



## **Programme Specification**

### **Specialist Community Public Health Nursing (School Nursing) {Apprenticeship-UWE} [Glenside]**

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Specialist Community Public Health Nursing (School Nursing)  
{Apprenticeship-UWE} [Glenside]

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

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

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**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)

**Apprenticeship:** ST1418

**Modes of delivery:** Full-time

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

**For implementation from:** 01 September 2024

**Programme code:** B71R12

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

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

**Overview:** The PG Diploma Specialist Community Public Health Nursing – School Nursing is an innovative, future-focused apprenticeship programme designed to produce knowledgeable and skilled SCPHN School Nurses, able to work autonomously and inclusively with children, young people and their families across different settings. Working within the Nursing and Midwifery Council (NMC) Code (2018), during the programme you will develop the knowledge and skills required of a SCPHN School Nurse (SN) 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, a certificate confirming apprenticeship completion as well as the PG Diploma award. As a pre-requisite you must already hold effective registration on Part 1 (Nursing) or Part 2 (Midwifery) of the NMC register and be employed within an appropriate School Nursing role. Prior to completion learners must evidence qualification to Level 2 in Maths and English.

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.

This is an apprenticeship programme, and apprentices will have protected off the job learning time as stipulated by their training plan. The apprentice will be encouraged to focus on advancing their knowledge and understanding of current issues related to School Nursing, and that of the wider context of public health. The apprentice will have four tripartite meetings each academic year with the university and their employer. These meetings will address the apprentice's development and action plan as they progress through the programme.

Through their apprenticeship, apprentices will gain the technical knowledge, practical experience and wider skills and behaviours they need for their immediate job and future career. The apprentice gains this through formal off-the-job training and the opportunity to practise these new skills in a real work environment. Additionally apprentices will attend professional development days throughout the programme which focus on areas such as career development, British values, and the Prevent strategy.

The recruitment and selection of apprentices onto the programme will involve a tripartite process with the university, the apprentice, and the employer. The apprentice will have a contract with the employer and have a commitment statement with an individual training plan, that will be mapped to the apprenticeship standard.

The apprentice will formally attain 120 credits from the programme prior to the gateway to undertaking their End point assessment.

The Specialist Community Public Health Nursing (School Nursing) apprenticeship is aligned to the Public Health Knowledge and Skills Framework (Faculty of Public Health, 2016) supporting learners 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 SCPHN apprenticeship 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.

Approximately 40% of the apprenticeship will be off the job training with learning supervised, assessed and supported by an academic assessor, practice assessor and practice supervisor in line with the NMC Standards for student supervision and assessment (2018) 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 SCPHN apprenticeship aligns with the University's Research Centre for Public Health and Wellbeing.

On successful completion of the apprenticeship learners will have option to use the academic credits gained to accredit towards the MSc SCPHN (School Nursing)

**Educational Aims:** The SCPHN apprenticeship at UWE aims to provide learners with the knowledge and skills required of a SCPHN 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 a PG Diploma and to achieve professional registration on the third part of the NMC register as a Specialist Community Public Health Nurse: School Nurse.

The PG Diploma SCPHN (SN) apprenticeship at UWE aims to transform learners' understanding of health and illness with its underpinning bio/psycho/social ecological approach and equips them to critically apply the evidence base and develop the expertise to address health inequalities across the life course 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, to empower individuals and communities and to co-create services which will promote health and tackle health inequalities. 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.

## 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. Critically evaluates and synthesises multiple sources of evidence, including theoretical concepts, research, audit and statistics 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.

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

Apprentices will have the opportunity to develop professional and digital communication skills with the use of relevant software and to enhance their presentation skills.

Apprentices can personalise the assessment tasks to best suit their individual strengths and learning needs.

Apprentices will also receive frequent formative feedback from peers, teaching staff and their Academic assessor.

Apprentices complete a practice assessment document (PAD) which is shared with your academic assessor, practice assessor and practice supervisor and reviewed at progress reviews and tripartite meetings. Building a portfolio of evidence supports



the integration of the evidence base with specialist School Nursing practice as well as critical reflection on knowledge, skills and behaviours development in line with the apprenticeship standard and NMC Standards of Proficiency for SCPHN (2022). The PAD contains structured formative reviews of progress and tools including structured practice assessments which will support apprentices to reflect on their professional behaviours, progress towards achievement of the professional competencies and action planning for learning.

Learning in the workplace is supported by Steinaker and Bell's experiential taxonomy (1979). Building on an individual skills radar completed prior to the commencement of the apprenticeship, apprentices, employers, their practice and academic assessors will plan learning opportunities together and measure progress against this taxonomy to develop a shared understanding of progress against the standard and required next steps for learners 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 apprenticeship 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 as well as an apprenticeship co-ordinator. 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).

Prior to commencing the apprenticeship, learners are encouraged to complete a bespoke study skills package developed in partnership with staff from UWE library services to meet the needs of learners on the SCPHN apprenticeship. Individual needs will be identified during the skills radar, and preparation will be tailored to each apprentice's needs. The package contains workbooks and activities to support the development of study skills in preparation for Level 7 study. It includes developing critical writing skills, managing references or improving note writing or research skills.

Study skills development is built into the modules throughout the apprenticeship. 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.

UWE offers a range of Health and Wellbeing support services as well as Specialist Disability support. Apprentices will be signposted to support available following the individual skills radar and as part of the development of the individual training plan.

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

## Part B: Programme Structure

### Year 1

Note: the Interim Award - PG Cert Public Health and Wellbeing in Context - does not lead to professional registration.

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

### Year 1 and Year 2 (Compulsory Module)

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

Module Code	Module Title	Credit
UZVSWM-20-M	Professional Practice in School Nursing 2024-25	20

### Year 1 Compulsory Modules

Learners must take 80 credits from the modules shown below in Year 1.

Module Code	Module Title	Credit
UZVY5R-20-M	Fundamentals of Evidence Based Public Health 2024-25	20

UZVYHX-20-M	Health and Wellbeing of the School Aged Child 2024-25	20
UZVSXN-20-M	Leading with Compassion In Public Health 2024-25	20
UZVY5F-20-M	Promoting Health: Theory, Evidence And Practice 2024-25	20

## Year 2

### Year 2 Compulsory Modules

Learners must take the 20-credit module shown below in Year 2.

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

Module Code	Module Title	Credit
UZVSX3-20-M	Diversity, Inclusion and Tackling Inequalities 2025-26	20

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

This is a post registration professional practice apprenticeship programme 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 adheres to the NMC Standards of Proficiency for SCPHNs (2022), the NMC education framework (2018) and the current SCPHN degree apprenticeship standard ST1418 as agreed by the Institute for Apprenticeships in September 2023.

### 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).

SCPHN degree apprenticeship standard ST1418 as agreed by the Institute for Apprenticeships in September 2023.

**Part E: Regulations**

Approved to Academic Regulations and Procedures.

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