



**Bournemouth
University**

Faculty of Health and Social Sciences

**Post Graduate Diploma in Public Health with
registration as a Specialist Community Public
Health Nurse (Health Visiting and School
Nursing pathways)**

Post Graduate Certificate in Public Health

PROGRAMME SPECIFICATION

Version 2.2-0921

Document date: March 2019

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Document date: July 2016

Circulation: General

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Faculty of Health and Social Sciences
Bournemouth University
Poole
Dorset
BH12 5BB

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BASIC PROGRAMME DATA

Originating institution(s)	Bournemouth University Faculty of Health and Social Sciences
Award(s) and title(s)	Post Graduate Diploma in Public Health with registration as a Specialist Community Public Health Nurse (Health Visiting and School Nursing pathways) Post Graduate Certificate in Public Health
UCAS Programme Code(s)	B712, B713, B210
HESA JACS (Joint Academic Coding System) Code(s)	School Nursing B713 Health Visiting B712
External reference points(s)	UK Quality Code for Higher Education <ul style="list-style-type: none"> • A1: The National Level (incorporating the Framework for Higher Education Qualifications (FHEQ)); A2: The subject and qualification level (incorporating the various subject benchmark statements) • Quality Assurance Agency for Higher Education. 2001. <i>Benchmark Statement: Health Visiting</i>. QAA, London • Nursing and Midwifery Council. 2004. <i>Standards of Proficiency for Specialist Community Public Health Nurses</i>. NMC, London
Professional, Statutory and Regulatory Body (PSRB) links	Nursing and Midwifery Council.
Place(s) of delivery	Bournemouth University
Mode(s) of delivery	Full-time/Part-time
Credit structure	PGDip 120 M level (60 ECTS) PGCert 60 M level (30 ECTS)
Duration	52 weeks minimum, 156 weeks max FT mode 104 weeks min, 208 weeks max PT mode
Date of original approval(s)	2002
Date of first intake	September 2014
Student numbers	HV/SN pathway – 15 in total anticipated, max 25, min 12.
Placements	116 days
Date and version number	March 2019, v2.2-0921
Student intake(s)/cohort(s)	September 2020

Regs141509 - This Programme Specification was amended in July 2015 to update the assessment regulations.

FHSS 1819 10, approved 27/03/2019. Previously version 2.1-0918

1.1 AIMS OF THE DOCUMENT

The aims of this document are to:

- Define the structure of the Postgraduate Diploma with registration as a Specialist Community Public Health Nurse (Health Visiting and School Nursing pathways)
- Specify the programme degree names and groupings within the Framework
- Identify programme and level learning outcomes
- Articulate the regulations governing the awards offered through this Framework

1.2 PROGRESSION ROUTES

Students who successfully completed the PGDip Public Health with professional registration as a Specialist Community Public Health Nurse (Health Visiting) or PGDip Public Health with professional registration as a Specialist Community Public Health Nurse (School Nursing) can 'top-up' to full MA via the Advanced Practice route of Preparing for your Service Improvement Project (PSIP) and Service Improvement Project (SIP). See mapping document at Appendix 2 of Briefing Document.

2. ACADEMIC AND PROFESSIONAL CONTEXTS

The PGDip programmes were originally approved in 2003 and reviewed in 2008. Bournemouth University is currently commissioned to provide the PGDip Specialist Community Public Health Nurse (SCPHN) Health Visiting programme by Health Education Wessex as part of the Health Visitor Implementation Plan (DH 2011). The Health Visitor Implementation Plan (DH 2011) aims to increase the number of health visitors by 4200 by 2015 in order to implement the Healthy Child Programme (DH 2009), and Getting it Right for Children, Young People and Families (DH 2012) recommends a significant increase in the number of school nurses to help meet the needs of the school age population.

The commissioners and local NHS Trusts have requested that we develop a BSc route alongside the PGDip provision for both the Health Visiting and School Nursing pathways in order to widen participation. It is anticipated that BU will continue to have a sustainable cohort of HV and SN students beyond 2015. Nurses and Midwives with current registration on Part 1 or 2 of the NMC register are eligible to undertake the SCPHN programmes which lead to Part 3 registration.

These programmes aim to prepare midwife or nursing practitioners to register as either School Nurse or Health Visitor SCPHN's. The professional standards for this entry to register programme are set out by the Nursing and Midwifery Council (NMC 2004) and the QAA benchmark statements for Health Visiting programmes which provide quality standards for Higher Education (QAA 2001). Additional guidance from the Department of Health which aims to enable the alignment of educational programmes with the emerging service vision for health visiting has been utilised within this review (DH 2011).

The NMC require that the preparation for SCPHN registration to be at least 52 weeks duration (of which 45 weeks must be programmed weeks). The programmes consist

of 50% theory and 50% practice placement supported by an appropriately qualified practice teacher/mentor. Both the BSc and PGDip programmes consist of six taught units, the majority of which will be delivered together with different academic assessments. All students are likely to be supported, on a training contract, by a local NHS Trust who provide the practice placement and practice teacher component of the programmes.

The Public Health White Paper 'Healthy Lives, Healthy People' (DH 2010) emphasises the importance of 'starting well and developing well' and the Health Child Programme (DH 2009) offers an evidence based commissioning framework for children and young people's services 0-19 years. Specialist Community Public Health Nurses specifically aim to develop, deliver and evaluate strategies and interventions which support more equitable outcomes for families, children and young people (DH 2007a, 2007b, 2009, 2011a, 2011b). SCPHN programmes aim to develop practitioners who have the capacity and capability to work with diverse client groups across a variety of settings and who are able to identify and respond creatively and effectively to local and national public health priorities, address health inequalities and to identify and support vulnerable children and young people (DH 2009, 2010, 2011a/b, 2012). This programme will be offered at Masters academic level which reflects the complexity of the specialist role of school nurses and health visitors.

Students will graduate with a Postgraduate Diploma in Public Health and the capacity to register as an SCPHN on Part 3 of the NMC register. The programme offers the flexibility to top this up to a Masters (MA) in Advanced Practice by completing an independent study exploring aspects of service development or evaluation. The programme forms part of the HSC Masters Framework and shares the framework research unit, Exploring and Evaluating Evidence, and three of the units from the MSc Public Health programme; Context and Scope of Public Health, Health Promotion and Partnership Working and Public Health Management Strategies. Sharing these units will facilitate broader discussion, international perspectives and interprofessional learning opportunities.

Curriculum development has been informed, and underpinned, by the 'Standards of proficiency for specialist community public health nurses' laid out by the Nursing and Midwifery Council (2004). The four proficiency domains required by the NMC encompass the search for health needs and the abilities to stimulate awareness of health needs, influence policies affecting health and facilitate health enhancing activities in a variety of settings. The programme will also develop the competencies required to achieve V100 nurse prescribing standards - NMC Recordable qualification, for both the Health Visitor and School Nursing pathways (NMC 2006).

The programme has been developed by a representative team of local NHS service providers including practice educators and teachers, academics and service managers to ensure that the curriculum is embedded in contemporary SCPHN practice and relevant to contemporary and perceived future service needs.

A joint, values based recruitment process will be undertaken by the programme team and the sponsoring NHS Trusts to assess potential students' suitability, interest and motivation to undertake the programme.

2.1 AIMS OF THE PROGRAMME

The specific purpose of this programme is to prepare students for registration as Specialist Community Public Health Nurses in either the School Nursing or Health Visiting pathway. The main focus of this document is therefore, the **Post Graduate Diploma in Public Health with Professional Registration as a SCPHN (HV/SN)**.

The primary role of this programme is to produce Masters level SCPHN practitioners who are able to:

- Demonstrate achievement of the NMC (2004) proficiencies required for registration on Part 3 of the Nursing and Midwifery Council register
- access, critically appraise, use and contribute to the development of knowledge relevant to improving the public's health
- manage and prioritise public health resources
- explore, and enable effective partnership working within the local, regional, national and international context
- demonstrate the professional qualities required to develop and deliver the emergent HV and SN service delivery models (DH 2011, 2012)
- demonstrate highly developed interpersonal, leadership and management skills

2.2 INTENDED LEARNING OUTCOMES

2.2.1 Post Graduate Diploma in Public Health with Professional Registration as a Specialist Community Public Health Nurse - Health Visiting

This programme provides opportunities for students to develop and demonstrate knowledge, understanding and skills as follows;

A SUBJECT KNOWLEDGE AND UNDERSTANDING

- A1 the context and scope of SCPHN (HV) practice, public health and partnership working
- A2 the nature of knowledge and research approaches
- A3 applied public health strategies
- A4 health promotion theory and strategy
- A5 the professional role of the SCPHN (HV) practitioner
- A6 applied leadership and management strategies
- A7 exploration and evaluation of a specific public health issues relevant to SCPHN HV practice

B INTELLECTUAL SKILLS

- B1 critically review and evaluate evidence in terms of its source, reliability, validity and significance
- B2 synthesise information and ideas autonomously
- B3 manage complexity, uncertainty and ambiguity

C SUBJECT-SPECIFIC / PRACTICAL SKILLS

- C1 Critically evaluate complexities of own role within the context of partnership working
- C2 apply in-depth knowledge and critically evaluate issues arising from contemporary SCPHN (HV) practice and service development
- C3 application of strategies to lead, manage and evaluate SCPHN (HV) practice
- C4 achievement of V100 nurse prescribing competencies - NMC Recordable qualification (NMC 2006)
- C5 achievement and 'sign off' of the proficiencies required by the NMC for SCPHN (HV) registration (NMC 2004)
- C6 apply research skills related to an area of Public Health nursing in order to enhance existing knowledge or develop new approaches to existing problems

D TRANSFERABLE SKILLS

- D1 written, oral and visual dissemination of ideas
- D2 effective utilisation of Information technology
- D3 information literacy
- D4 development and application of critical evaluation skills
- D5 self-appraisal and reflective skills
- D6 use of reflective processes to define complex problems and develop creative problem solving skills

2.2.2 Post Graduate Diploma in Public Health with Professional Registration as a Specialist Community Public Health Nurse - School Nursing

This programme provides opportunities for students to develop and demonstrate knowledge, understanding and skills as follows:

A SUBJECT KNOWLEDGE AND UNDERSTANDING

- A1 the context and scope of SCPHN (SN) practice, public health and partnership working
- A2 the nature of knowledge and research approaches
- A3 applied public health strategies
- A4 health promotion theory and strategy
- A5 the professional role of the SCPHN (SN) practitioner
- A6 applied leadership and management strategies
- A7 exploration and evaluation of a specific public health issues relevant to SCPHN SN practice

B INTELLECTUAL SKILLS

- B1 critically review and evaluate evidence in terms of its source, reliability, validity and significance
- B2 synthesise information and ideas autonomously
- B3 manage complexity, uncertainty and ambiguity

C SUBJECT-SPECIFIC / PRACTICAL SKILLS

- C1 Critically evaluate complexities of own role within the context of partnership working
- C2 apply in-depth knowledge and critically evaluate issues arising from contemporary SCPHN (SN) practice and service development
- C3 application of strategies to lead, manage and evaluate SCPHN (SN) practice
- C4 achievement of V100 nurse prescribing competencies - NMC Recordable qualification (NMC 2006)
- C5 achievement and 'sign off' of the proficiencies required by the NMC for SCPHN (SN) registration (NMC 2004)
- C6 apply research skills related to an area of Public Health nursing in order to enhance existing knowledge or develop new approaches to existing problems

D TRANSFERABLE SKILLS

- D1 written, oral and visual dissemination of ideas
- D2 effective utilisation of Information technology
- D3 information literacy
- D4 development and application of critical evaluation skills
- D5 self-appraisal and reflective skills
- D6 use of reflective processes to define complex problems and develop creative problem solving skills

2.3 LEARNING AND TEACHING STRATEGIES AND METHODS

- master classes/lectures; in order to gain expert insights into the context and scope of contemporary SCPHN Health Visiting/School Nursing practice
- seminars; to enable the independent acquisition and appraisal of knowledge
- discussions; both face to face and via electronic means, to encourage the critique of theory and practice and to facilitate the development of dissemination skills
- presentations; to develop dissemination skills
- independent reading and study; to develop information literacy and broaden appraisal, understanding and knowledge
- practice placement supported by an appropriately prepared Practice Teacher/Mentor to develop practice based skills and knowledge in a safe practicum (50% of the programme)

2.4 ASSESSMENT STRATEGIES AND METHODS

A range of assessment strategies will be utilised. Practice based outcomes will be assessed by an appropriately prepared 'sign off' practice teacher as required by the NMC (2006). The NMC requirement for a timed, invigilated examination will be met within the Professional Role (HV and SN) units. Poster presentations, report writing, written essays, reflective analysis, literature search processes and case study analysis all feature as methods of assessment.

2.5 PROGRAMME SKILLS MATRIX:

Matrix table showing relationships between ILOs for the PG Dip Public Health with Professional Registration as a Specialist Community Public Health Nurse (Health Visiting or School Nursing pathways)

Units		Intended Learning Outcomes																							
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6		
L E V E L 7	Context and Scope of Public Health	x						x	x	x	x	x						x	x	x					
	Health Promotion and Partnership Working	x			x				x	x	x	x						x	x	x	x				
	Exploring and Evaluating Evidence		x						x	x	x		x				x	x	x	x	x				
	Public Health Management Strategies			x	x	x	x	x	x	x	x	x		x				x	x	x		x			
	Professional Role (HV /SN)	x	x		x	x		x	x	x	x	x	x	x	x			x	x	x	x	x	x		
	Public Health Leadership and Management (HV/ SN)	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x		
A – Subject Knowledge & Understanding								C – Subject-specific / Practical Skills																	
1 the context and scope of SCPHN (HV or SN) practice, public health and partnership working								1 Critically evaluate complexities of own role within the context of partnership working																	
2 the nature of knowledge and research approaches								2 apply in-depth knowledge and critically evaluate issues arising from contemporary SCPHN (HV/SN) practice and service development																	
3 applied public health strategies								3 application of strategies to lead, manage and evaluate SCPHN (HV/SN) practice																	
4 health promotion theory and strategy								4 achievement of V100 nurse prescribing competencies - NMC Recordable qualification (NMC 2006)																	
5 the professional role of the SCPHN (HV or SN) practitioner								5 achievement and 'sign off' of the proficiencies required by the NMC for SCPHN (HV/SN) registration (NMC 2004)																	
6 applied leadership and management strategies								6 apply research skills related to an area of Public Health nursing in order to enhance existing knowledge or develop new approaches to existing problems																	
7 exploration and evaluation of a specific public health issues relevant to SCPHN HV or SN practice																									
B – Intellectual Skills								D - Transferable Skills																	
1 critically review and evaluate evidence in terms of its source, reliability, validity and significance								1. written, oral and visual dissemination of ideas																	
2 synthesise information and ideas autonomously								2 effective utilisation of Information technology																	
3 manage complexity, uncertainty and ambiguity								3 information literacy																	
								4 development and application of critical evaluation skills																	
								5 self-appraisal and reflective skills																	
								6 use of reflective processes to define complex problems and develop creative problem solving skills																	

2.6 PLACEMENT ELEMENTS

The NMC requires that fifty percent of this programme is undertaken in practice settings relevant to Specialist Community Public Health Nursing. 45 weeks of a 52 week full time course should be programmed and at least 50% of this time should be in practice supported by an appropriately prepared Practice Teacher/Mentor (NMC 2004, 2008),

'where a particular practice route is required students must have completed their consolidated practice (minimum of ten weeks) and at least half of the remaining practice time (minimum of 6.3 weeks) in settings and with clients that are central to the responsibilities for the defined areas of practice...students must, additionally, spend at least three weeks gaining experience in the settings, and with clients, considered either important or that may be an area of responsibility, even if not central to the defined area of practice'

(Standard 4, NMC 2004:15).

Practice requirement	22.5 weeks @ 37.5 hours = 843.75 hours	
Defined area of practice	Minimum 6.3 weeks = 225.5 hours	225.5 hours
Alternative practice setting	Minimum 3 weeks = 112.5 hours	112.5 hours
Consolidated practice in defined area of practice (HV or SN)	Minimum 10 weeks = 375 hours	375 hours
Required practice hours, focus unspecified	3.5 weeks = 130.75 hours	130.75 hours
	Total	843.75 hours

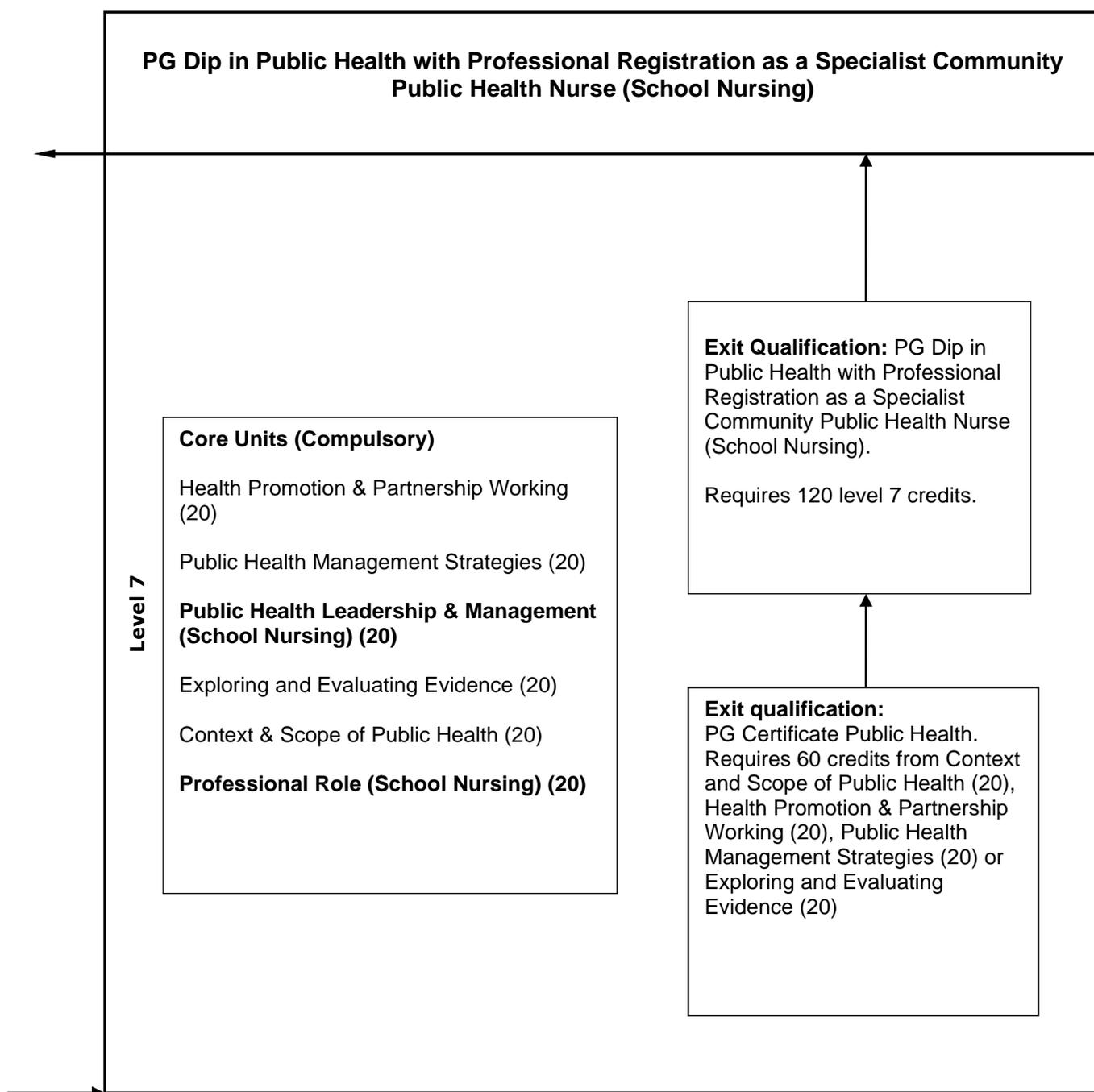
These hours translate into 112.5 practice days and 112.5 theory days over the Full time programmes.

The achievement of the NMC practice proficiencies form part of the assessment for the Professional Role (HV/SN) and Public Health Leadership and Management (HV/SN) units.

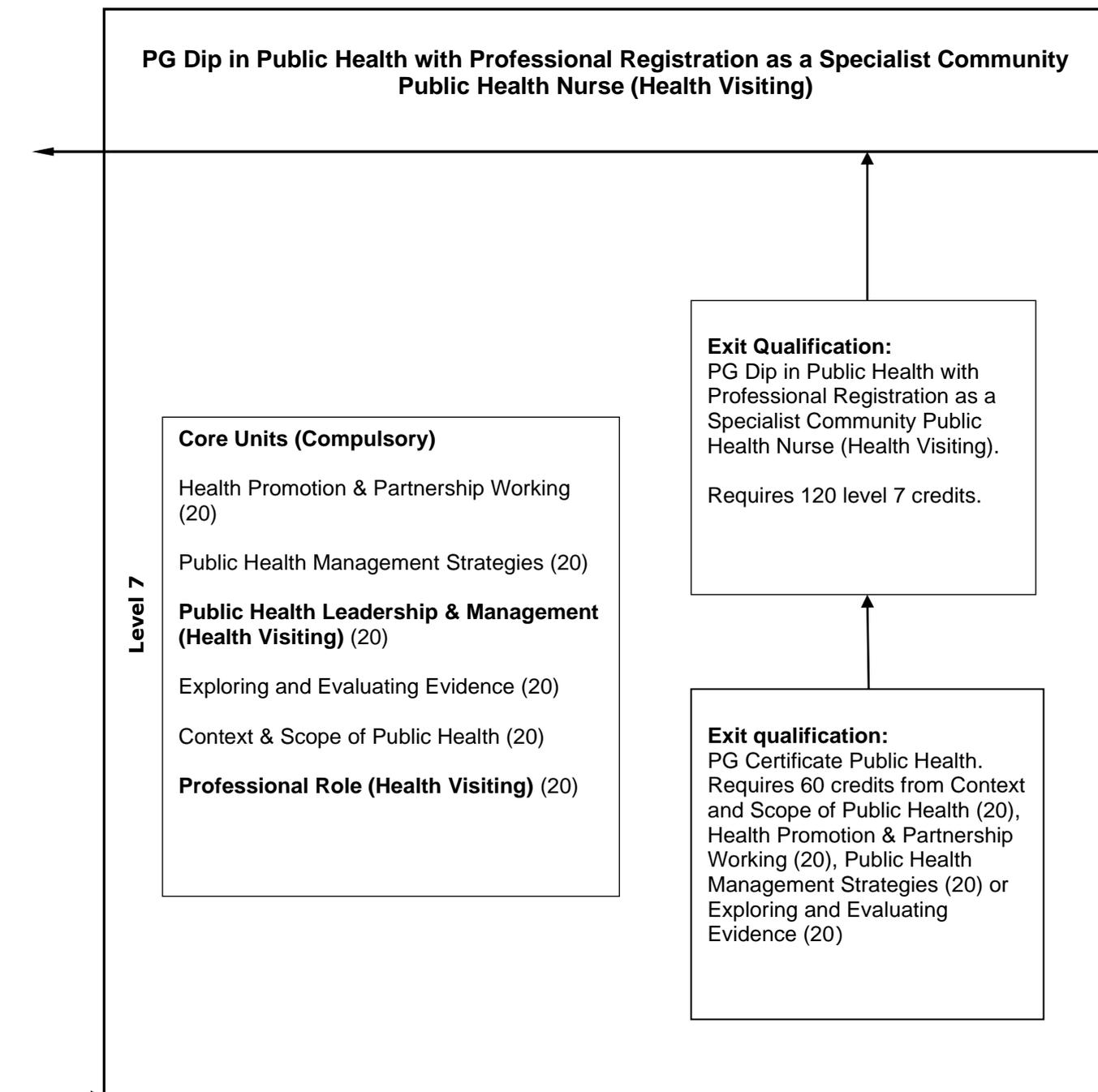
Part time students will undertake pro rata practice placements spread over the two years (or more) of their programme. Please see proposed programme timetable.

2.7 PROGRAMME DIAGRAMS

2.7.1 PG Dip Public Health with professional registration as a Specialist Community Public Health Nurse (School Nursing)



2.7.2 PG Dip Public Health with professional registration as a Specialist Community Public Health Nurse (Health Visiting)



2.8 ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate and Regulations with the following approved additions:

- Verification of current 1st level registration on Part 1 (Nursing) or Part 2 (Midwifery) of the Nursing and Midwifery Council register
- If a newly qualified student has not yet received confirmation of registration the university will ensure that they have successfully completed their pre-registration programme, and that they have applied for registration with the NMC
- DBS (CRB) check undertaken by employing NHS Trust
- Applicants must hold a training contract with a sponsoring NHS Trust in order to complete placement requirements
- academic IELTS score of at least 7.0

2.9 ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Taught Assessment Regulations with the following approved exceptions:

Period of Registration

Full-Time mode

The minimum period of registration for this award is 52 weeks

The maximum period of registration for this award is 156 weeks

Part-Time mode

The minimum period of registration for this award is 104 weeks

The maximum period of registration for this award is 208 weeks

Pass Mark

For the Professional Role (Health Visiting / School Nurse) unit:

This unit is assessed by two formal elements – examination 1 and examination 2.

The pass mark for examination 1 is 50% and contains two sub-elements.

Sub-element 1 – the pass mark is 50%

Sub-element 2 – the pass mark is 50%

Examination 2 is assessed on a pass/fail basis and contains three sub-elements.

Sub-element 1 - the pass mark for the numeracy exam is 100%

Sub-element 2 – the pass mark for Pharmacology exam is 80%

Sub-element 3 – requires successful achievement and 'sign off' of the V100 prescribing practice proficiencies for Specialist Community Public Health Nurses (NMC 2006) (assessed on a pass/fail basis)

All formal elements and sub-elements of assessment must be awarded a pass for candidates to pass the unit.

Attendance for V100 element of teaching:

The NMC require 100% attendance for the V100 element of this unit: the programme team maintain a register. Students who miss one day of the programme are required to

undertake work to demonstrate they have met the learning outcomes for the sessions they have missed. Students who miss two days will also have to undertake work to meet the learning outcomes and may be required to attend the sessions they have missed. Students who miss three days will be required to discuss with the programme leader and their manager their withdrawal or deferment from the unit.

Recording V100 with NMC

Successful completion of the V100 Community Practitioner Nurse Prescribing must be recorded with the NMC within one year of attainment.

Students who are successful in the Professional Role Unit (which includes V100 prescribing standards), but are not successful in other units of the programme (and therefore are not eligible to join Part 3 of the NMC register) are **NOT** eligible to record their V100 qualification.

For the Public Health Leadership & Management (Health Visiting / School Nurse) unit:

A pass will be awarded where the overall unit mark is at least 50% and the mark in each separate element of the unit assessment is not less than 50%.

Compensation

Compensation does not apply. Students must pass all units.

APL

Students who have attained, and recorded with the NMC, V150 (Nurse Prescribers Formulary for Community Practitioners) or V300 (Independent and Supplementary Prescribing) will be APL'd from Examination 2 of the Professional Role Unit (School Nurses and Health Visitors).

2.10 PROGRAMME PROFILE

Originating Institution(s): BU		Place(s) of Delivery: BU		Framework Title (in full): HSC Post Graduate Framework						Mode(s) of study FT, PT Expected Length of study: 52 weeks minimum, 156 weeks max FT mode 104 weeks min, 208 weeks max PT mode BU Credit Structure & ECTS: 120 M level, 60 ECTS							
School: HSC		Language of delivery (if not English):		Programme Award and Title: PGDip Public Health with registration as a Specialist Community Public Health Nurse (Health Visiting and School Nursing pathways)													
Partner:		Programme HESA JACS code: B712/B713		Interim Award and Titles & required credits: PGCert Public Health 60 credits													
Unit identification			Cost Centre(s)					Unit Details					Assessment Regs:				
Unit version no.	Unit name		HESA JACS Subject Code	CC1	%	HESA JACS Subject Code	CC2	%	Prog year FT	Prog year PT	Core / option	No of credits	Level	Assessment Element Weightings			
														Exam 1	Exam 2	C/Work 1	Practice
	Professional Role (Health Visiting) (V100)		B712	103	100						Core	20	M	See next page for assessment weightings			
	Professional Role (School Nursing) (V100)		B713	103	100						Core	20	M	100%	P/F		
	Public Health Leadership and Management (Health Visiting)		B712	103	100						Core	20	M			100%	P/F
	Public Health Leadership and Management (School Nursing)		B713	103	100						Core	20	M			100%	P/F
	Context and Scope of Public Health		B900	103	100						Core	20	M			100%	
	Health Promotion and Partnership Working		B900	103	100						Core	20	M			100%	
	Public Health Management Strategies		B900	103	100						Core	20	M			100%	
	Exploring and Evaluating Evidence		B900	103	100								M			100%	
Effective from Prog Year / Month / Year			Contact in School: Dr Karen Rees (krees@bourneouth.ac.uk)				Date approved:			Programme Specification version no.: 2.1			Placement: integrated into the programme				
Yr.	Sept	2014															
			Name of Professional, Statutory or Regulatory Body (if appropriate): Nursing and Midwifery Council – Standards for the proficiency of specialist community public health nurses 2004														

Professional Role Health Visiting (V100) Assessment Weightings

Exam 1 Q1	Exam 1 Q2	Numeracy exam	Pharmacology V100 Exam	V100 Practice
60%	40%	P/F	P/F	P/F

2.11 POINTS OF REFERENCE

University and School Business Plans

QAA Framework for Higher Education Qualifications

BU Academic Procedures and Academic Policies and regulations 2013/14

Department of Health. 2007a. *Facing the Future: A Review of the Role of Health Visitors*. TSO, London

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