



## **Module Specification**

### **Specialist Practice in School Nursing**

Version: 2024-25, v1.0, 10 Jun 2024

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## Part 1: Information

**Module title:** Specialist Practice in School Nursing

**Module code:** UZVRR7-20-M

**Level:** Level 7

**For implementation from:** 2024-25

**UWE credit rating:** 20

**ECTS credit rating:** 10

**College:** College of Health, Science & Society

**School:** CHSS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Health, Community and Policy Studies

**Module type:** Professional Practice

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** The module focuses on school nursing practice and developing learners who are competent and effective public health nurses, able to work in partnership with young people and families to improve health and social outcomes.

This module aims to support school nursing learners to achieve the NMC (Nursing and Midwifery Council) Standards of Proficiency for Specialist Community Public Health Nurses (School Nursing Field) (2022). The Standards of Proficiency are six

Spheres of Practice - (Sphere A to F outlined in the Programme Specification).  
Achievement of the standards enables entry to the third part of the NMC register.

Learners will be expected to take responsibility for their learning, engage positively with all learning opportunities and show evidence of consistent achievement in practice through a Practice Assessment Document (PAD).

**Features:** Not applicable

**Educational aims:** To equip learners with the core and field specific SCPHN School Nursing proficiencies: the essential skills, knowledge and attributes required in school nursing practice, (NMC SCPHN standards, 2022).

To achieve the proficiencies in the SCPHN standards each learner will be based in a practice placement, arranged either by the sponsoring organisation or a privately arranged placement. Each learner will have an Academic Assessor from the university course team with the relevant field experience and a Practice Assessor in the practice placement. The practice assessor will have a key role in assessing the learner's proficiency, providing assurance of achievements and competence to practice safely and effectively.

**Outline syllabus:** The syllabus focuses on developing learners who are competent and effective school nurses, able to work in partnership with children, young people, families and carers, to improve health and social outcomes. The emphasis is on “how” learners undertake school nursing work and build effective relationships to improve health outcomes. Learners will develop and enhance their skills in assessing, planning, implementing and evaluating interventions and services with children and young people, using current evidence. Foundational to this is experiential learning in placements with the named practice supervisors and assessors in line with the Standards for Student Supervision and Assessment (NMC, 2018, 2023). Learners will undertake activities and tasks in practice that draw on learning from the classroom and support the achievement of the school nursing proficiencies.

Practice learning will typically be around 850 hours.

Integrated into the practice module is the use of a PAD to monitor development,

learning and progression.

Module content will include a focus on the application of core and field specific proficiencies in the practice placement and in the classroom:

For school nurses this will typically include:

Carrying out health assessments drawing on theories of attachment, and development (Sphere D)

Working interdisciplinary (Sphere E) and partnership with families and service -users (Sphere D)

Applying advanced communication skills and drawing on trauma informed approaches (Sphere D)

Safeguarding children and young people (Sphere E)

Promoting mental health for parents, children and young people (Sphere C)

Integrating Sustainability (Sphere E)

This module underpins the field specific school nursing module: Promoting School Aged Health and Wellbeing and draws on learning across all the modules undertaken within the SCPHN programme.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** This module includes face to face teaching, self-directed learning and experiential learning in a school nursing practice placement. A mixed methods learning approach in practice placements and the university offers flexibility and encourages a universal design for learning to accommodate learners' needs and abilities. This includes face to face contact hours, virtual online learning and learning in placement with practice assessors and supervisors. Further directed and self-directed study will also be set on the university digital platform.

Face-to-face contact days include larger group teaching combined with smaller group (seminar format) teaching. The small group teaching will comprise teacher and student led activities that enable critical discussions and collaborative approaches to specialist practice health visiting scenarios. This enables individuals to build and

develop prior learning and identify new learning and current challenges. The online format will mirror the face-to-face contact in terms of structure and integrate shared learning activities.

As a practice module there will be a focus in the curriculum on interdisciplinary learning and drawing on practice assessors and service users in the university contact days to ensure an integrated collaborative approach. Users of the school nursing service and service user voice and experience will also be integrated into the teaching and where possible service users involved in the design and co-production and delivery of lessons.

Opportunities to develop independent learning will be provided through the module in terms of signposting students to podcasts, vodcasts and alternative learning material deemed valuable to learners' development.

Each learner will have an Academic Assessor from the university course team with the relevant field experience. The academic assessor will understand the student's learning and achievement in practice and be the initial point of contact for the learner or Practice Assessor if an issue arises in practice. The academic assessor will evaluate and recommend the student to the NMC for SCPHN registration at the end of the programme.

Each learner will have a Practice Assessor in the practice placement. The practice assessor will be registered in the same field of practice as the learner. The practice assessor will have a key role in assessing the learner's proficiency, providing assurance of achievements and competence to practice safely and effectively.

Learning in practice placements and the achievement of the core and field specific proficiencies will be recorded in the PAD. This provides an ongoing record of progress and achievement in practice learning across the Specialist Community Public Health Nursing (SCPHN) programme at the University of the West of England (UWE), Bristol.

Partnership working is key between the student, practice assessor and academic assessor.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Demonstrates in practice achievement of the school nursing field specific proficiencies

**MO2** Demonstrates in practice achievement of the core SCPHN proficiencies

**Hours to be allocated:** 200

**Contact hours:**

Independent study/self-guided study = 152 hours

Placement = 850 hours

Face-to-face learning = 48 hours

Total = 0

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/5F99A762-E5D7-76DC-332A-585403E7E41F.html?lang=en&login=1) via the following link <https://rl.talis.com/3/uwe/lists/5F99A762-E5D7-76DC-332A-585403E7E41F.html?lang=en&login=1>

## **Part 4: Assessment**

**Assessment strategy:** Portfolio

Learners are required to demonstrate the achievement of core and specific school nursing proficiencies through the completion of the PAD. The PAD is the assessment tool designed to record progress and evidence of the required proficiencies and outcomes for the programme of study, in line with the NMC Standards for Student Supervision and Assessment (NMC, 2018/23).

Building a portfolio of evidence supports the integration of theoretical knowledge with school nursing practice as well as critical reflection on knowledge and skills development in line with the NMC Standards of Proficiency for SCPHN (2022).

Learners will undertake activities and tasks in practice that draw on learning from the classroom and support the achievement of the school nursing proficiencies.

Integrated into the PAD are structured formative reviews of progress, and tools for example structured assessments of practice. This will support learners to reflect on their professional behaviours and progress towards achievement of the professional competencies, plus action planning for further development and learning. The PAD is either a pass or fail.

The academic assessor and practice assessor work in partnership to assess, review and recommend the learner for progression for each part of the programme.

**Assessment tasks:****Portfolio (First Sit)**

Description: Practice Assessment Document (PAD) - Pass/Fail

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

**Portfolio (Resit)**

Description: Practice Assessment Document (PAD) - Pass/Fail

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Specialist Community Public Health Nursing (School Nursing) [Glenside] MSc 2024-25

Specialist Community Public Health Nursing (School Nursing) [Glenside] MSc 2024-25

