



## **Programme Specification**

### **Specialist Community Public Health Nursing (School Nursing) [Glenside]**

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

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Specialist Community Public Health Nursing (School Nursing)  
[Glenside]

**Highest award:** MSc Specialist Community Public Health Nursing (School Nursing)

**Interim award:** PGCert Public Health and Wellbeing in Context

**Interim award:** PGDip Public Health and Wellbeing in Context

**Interim award:** PGDip Specialist Community Public Health Nursing (School Nursing)

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** Yes

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CHSS School of Health and Social Wellbeing, College of Health, Science & Society

**Professional, statutory or regulatory bodies:**

Nursing and Midwifery Council (NMC)

**Modes of delivery:** Full-time, Part-time

**Entry requirements:** For the current entry requirements see the UWE public website.

**For implementation from:** 01 September 2024

**Programme code:** B71N12

## Section 2: Programme Overview, Aims and Learning Outcomes

### Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** The MSc Specialist Community Public Health Nursing (School Nursing) at UWE Bristol is an innovative, future-focused programme designed to produce knowledgeable and skilled specialist school nurses, able to work autonomously and inclusively with children, young people and their families across different settings and within the Nursing and Midwifery Council (NMC) Code (2018). During the programme learners will develop the knowledge and skills required of a SCPHN School Nurse and achieve the competencies set out in the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2022).

Successful completion of the programme includes professional registration on the third part of the NMC register as a Specialist Community Public Health Nurse: School Nurse. As a pre-requisite learners must already hold effective registration on Part 1 (Nursing) or Part 2 (Midwifery) of the NMC register.

SCPHN School Nurses always uphold the rights of school-aged children and young people, committed to addressing health inequalities through prevention and early intervention to positively influence their future health outcomes. Working collaboratively across health, education and other agencies, school nurses advocate for optimum health for all school-aged children and young people. School nurses build mutually trusting relationships with school-aged children and young people, and parents, carers and families, they identify their health needs and strengths and deliver inclusive, effective, evidence-based interventions in partnership with them. Importantly, school nurses actively listen to school-aged children and young people, taking account of what matters to them and always putting the needs, welfare and safety of school-aged children and young people first.

The programme structure and learning outcomes are aligned to the NMC standards of Proficiency for Specialist Community Public Health Nurses (2022) include six spheres of practice.

Sphere A: Autonomous specialist community public health nursing practice;

Sphere B: Transforming specialist community public health nursing practice: evidence, research, evaluation and translation;

Sphere C: Promoting human rights and addressing inequalities: assessment, surveillance and intervention;

Sphere D: Population health: enabling, supporting and improving health outcomes of people across the life course;

Sphere E: Advancing public health services and promoting healthy places, environments and cultures;

Sphere F: Leading and collaborating: from investment to action and dissemination.

The MSc Specialist Community Public Health Nursing (School Nursing) is aligned to the Public Health Knowledge and Skills Framework (Faculty of Public Health, 2016) supporting participants to articulate their specialist skills within the wider public health workforce.

The NMC state that if you do not register your qualification within 5 years of the course completion date, you will have to complete the course again.

## Reference

Faculty of Public Health (2016) Public Health Knowledge and Skills Framework. Available at: <https://www.fph.org.uk/...and-knowledge-framework>

**Features of the programme:** The MSc SCPHN programme at UWE is led and supported by experienced academics from a wide range of professional backgrounds that include: SCPHN practice, public health, social sciences, and environmental health. Learners will study alongside SCPHN practitioners from Health Visiting and Occupational Health Nursing as well as colleagues from a range of nursing, social work and other public health backgrounds. This provides a rich learning environment which mirrors the multi professional practice context.

Learners are employed by a SCPHN provider organisation for the duration of their programme of studies. They will spend approximately 50% of the time on this

working in clinical practice supported by a practice assessor and practice supervisor in line with NMC requirements. Students learn to apply their knowledge in a range of different settings and achieve the competencies set out in the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2022).

The MSc SCPHN closely aligns with the University's Research Centre for Public Health and Wellbeing.

There is the option to claim an interim award of Post Graduate Diploma in Specialist Community Public Health Nursing after 52 weeks of study and successful completion of Principles of Evidence Based Public Health, Health Promotion: Theory Evidence and practice, Addressing Inequalities, Diversity and Inclusion, Compassionate and Collaborative leadership in Public Health, Promoting School Aged Health and Wellbeing and Specialist Practice in School Nursing. This Award provides eligibility to be admitted to Part 3 of the NMC register as a Specialist Community Public Health Nurse: School Nurse.

The Award of PGCert Health and Wellbeing in Context is available with successful completion of 60 credits but does not include eligibility for professional registration with the NMC.

**Educational Aims:** The MSc SCPHN programme at UWE aims to provide learners with the knowledge and skills required of a School Nurse and to achieve the competencies set out in the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2022).

For learners to achieve professional registration on the third part of the NMC register as a Specialist Community Public Health Nurse: School Nurse at the end of year one and to achieve a Masters degree at the end of the two year programme. Studying a masters degree allows learners to demonstrate knowledge and skills at the forefront of the discipline, the ability to manage projects independently and provides a competitive professional qualification to support a successful career in the field.

The MSc SCPHN aims to transform learners' understanding of health and illness.

The underpinning bio/psycho/social ecological approach equips learners to assess and critically apply the evidence base to embed sustainable change to the health and wellbeing of children and young people through health education, health promotion and evidence-based age and maturity appropriate interventions.

During the course learners will study the social determinants of health, the impact of health inequalities, social justice and the life course approach to prevention and promoting health. Participants will learn how to work in dynamic partnerships across agencies and to empower individuals and communities and to co-create services which will promote health and tackle health inequalities. Learners will learn how to lead services that are child/young person-centred, and evidence driven, with creativity and resourcefulness, and to accept responsibility and accountability for the safe, effective, and efficient management of that provision.

School nurses provide culturally appropriate support and early interventions which aim to promote positive choices and reduce risk-taking behaviours. Learners on this programme will develop an understanding of the contemporary policy and legislative background to School Nursing practice as well as a wider global public health perspective including the United Nations sustainable development goals (UN, 2015) which promote everyone's right to a healthy life, and these are articulated throughout the modules on the programme.

During the programme learners will develop the skills to use data from research and audit to evaluate the impact of interventions and work collaboratively to continuously improve the quality of public health provision, services and care for children and families.

The second year of the programme focuses on developing learners research and project management skills leading to completion of a research project for their dissertation.

Reference

UN (2015) The 17 Goals - Sustainable Development. Available at: . THE 17 GOALS | Sustainable Development (un.org)

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Achieve autonomous practice as a SCPHN with the ability to assess, evaluate and tailor interventions to the diverse and changing health and wellbeing needs of people, communities and populations in schools, workplaces and communities.
- PO2. Demonstrates advanced research skills including independent project management, synthesizes evidence to improve the health and well-being of people across the life course and optimise public health service provision, recognising gaps in evidence, and influencing how to address these.
- PO3. Participates in critical debate on the issues and factors that may lead to inequalities in health and the associated concepts of human rights, social justice, inclusion, and equity.
- PO4. Critically applies theoretical knowledge to identify and advocate for vulnerable individuals and populations, planning, leading and evaluating interventions which uphold human rights, address inequalities and are accessible, person-centred, culturally responsive, and inclusive
- PO5. Uses advanced specialist communication strategies to establish therapeutic relationships, tailor health information, enable and support individuals and populations to improve health outcomes across the life course.
- PO6. Critically analyses barriers to effective interagency working and develops ways of working effectively in partnership with agencies and professions to safeguard individuals, manage risk in complex situations and implement plans to positively affect public health outcomes.
- PO7. Critically analyses how policy influences public health nursing practice and appraise and apply strategies and initiatives which advance public health services and promote healthy places, environments, and cultures.
- PO8. Applies knowledge of collaborative, compassionate leadership to lead, promote and support effective public health teams and services and influence strategic planning, creating workplace cultures which value individual contributions and build partnerships .

**Assessment strategy:** Assessment during on the programme is designed to empower and engage learners both through the assessment design and by providing opportunities for dialogic feedback and critical reflection on learning. Throughout the programme learners will be encouraged to develop their assessment literacy through activities such as participation in innovative peer and self-assessment activities.

Learners will complete a range of assessments throughout the programme which build on the skills and knowledge developed from learning in academic modules and the experience they will be gaining in SCPHN School Nursing practice. Assessment tasks are co-designed with School Nursing practitioners and are workplace focused to assess ability to apply knowledge to contemporary School Nursing practice.

Learners will have the opportunity to develop their skills in professional and digital communication for example with the use of relevant software and support to enhance presentation skills. Learners will receive frequent feedback from peers, teaching staff and the academic assessor on their work.

Learners will be able to personalise the assessment tasks for the modules on the programme to best suit their individual strengths and learning needs.

In the second-year, learners will have the opportunity to pursue in-depth autonomous and independent study of a particular topic of their own choosing relevant to SCPHN School Nursing practice with the support of an allocated research supervisor.

Learners complete a portfolio of evidence within their Practice Assessment Document (PAD) which is used as a working document shared with their academic assessor, practice assessor and practice supervisor and reviewed at tripartite meetings. 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). It contains structured formative reviews of progress and tools such as structured assessments of practice which will support learners to reflect on their professional behaviours, progress towards achievement of the professional competencies and action planning for learning.



Practice learning is supported by Steinaker and Bell's experiential taxonomy (1979), learners and their practice and academic assessors will plan learning opportunities and measure progress against this taxonomy to develop a shared understanding of progress and required next steps for learning as they advance through the programme.

**Student support:** The SCPHN programme at UWE Bristol have developed long, established relationships with SCPHN providers across South West England to create a compassionate and supportive learning environment and positive student experience . The programme supports a partnership approach to student support and development throughout the programme. Learners are supported by a named academic assessor, practice assessor and practice supervisor. Structured tripartite meetings are arranged and are focused on student support, review of the PAD, academic learning and progress towards achievement of the NMC Standards of Proficiency for SCPHNs (2022).

Individualised support for learners with differing abilities is provided through the programme team and wider UWE Bristol support services and is aimed at mitigating any potential disadvantage. Learners will be allocated an academic assessor for each part of the programme and a personal link tutor who can support with any personal issues relating to teaching and learning at the University.

UWE Bristol Library Services provide a variety of academic skills support and development services. There are a wide range of online workbooks, virtual and face to face sessions on a number of topics. For example, developing critical writing, managing references or improving note writing or research skills. Learners will meet the course librarian at the start of the programme who will give further detailed information on what is available and provide support throughout the programme.

UWE also offers a range of Health and Wellbeing support services as well as Specialist Disability support.

UWE Bristol provides a Practice Support Line (PSL) which is a confidential helpline for practice assessors, supervisors, and students on healthcare courses.

## **Part B: Programme Structure**

### **Year 1**

Full-time students must take 120 credits from the modules in Year 1.

Part-time students must take 60 credits from the modules in Year 1, plus UZVRR7-20-M Specialist Practice in School Nursing which begins in Year 1 and ends in Year 2.

Interim awards:

PG Cert Public Health and Wellbeing in Context - 60 credits at level 6 or above, of which not less than 40 are at level 7. NOTE: this award does not lead to professional registration.

PGDip Public Health and Wellbeing in Context - learners will be eligible for this award if 120 credits at level 6 or above have been achieved (of which not less than 80 are at level 7), but these credits do not include all the compulsory modules for the registrable award . NOTE: this award does not lead to professional registration.

PGDip Specialist Community Public Health Nursing (School Nursing): 120 credits at level 6 or above (of which not less than 80 are at level 7), where all compulsory modules for the registrable award have been achieved. Achievement of all compulsory modules is required in order to be eligible to apply for professional registration.

Target award:

MSc Specialist Community Public Health Nursing (School Nursing): 180 credits at level 6 or above, of which not less than 120 are at level 7. Achievement of all compulsory modules is required in order to be eligible to apply for professional registration.

**\*\*No condonation or compensation is allowed on this programme to align with NMC standards.\*\***

**Year 1 and Year 2 Compulsory Module (Part Time)**

Part time learners must take the 20-credit module shown below. This module starts in Year 1 and ends in Year 2.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZVRR7-20-M	Specialist Practice in School Nursing 2024-25	20

**Year 1 Compulsory Modules (Full Time)**

Full-time students must take 120 credits from the modules in Compulsory Modules (Full Time).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZVRUQ-20-M	Addressing Inequalities, Diversity and Inclusion 2024-25	20
UZVRUR-20-M	Compassionate and Collaborative Leadership in Public Health (CCLPH) 2024-25	20
UZVRWP-20-M	Health Promotion: Theory, Evidence and Practice 2024-25	20
UZVSDK-20-M	Principles of Evidence Based Public Health 2024-25	20
UZVSEX-20-M	Promoting School Aged Health and Wellbeing 2024-25	20
UZVRR7-20-M	Specialist Practice in School Nursing 2024-25	20

**Year 1 Compulsory Modules (Part Time)**

In addition to UZVRR7-20-M Specialist Practice in School Nursing, part-time students must take 60 credits from the Compulsory Modules (Part Time) in Year 1.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZVRUQ-20-M	Addressing Inequalities, Diversity and Inclusion 2024-25	20

UZVRWP-20-M	Health Promotion: Theory, Evidence and Practice 2024-25	20
UZVSDK-20-M	Principles of Evidence Based Public Health 2024-25	20

## Year 2

Full-time students must take 60 credits from the modules in Year 2.

Part-time students must take 40 credits from the modules in Year 2, plus UZVRR7-20-M Specialist Practice in School Nursing which begins in Year 1 and ends in Year 2.

### Year 2 Compulsory Modules (Full Time)

Full-time students must take 60 credits from the Compulsory Modules (Full Time) in Year 2.

Module Code	Module Title	Credit
UZVSMT-45-M	Dissertation 2025-26	45
UZVYBY-15-M	Research and Project Management Skills 2025-26	15

### Year 2 Compulsory Modules (Part Time)

Part-time students must take 40 credits from the Compulsory Modules shown below in Year 2.

They must also complete UZVRR7-20-M Specialist Practice in School Nursing in Year 2. This module begins in Year 1 and ends in Year 2.

Module Code	Module Title	Credit
UZVRUR-20-M	Compassionate and Collaborative Leadership in Public Health (CCLPH) 2025-26	20
UZVSEX-20-M	Promoting School Aged Health and Wellbeing 2025-26	20

## Year 3

Part-time students must take 60 credits in Year 3.

**Year 3 Compulsory Modules (Part Time)**

Part-time students must take 60 credits from the Compulsory Modules (Part Time) in Year 3.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZVSMT-45-M	Dissertation 2026-27	45
UZVYBY-15-M	Research and Project Management Skills 2026-27	15

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

This is a post registration Master's degree for nurses and midwives who wish to register on Part 3 of the NMC register as Specialist Community Public Health Nurse – School Nurse. This Level 7 award includes completion of practice competencies in addition to modular studies in health promotion, research methods, contemporary school nursing practice, leadership, project management and a dissertation. The programme adheres to the NMC Standards of Proficiency for SCPHNs (2022) and the NMC education framework (2018).

**Part D: External Reference Points and Benchmarks**

The programme has been designed to meet the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2022) and the Standards for post-registration programmes (NMC, 2022).

Student supervision, assessment and support has been aligned to the requirements outlined in the NMC Education Framework (NMC, 2018) and in particular the Standards for Student Supervision and Assessment (2018).

**Part E: Regulations**

Approved to Academic Regulations and Procedures.

No condonation or compensation is allowed on this programme to align with NMC standards.