any circumstances**.
- Should you portray, observe or discuss "bad practice", you must demonstrate at the start of the essay how this has been resolved using the appropriate channels.
- The use of the first person "I" is permissible when exploring and reflecting on one's own actions.

MyUWE is used to communicate unconfirmed marks, provide cover sheets for assessments and to submit work. You will receive both formative and summative feedback for your course work. This feedback will be presented in different ways throughout the module. This will include:

- Class feedback
- Individual discussions either face to face or by e-mail
- Online feedback through Blackboard or PebblePad
- Formative assessment during modules include activities such as online quizzes, seminar activities and Q&A sessions during lectures
- Annotation of no more than 10% on draft work in preparation for submission of 40 credit summative assignment

Feedback to students will include these elements:

- What has been done well.
- What could be done better.

Each summative assessment will be returned to you with written feedback. The period for providing feedback will not normally exceed 20 working days (excluding University closure days) following the deadline for submission of 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 un-confirmed

MyUWE is used to communicate provisional marks, provide cover sheets for assessments and to submit work. Provisional marks for the assignment will be available no later than 22nd October 2020

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

Resubmission:

Following the Award Board decision, a resubmission date will be advised via Blackboard.

The resubmission date for the **assignment** will be 14.00hrs on the 7th April 2022.

The resubmission date for the **portfolio** will be 14.00hrs on the 7th April 2022.

5   Additional information and reading strategies

Indicative reading is listed below, however, further reading will be required to supplement any core reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources, many of which can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

Access and skills

The development of literature searching skills is supported by Library workshops. Additional support is also available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing, the HAS Library Online Workbook and Ask a Librarian, which offers live chat with a librarian and is a 24-hour service staffed by UWE and our partner libraries. Students can also contact the library by e-mail or phone.

The library website can be found at:

https://www1.uwe.ac.uk/library/

The HAS library team can also now complement the academic skills workshops and workbooks with one-to-one support.

A guide to referencing can be found at: http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing.aspx

The University's policy on word count can be found:
http://www1.uwe.ac.uk/aboutus/policies.aspx

Reading Strategy

Whilst an indicative reading is also listed below you will also find easy access to library resources through blackboard and the online reading list. The short video available on the library's website will introduce you to some of the key features of the online reading list system.

Indicative Reading - All Pathways

Gallagher, A. and Hodge, S. (2012) *Ethics, law and professional issues: a practice-based approach for health professionals.* Basingstoke: Palgrave Macmillan.

Mitcheson, J. (2008) *Public Health Approaches to Practice* [online]. Cheltenham: Nelson Thornes.

Morrow, E., Boaz, A., Brearly, S. & Ross, F (2012) *Handbook of service user involvement in nursing and healthcare research.* Oxford: Wiley-Blackwell.

Nursing and Midwifery Council (2004) *Standards of Proficiency for Specialist Community Public Health Nurses.* London, NMC. https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-of-proficiency-for-specialist-community-public-health-nurses.pdf

Pollard, K., Thomas, J. and Miers, M. (eds) (2010) *Understanding Inter-professional Working in Health and Social Care* Palgrave Macmillan, Basingstoke

The Marmot Review. (2012) *Fair Society, Healthy Lives. Strategic Review of Health Inequalities in England post 2010. https://www.local.gov.uk/marmot-review-report-fair-society-healthy-lives*

Thornbury, G. (2009) *Public Health Nursing. A textbook for Health Visitors, School Nurses and Occupational Health Nurses*. Oxford: Blackwell.

Tod, A.M. and Hirst, J. (2014) *Health and Inequality: Applying Public Health Research to Policy and Practice* [online]. Abingdon, Oxon: Routledge.

Watkins, D. and Cousins, J. (2010). *Public Health and Community Nursing*. Bailliere Tindall

Wilkinson, G. and Pickett, K. (2010) *The spirit level: why greater equality makes societies stronger,* Bloomsbury, New York

Health Visiting and School Nursing Pathway

Cowie, H. (2012) *From birth to sixteen years: children's health, social, emotional and linguistic development.* London: Routledge.

DeBell, D. 2007, *Public health practice & the school-age population,* Hodder Arnold, London.

Gerhardt, S. (2015) *Why Love Matters: How Affection Shapes a Baby's Brain* [online]. Second ed. London: Routledge.

Greenhalgh, T. (2002). *How to Read a Paper*. Second Edition. London, BMJ books.

Hall, D.M.B. and Elliman, D. (2006) *Health for all Children* [online]. 4th (rev.). ed. Oxford: Oxford University Press.

Luker, K.A., Orr, J. and McHugh, G.A. (2012) *Health Visiting: A Rediscovery* [online]. 3rd ed. Oxford: Wiley-Blackwell.

Music, G. (2011) *Nurturing Natures: Attachment and Children's Emotional, Sociocultural, and Brain Development* [online]. Hove: Psychology.

Robotham, A. and Frost, M. (2005) *Health Visiting: Specialist Community Public Health Nursing* [online]. 2nd ed. Edinburgh: Elsevier Churchill Livingstone.

Thornbury, G. (2009) Public Health Nursing – A textbook for Health Visitors, School Nurses and Occupational Health Nurses. Oxford: Blackwell.

Watkins, D. and Cousins, J. (2009) *Public Health and Community Nursing: Frameworks for Practice* [online]. 3rd ed. Edinburgh: Churchill Livingstone.

Wilkinson, R.G. and Pickett, K. (2010) *The Spirit Level: Why Greater Equality Makes Societies Stronger* [online]. Rev. and updated. New York; London: Bloomsbury.

Wright, J. (2012) School Nurse Survival Guide. London: Quay.

Wright, J. and Thurtle, V. (2007) *Promoting the health of school age children,* Quay, London.

Occupational Health Nursing Pathway

Black, Carol, (2008) *Working for a healthier tomorrow: Dame Carol Black's Review of the health of Britain's working age population: presented to the Secretary of State for Health and the Secretary,* https://www.gov.uk/government/publications/working-for-a-healthier-tomorrow-work-and-health-in-britain

Department of Health, (2003), Taking a public health approach in the workplace. a guide for occupational health nurses, http://www.wheresmylunch.co.uk/wp-content/uploads/2011/01/Taking-a-public-health-approach-in-the-workplace.pdf

Health and Safety Executive, (2000), Securing Health Together. A long term occupational health strategy for England, Scotland and Wales, HSE Books. Available at: www.hse.gov.uk/sh2/sh2strategy.pdf

Lewis, J and Thornbury G, (2010) Employment Law and Occupational Health: A Practical Handbook. Chichester: Wiley Blackwell.

Lisle, J., (2009), *Occupational health and public health.* Occupational Health and Wellbeing. Available at: http://www.personneltoday.com/hr/occupational-health-and-public-health/

Oakley, K, (2008), Occupational Health Nursing, 3rd ed, John Wiley and Sons, Chichester

Thornbury, G. (Ed). (2014) Contemporary Occupational Health Nursing: A Guide for Practitioners. London: Routledge.

Waddell, G., Burton A. K., (2006) *Is Work Good for Your Health and Well-Being?* Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214326/hwwb-is-work-good-for-you.pdf

Weyman A., Wainwright D, O'Hara R., Jones P., Buckingham A. (2012), Extending Working Lives. Available at: http://research.dwp.gov.uk/asd/asd5/rrs-index.asp

World Health Organisation, (2001*), The role of the occupational health nurse in workplace health management* . Available at: www.who.int/occupational_health/regions

Websites

http://www.dwp.gov.uk/health-work-and-well-being/

www.who.int/occupational_healt/regions/en/oeheurnursing.pdf

http://www.ilo.org/ilolex/english/convdisp1.htm

www.hse.gov.uk

www.rcn.org.uk

www.dh.gov.uk

www.nice.org.uk

www.dh.gov.uk/publications

http://www.ihv.org.uk

DATABASES
http://www.oxmill.com/communitywise

http://www.caredata.co.uk/
Emerald Fulltext
Ingenta Journals Full Text Service
Ovid Online
Science Direct
ASSIA (Applied Social Sciences Index and Abstracts)
Medline
HMIC (Health Management Information Consortium)
http://www.intute.ac.uk/socialsciences/

www.library.nhs.uk/help/resource/hmic

6 Communication

Throughout your time with us, you will receive regular communication from your module leaders, and also administrative staff. It is your responsibility to ensure that you read everything that you are sent, and act upon it where appropriate.

The main communication channel used is the Blackboard for all the modules you are currently studying. Blackboard provides the main communication channel for module specific information and these too should be checked regularly for new content and announcements.

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

7 Advice and support

There are a range of facilities and services available to go to for advice and support depending on what the issue is. Remember - asking for help at the earliest possible stage will help you in the long run. Your first point of call should always be your Academic Personal tutor, as they will be able to sign post you to the right services and will be able to deal with specific matters relating to teaching and learning. If you are not able to contact your Academic Personal tutor for any reason go to an Information Point, details of which can be found at

http://www1.uwe.ac.uk/students/informationpoints.aspx

Student advisers are available and can also be contacted through the Information Points, see http://www1.uwe.ac.uk/students/academicadvice/studentadvisers.aspx for information on how they might be able to help.

However, you are more than welcome to talk to other members of UWE staff depending on who you feel most comfortable talking to.

8   Additional Information

Student Responsibilities

- The student has overall responsibility for maintaining the practice portfolio ensuring the following:
- The portfolio is available as a working document throughout the module.
- The learning opportunities are identified against the module learning outcomes and negotiated with the practice assessor/supervisor .
- Identified goals are developed into an action plan to structure learning, are evaluated and included in the portfolio.
- The practice assessor/supervisor feedback informs the development of future learning needs.
- The student demonstrates how they have achieved each learning outcome in practice and to identify which evidence in your portfolio relates to each learning outcome
- The student completes the diary of attendance and record of progress as well as contributes to the Interim and Final Consolidated Practice Reports.

Practice assessor/Supervisor Responsibilities

- The practice assessor/supervisor has the responsibility for supporting the student's learning experience, and will ensure the following:
- The development of an effective relationship with the student and provision of on-going support.
- That appropriate learning opportunities are identified with the student within the area of practice.
- They facilitate the student to achieve the learning outcomes identified in their action plan, in the practice setting.
- That they discuss with the student and highlight any areas of concern with the Academic in Practice.

- They are a positive role model by ensuring a safe practice environment and promoting effective relationships with client/users/service provision, professionals and other organisations involved in complex care situations.
- They create a learning environment in which the student can confidently achieve the module learning outcomes.
- They will initiate, manage and support change to develop practice.
- They provide constructive feedback that enables the student to consolidate learning and identify continuing learning needs.
- They will assess the evidence in the portfolio in order to be able to sign off the summary sheets, complete the interim report and final report confirming the student has achieved all the learning outcomes in their practice.

<u>Module Team Responsibilities</u>

- To provide advice, support and monitor student progress throughout the module.
- To liaise with practice assessor/supervisor regarding student progress as necessary.
- To respond to concerns identified by practice assessor/supervisor and/or student and facilitate meetings as necessary.

9   REFERENCES

Department of Health (2012) "Personal and professional attributes for consideration as part of the recruitment and selection process into Health Visiting Programmes" https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216454/dh_133017.pdf

Nursing and Midwifery Council NMC (2004) *Standards of Proficiency for Specialist Community Public Health Nurses.* London: NMC https://www.nmc.org.uk/standards/standards-for-post-registration/standards-of-proficiency-for-specialist-community-public-health-nurses/

Nursing and Midwifery Council (2018) *The Code: Professional Standards of Practice and Behaviour of Nurse and Midwives.* London: NMC https://www.nmc.org.uk/standards/code/

Steinaker, N.W. & Bell, M.R. (1979) *The Experiential Taxonomy: a new approach to teaching and learning,* London: Academic Press

Appendix One Marking criteria

UNDERGRADUATE Level 3		Indicative Qualities
100 - 90%	**Exceptional**	*Exceptional scholarship for the subject. Creative and original insight into theoretical issues. Exemplary.*
89 - 80%	**Outstanding**	*Outstanding knowledge and sustained argument and critical evaluation. Mature analysis. Clear evidence of independent thought; Convincing synthesis of a range of appropriate sources. Excellent referencing. Evidence of use of new sources and approaches.*
79 - 70%	**Excellent**	*Knowledge and understanding is comprehensive in both breadth and depth. Strong ability to critically appreciate concepts. Evidence of independent thought. Presentation is fluent and focussed; use of a wide range of evidence; Clear and well presented discussion. Excellent referencing.*
69 - 60%	**Very Good**	*Comprehensive in content and well organised argument but evaluation and analysis of ideas could be further developed. Clear evidence of appropriate reading with evidence of having drawn on reading from beyond the course material. Good accurate referencing. Ability to relate theory and concepts to discussion. Content always relevant and well focussed.*
59 - 50%	**Good**	*Sound comprehension of knowledge base. Reasoning and argument generally relevant but could be further developed. Critical evaluation is apparent but ability to conceptualise and/or apply theory could be strengthened with greater focus and more in-depth analysis. Good evidence of reading. Appropriately referenced.*
49 - 40%	**Pass**	*Meets the relevant learning outcomes but mostly descriptive. Some basic evaluation but analysis is not very well developed and could be strengthened. Some misunderstanding of key principles and concepts. Evidence of appropriate structure but not always well sequenced. Evidence of some reading but limited. Presentation and focus may need improving.*
39 - 35%	**Marginal Fail**	*Little evidence of understanding and overall not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Argument needs further development. Content not always relevant. Limited evidence of reading.*
34 - 30%	**A Limited Piece of Work**	*Some evidence of effort but missing some essential aspects. For example, may be lacking in evidence of understanding, focus and structure. Likely to have limited discussion with some lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading;*
29 - 20%	**A Limited Piece of Work**	*Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading; Likely to be incomplete.*
19 - 10%	**A Very Limited Piece of Work**	*Significant deficiencies; Likely to have insufficient, irelevant or incorrect material. Likely to have very poor structure and no discussion.*

| 9 - 0% | **Exceptionally Limited Work** | *Insufficient material presented. No evidence of sufficient preparation.* |
| | | *Zero is reserved for failure to attempt an answer* |

QAA descriptor for a higher education qualification at Level 3 - General assessment descriptors

- a systematic understanding of key aspects of the student's area of study (referring to benchmark statements);
- an ability to deploy accurately established techniques of analysis and enquiry ;
- conceptual understanding that enables the student to devise and sustain arguments and/or solve problems
- an appreciation of the uncertainty, ambiguity and limits of knowledge;
- an ability to manage their own learning and to make use of scholarly reviews and primary sources;
- an ability to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. have the qualities and transferable skills necessary for employment including: the exercise of initiative and personal responsibility, decision making in complex and unpredictable contexts and the learning ability to undertake appropriate further training.

Appendix 2

Assignment Self-Assessment Sheet

Please assess your own assignment, using the criteria below. Please also assess using the marking criteria laid out in the handbook noting what you feel you did well. Please submit your assignment with this form fully completed.

Assignment Marking Criteria (reflect and mark yourself in student column) A = excellent, B = good, C= just satisfactory, D= needs improvement, E= needs lots of improvement			
Area		**Student**	**Marker**
Structure & Presentation	Length		
	Structure – introduction of topic/clarity of aims/argument and issues to be investigated.		
	Formatting		
	Spelling and grammar		
	Readability		
Background Theory	Reading – identifies existing, relevant knowledge and views (theories and evidence)		
	Referencing		
	Application		
	Appraisal		
	Discussion		
Content	Learning outcomes met		
	Reflection		
	Coverage		
	Evidence of learning and professional development		
	Originality		

What did you do well on in this assignment?