Course Specification

Published Date:	06-Aug-2024
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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Nursing		
Course Code(s):	NH145P01UM	Full-time	1 Years
Course Title:	Postgraduate Diploma Specialist Community Public Health Nurse (SCPHN) (School Nurse)		
Hierarchy of Awards:	Postgraduate Diploma Specialist Community Public Health Nurse (School Nurse) Postgraduate Certificate Specialist Community Public Health Nurse (School Nurse) University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	09/Sep/2024		
Last Review:			
Course Specification valid from:			
Course Specification valid to:	2029/0		

Academic Staff

Course Leader:	Mrs Michelle Moore
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

The student wishing to complete the SCPHN (SN) PGD must be able to evidence a degree in either nursing and/or midwifery and be (live) on the Nursing and Midwifery Council (NMC) register. Ideally applicants will be required to demonstrate a period of consolidated practice following initial registration as an NMC registrant. Consideration will be given to applicants who have an appropriate degree and only hold a nursing Diploma. Recognition of Prior Learning (RPL) will be considered in line with professional body requirements (NMC, 2022), consequently an inclusive approach to recruitment, selection and progression will be adopted to ensure underrepresentation is considered. Students who do not meet these requirements must satisfy the university that by virtue of their professional standing, qualification and training they are fit to register for and to benefit from their proposed programme of study. This would include evidence of recent successful modular study at level 6 or above.

The student must be able to evidence sponsorship or secondment from a 0-19 service provider (NHS Trust or equivalent employer) within a community / primary health care setting providing school nursing (SN) for the duration of the award. If students are self-funded, they must secure an appropriate and approved school nurse placement and confirmation that the proposed 0-19 years public health practice provider can, and will, support practice learning (with an appropriately qualified practice assessor and supervisor).

Key Points:

- You will be required to undertake an enhanced Disclosure and Barring Service (DBS) clearance check and occupational health assessment which will be organised and verified by your employer. This will be ratified by university tutors during admission and recruitment processes.
- During the course you will be required to attend placement/s, so it is essential that you are able and willing to travel to placement and to other setting/s. This will be verified by the employer – driving licence preferred.

At the point of recruitment, applicants must have all the requisite qualifications.

Distinctive Features of the Course:

This award acknowledges that students are being prepared to enter a practice-based profession at a level beyond first registration as a nurse and or midwife. This award is practice centred. This award is both an academic and community practice-based learning programme that combines practice learning and development throughout all the core modules. This will enable you to acquire new knowledge, skills, and behaviours in a distinct profession (SCPHN SN). As you progress through the programme you will apply, strengthen, and consolidate new and existing knowledge via university attendance or via virtual online synchronous and asynchronous learning, with the remainder of time completed in the practice environment (Community / Primary Care Setting) (detailed further in the course calendar).

A distinctive feature of a PGD SCPHN award is that it is led and co- designed by employers / service users, stakeholders, and commissioners to reflect employer and regional needs. At the University of Wolverhampton, we are committed to working in partnership with local employers / commissioners / service users to ensure that our SCPHN (SN) programme provides the opportunity to develop the workforce and Specialist

Community Public Health Nurses, School Nurses of the future. Whilst ensuring that our programme development responds to diverse and emerging employer priorities, we also ensure and satisfy the requirements for assuring academic standards and any legal requirements, meeting the professional, statutory, or regulatory body requirements (NMC, 2022).

The SCPHN award does have several benefits for employers, prospective students, and universities:

- Employers can develop experienced staff and attract prospective registrants in a practice (work) based environment.
- The PGD SCPHN student will be employed and paid a wage throughout and will gain a university, and professional qualification.
- The PGD SCPHN award combines academic study with practice (work-based) experiences, which strengthens the learning experience (journey) as it provides opportunities for students to evidence theory application in public health settings.
- Throughout the programme, the student will receive support from a network of professionals at the university and in community / primary health care setting (practice placement).

On completion of this award, learners will gain:

- A Postgraduate Diploma (120 credits at Level 7).
- The knowledge, skills and behaviours required to meet the Occupational Standard for Specialist Community Public Health Nurse (School Nurse).
- PSRB eligibility for SCPHN NMC registration.
- Evidence theoretical and practical competency and proficiency in practice.
- Eligibility to undertake the MSc Primary Health Care (Top-up) Award.

SCPHN (SN) standards (NMC, 2022) specify the required knowledge, skills and behaviours that must be demonstrated to achieve professional competence and proficiency in the role of Specialist Community Public Health Nurse (School Nurse). The course is designed to enable you to develop this skill and knowledge to become a competent autonomous practitioner. This will ensure that you are able to meet the relevant occupational standard (NMC, 2022) and the national requirement for academic standards and higher education quality assurance systems and processes.

Award Specific Support

It is anticipated that students accessing this programme will come from a range of personal and professional backgrounds, and support and guidance for learning is embedded within the infra-structure of the programme, which will include a bespoke induction. This will include an overview of the award, taught modules within the programme, work-based learning, student support and wellbeing services, an introduction to and accessing Canvas (online learning platform), and digital literacy (Library support / Skills for Learning) to enable learning and maximise student potential.

Students will commence their award with an initial block practice and academic week induction period which will offer a range of activities. Following this, students will be in practice for one week. Following this an integrated programme of practice and theory ensues. Once enrolled, students will have access to all University facilities and services.

Key Features of the Award

PGD SCPHN students will be protected at all times whilst on placement for the duration of the course (NMC, 2022). Programme hours are balanced between hours protected for learning, (theory) and practice (experiential) which is reflected across the whole award (NMC, 2022). This integrated educational approach recognises the value of learning in both academic and work environments. This allows you to incrementally build your confidence and competence in both theoretical and practical aspects of practice. As an SCPHN student you will work in a health setting (under the supervision of a registered professional SCPHN) aligned to your specialism (SN) who will support your practice development (NMC, 2023). This will involve assessment of knowledge acquisition, competency, skill, and proficiency, and assess your practice incrementally via a

practice assessment document (PAD). A distinct feature of this award is the integration of theory and practice distribution throughout the programme.

Educational Rationale

The course is underpinned by theory to facilitate the knowledge, skills and behaviours required to achieve the SCPHN occupational standards (practice competence and proficiency). This award comprises of practical, theoretical education and practice specific learning which is transferable and can be applied to different settings (clients and a broad range of public health practices). Skills and simulation sessions will be offered in the university's skills simulation laboratories. These compliment blended learning opportunities which will be offered to maximise learning potential. This focuses on how knowledge, skills, and behaviours influence understanding and skill acquisition. This includes the development of critical thinking, problem solving and reflective abilities, all essential to manage complex episodes of care in professional practice. To qualify as a SCPHN (SN), you must be able to achieve and apply this knowledge in practice which ensures you are safe and effective (fit for practice) (NMC, 2023; NMC, 2022), confident and proficient.

You will be expected to attend university at specific times during the SCPHN programme to develop your academic knowledge and skill to underpin the care you are giving and complete your modules. This will be in addition to practice days and the consolidation period (see SCPHN calendar). The university offers a wide range of support via the academic team, student advisers, as well as library and digital services, resources, and workshops to help you to develop the required academic skills to complete the award. As this is a full-time programme, employers will also demonstrate commitment to create a learning / educational environment where the SCPHN student can flourish. Employers will need to demonstrate how learning time is protected to meet NMC requirements (NMC, 2022). Your annual leave is planned within the course calendar.

Quality Enhancement

This course is underpinned and adheres to the University of Wolverhampton strategic plans, academic regulations to ensure evaluation, quality enhancement and standards. This ensures this course is fit for purpose. For further information please refer to the reference points on the course specification (course guide). The University of Wolverhampton has several methods for the monitoring and enhancing of academic quality and standards. These include:

External Examiners, Annual Review Boards, Student Committees, Periodic Subject Review and Student surveys – module reviews. This continuous process of self-review forms part of the NMC self-reporting process.

The programme is continually monitored through informal and formal feedback. Student feedback is continually sought and responded to and forms part of the monitoring process. Formal feedback is received from students and student representatives give voice to student SCPHN / SPQ on each iteration which provides an opportunity to raise issues of concern which form part of discussions. Formal written feedback is received from External Examiners who attend boards, assessments, and review boards regularly throughout the year. Any issues raised are considered and responded to by the award leads.

Finally, consultation with SCPHN stakeholders and commissioners, previous and current students enrolled on the SCPHN (SN) programme and representatives of service user groups have co designed and informed this award.

Length of Programme

The programme has an overall length of 52 weeks (NMC, 2022). Clear progression points are provided. The PGD specialist community public health nurse award is delivered over 12 months (full-time). The programme has a balance of theory and practice as per PRSB standards (NMC 2022).

Key Elements

- A range of assessment strategies are used throughout the programme (formative and summative) to attest knowledge, skills and behaviours, and the development of professional proficiency and competence in SCPHN.
- The whole period of consolidated practice at the end of the programme (10 weeks) in semester 3 must take place in a defined area of SCPHN practice with clients that are central to the responsibilities for that

area of practice. This is to ensure consolidation of practice proficiency, competence, and application to that field.
- If students are absent and miss some theory weeks these will need to be made up by speaking to module leaders, personal tutors, practice assessors and accessing material on Canvas.
- If students are absent for a significant period (4 continuous weeks), a break in learning will be required. The University has a standard attendance policy, and should attendance become a concern, a meeting will be held with the employer, student, practice assessor and University to explore barriers to attendance and a way to move forward.
- The SCPHN award has been developed in conjunction with service users / stakeholders / commissioners within the West Midlands region.

Qualification Overview

At the end of the course, you will be equipped with the knowledge, skills and behaviour relevant to SCPHN (SN) practice standard (NMC, 2022). You will develop the necessary professional values, communication, interpersonal and clinical skills which will enable you to be an effective member of the multi-disciplinary team and provide quality patient care. As part of a team, you will be able to provide high quality, compassionate, evidence-based care to clients / service users, children, young people, families, groups, and communities. This will reflect your capacity to relate to and respond to the changing health needs of the public, populations, and communities you serve, moreover, respond to current and future need.

On successful completion of the SCPHN award, students will be eligible to apply to the NMC to register as a qualified Specialist Community Public Health Nurse (school nurse) and receive a PGD (academic level seven). The Specialist Community Public Health Nurse qualification is an NMC approved qualification (NMC 2022).

Award Leads

The SCPHN (SN) award has a designated full-time member of staff who acts as course lead, has expertise in the specific field of practice that the PGD SCPHN (SN) student is studying, and has had experience working as senior practitioner in the same specialist area. In addition, the course lead and the SCPHN team engage in research and publishing, have experience as external examiners for other HEI's (SCPHN Programmes) and are members of national professional groups and forums. Innovation and creativity are strongly encouraged which compliments the academic rigour of the SCPHN award. Students from the university have gone on to win regional and national awards for work / research initiated on the course. Multiple students have gone on to complete their Masters in Primary Health Care (Top-up) and Ph.D.'s, which contribute to their professional discourse. This SCPHN programme elevates the quality and excellence of public health care delivery in the West Midlands region and beyond. Many of our previous students have excelled in their careers and now hold senior positions in the region, nationally and internationally.

Educational Forum for Practice Assessors / Practice Supervisors

There is an active practice assessor / practice supervisor educational network forum within the University. Practice assessors and supervisors from the region are provided with an annual update each year in additional to quarterly educational forums which compliment professional development opportunities.

Professional Development and Lifelong Learning in the West Midlands

Students accessing this course are from a wide range of areas from within the West Midlands and surrounding areas. Lectures and seminars will also include modules which align SCPHN and SPQ students together. This allows for shared learning opportunities and networking which is considered a strength of the course as evidenced in previous student / stakeholder course evaluations.

Educational Aims of the Course:

The PGD Specialist Community Public Health Nursing (SN) award will enable you to:

1. Develop competent, safe, and professional Specialist Community Public Health Nursing practitioners who are fit for practice in their designated field of school nursing practice and who, on completion of the course, are eligible to apply to register on the Nursing and Midwifery register (NMC, 2022).
2. Equip practitioners with the knowledge, skills, behaviours and understanding to evaluate, synthesise and

develop their public health practice role (NMC, 2022).
3. Develop and enhance leadership and management skills within the context of public health nursing practice to support others and to benefit the health of children, young people, families, and communities.
4. Enable practitioners to adopt critical reflective practice and lifelong learning that fosters a spirit of scientific enquiry and research promoting personal and professional development.
5. Equip practitioners with cognitive skills, knowledge, and behaviours to lead, innovate, advocate change, and contribute to an evidence base of practice in order to benefit the health of children, young people, families and communities.
6. Support practitioners to work with codes and standards of professional practice to protect human rights, promote equality, appreciate diversity, are culturally aware and able to manage risk to deliver safe effective health care.
7. Engage practitioners in interdisciplinary and inter-professional working and practices.
8. Demonstrate effective practice using a sound underpinning of theoretical knowledge which reflects the breadth of practice and complexity of care.
9. Assess risk in complex situations and deal with ambiguous situations and conflicting priorities.
10. Demonstrate an ability to synthesise new knowledge and adapt practice where necessary.
11. Relate to the changing health needs of the public and communities they serve, responding to current and future need.
12. Develop an orientation towards practice which is responsive to the various needs of a wide range of client groups.
13. Prepare you to work in partnership with individuals and communities to promote health and prevent ill-heath. Recognises the wider determinants of health and insight into the health inequalities across diverse communities and populations.
14. Make fine judgements and accept responsibility for a defined population which may involve the most vulnerable and those deemed at risk.
15. Be accountable for and take responsibility for all actions and omissions.
16. Develop autonomy in practice as competence and proficiency ensue.
17. Develop the capacity to extend the scope of practice and to address lifelong learning skills and the learning of others within teams and across agencies.

To conclude:

The SCPHN programme will enable you to meet all the requirements of the:

PGD Specialist Community Public Health Nurse (School Nurse) award standards (NMC, 2022)

Intakes:

September

Major Source of Funding:

Wholly NHS funded

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

September (Full-time)

Module	Title	Credits	Period	Type
7NH106	Leading Public Health in Specialist Practice	20	INYR	Core
7NH108	The Developing Child and Young Person (School Nursing)	20	INYR	Core
7NH104	Promoting the Health and Wellbeing of Communities and Populations (HV & SN)	10	INYR	Core
7NH103	Evidenced-based Practice for Specialist Practitioners	20	INYR	Core
7NH100	Safeguarding Children and Young People in Specialist Practice	20	INYR	Core
7NH107	Strengthening Community and Population Health (School Nursing)	10	INYR	Core
7NH109	Advancing Specialist Practice (School Nursing)	20	CRYRA	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

1.2.6 - In order to complete the placement hours required by the PSRB, the delivery calendar for this course does not conform to the standard University academic calendar. A delivery calendar, specific to this course, will be provided to students.
1.2.8 - This course does not meet the 33% differentiation regulation due to the sharing of theory modules across the Health Visiting and School Nursing courses.
1.3.1 - In order to meet the standards of proficiency required by the Nursing & Midwifery Council (NMC) the programme of study for this course comprises a mix of 10 and 20 credit modules.
4.5.6 - In accordance with the standards of proficiency required by the Nursing & Midwifery Council (NMC) and in order to protect the public students will only be allowed two attempts at assessments (including the practice component of the award). Students will be allowed a first sit and resit but no opportunity to retake any failed module.
Approved by AFRSC Chair's action on 5th April 2024

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

The Equality Act (2010). London: HMSO.

The Human Rights Act (1998). London: HMSO.

Nursing and Midwifery Council (2018) *The Code. Professional standards of practice and behaviour for nurses, midwives, and nursing associates*. London: NMC.

Nursing and Midwifery Council (2020) *Quality Assurance framework for nursing, midwifery, and nursing associate education*. London: NMC.

Nursing and Midwifery Council (2022) *Standards of Proficiency for Specialist Community Public Health Nursing*. London: NMC.

Nursing and Midwifery Council (2023) *Standards for Education and Training. Part 1. Standards framework for nursing and midwifery education*. London: NMC.

Nursing and Midwifery Council (2023) *Standards for Education and Training. Part 2. Standards for student supervision and assessment*. London: NMC.

Nursing and Midwifery Council (2023) *Standards for Education and Training. Part 3. Standards for prescribing programmes*. London: NMC.

Nursing and Midwifery Council (2023) *Standards for Education and Training. Part 3. Standards for post-registration programmes*. London: NMC.

Overview of Assessment:

Learning Outcomes	Modules
PGCERT01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline. - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	7NH100 Safeguarding Children and Young People in Specialist Practice 7NH103 Evidenced-based Practice for Specialist Practitioners 7NH106 Leading Public Health in Specialist Practice 7NH107 Strengthening Community and Population Health (School Nursing) 7NH108 The Developing Child and Young Person (School Nursing)
PGCERT02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.	7NH100 Safeguarding Children and Young People in Specialist Practice 7NH104 Promoting the Health and Wellbeing of Communities and Populations (HV & SN) 7NH108 The Developing Child and Young Person (School Nursing)
PGCERT03 Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	7NH100 Safeguarding Children and Young People in Specialist Practice 7NH103 Evidenced-based Practice for Specialist Practitioners 7NH104 Promoting the Health and Wellbeing of Communities and Populations (HV & SN) 7NH106 Leading Public Health in Specialist Practice 7NH107 Strengthening Community and Population Health (School Nursing) 7NH108 The Developing Child and Young Person (School Nursing)
PGCERT04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.	7NH100 Safeguarding Children and Young People in Specialist Practice 7NH104 Promoting the Health and Wellbeing of Communities and Populations (HV & SN) 7NH106 Leading Public Health in Specialist Practice 7NH107 Strengthening Community and Population Health (School Nursing)
PGCERT05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	7NH100 Safeguarding Children and Young People in Specialist Practice 7NH104 Promoting the Health and Wellbeing of Communities and Populations (HV & SN) 7NH106 Leading Public Health in Specialist Practice 7NH108 The Developing Child and Young Person (School Nursing)

Learning Outcomes	Modules
PGCERT06 Demonstrate the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations. - the independent learning ability required for continuing professional development.	7NH100 Safeguarding Children and Young People in Specialist Practice 7NH103 Evidenced-based Practice for Specialist Practitioners 7NH104 Promoting the Health and Wellbeing of Communities and Populations (HV & SN) 7NH106 Leading Public Health in Specialist Practice 7NH107 Strengthening Community and Population Health (School Nursing) 7NH108 The Developing Child and Young Person (School Nursing)
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Teaching, Learning and Assessment:

This innovative curriculum empowers you to realise your full potential through the provision of a learning environment that is engaging, supportive, inclusive, and challenging, research and practice informed, and with technology (digital literacy) that enhances the learning process. The development of these skills is commensurate with the Higher Education Academy (HEA) (2023) definition of graduate attributes: qualities and skills that employers believe graduates should develop through the course of their study and engagement in SCPHN (SN).

During the course importance is placed on your ability to contextualise and apply your developing knowledge, skills and behaviours to your broader practice experiences and to bring insights from practice into the taught sessions. Therefore, the core principles of professional SCPHN standards (NMC, 2022) and occupation-centred practice knowledge are integrated into all aspects of teaching and learning within the programme and all learning and teaching methods are based on contemporary evidence. The range of teaching, learning and work-based learning strategies used provide you with opportunities to develop your professional knowledge, skills and behaviours through lectures, theme days, seminar discussions, workshops, reflection, and scenario-based learning, thus preparing you for autonomous practice and understanding of your scope of professional practice.

Flexible learning is promoted through regular, self-managed activities where independent study / self-directed study and the use of Canvas support consolidate taught theory to broaden your knowledge, skills, behaviours and understanding of the subject. You will be introduced to the skills you will draw upon throughout the programme such as information technology, library search skills, self- assessment, critical reflection, and evaluation strategies that build the foundations of lifelong learning. Alongside this you will begin to develop enquiry and research skills and explore the meaning of professional practice, critical thinking, decision making and leadership, concepts developed throughout your programme.

Our curriculum has been designed to align with the University of Wolverhampton Framework for Curriculum Design and the Teaching and Learning Strategy in enabling you to achieve your full learning potential through being empowered and inspired. The course is designed to be inclusive and flexible, to meet the needs of a diverse student community. You will develop and enhance ongoing skills in relation to employability, digital literacy, enterprise, entrepreneurship, professional practice, sustainability, and global citizenship through learning that is informed by evidence-based research, practice, and innovation.

In all modules students will be encouraged to submit formative assessments and will receive feedback from the module tutor or members of the module team. This will be structured to enable you to develop your work in preparation for the summative assessment. Yearlong modules extend your practice repertoire, align to your professional standards and practice documentation (SCPHN SN Standards – NMC, 2022). Different assessment methods have been utilised to bring variety to the course overall and to meet the different learning styles of students. These include a case study, written proposal, poster presentation, oral presentation preparation, written report, practice assessment document (PAD) and written assignments. Throughout the programme you will be assessed at one level PGD (Level 7) however assessments requiring more complex application of knowledge, skill and understanding such as research proposals and safeguarding are positioned towards the end of the course. You will be offered the opportunity to submit work through plagiarism detection software for formative assessment and feedback.

Practice Assessment

The distinct principles of SCPHN professional practice will be gained through the practice learning experience where you will learn how to apply the occupational standards (knowledge, skill and behaviour) of the profession (NMC, 2022). You will be appropriately supported by a named practice assessor, practice supervisor and an academic assessor (NMC, 2023). Your practice assessor is responsible for your education alongside the practice supervisor in practice, however, the practice assessor will sign off all competencies. You will have the opportunity to discuss progress (including critical reflection, self-assessment, and evaluation) at key points throughout the award to assess developing competence, knowledge, and proficiency as a developing SCPHN practitioner student.

The standards of proficiency for SCPHN (SN) underpin your developing public health practice (NMC, 2022). These will frame your learning and are a philosophy of SCPHN practice. As a future SCPHN practitioner, these standards forge direction and whilst ambitious identify the depth and breathe of your public health practice. As you progress on this award you will become closer to the profession and confidence in your knowledge and skill will ensue. This will enable you appreciate the challenge and complexity of the SCPHN role in addressing health inequalities across diverse communities and populations. This involves the capacity not only to participate actively in public health provision but to accept responsibility for the effective and efficient management of that provision, practised within a safe environment. This requires organising practice for a defined population. An ability to make judgements based on risk assessment and to deal with contradictions in practice.

In addition, you will be allocated personal tutor / academic assessor to support and monitor your progression through the SCPHN award alongside your practice assessor / practice supervisor. A quarterly review will take place to discuss, monitor and evidence your progress on the programme. Progress reviews will take place towards the end of semester 1 and semester 2 (face-to-face or online). In semester 3 (mid-point), a further progress review will be arranged with the practice assessor / practice supervisor and academic assessor. In addition to this, your practice assessor / practice supervisor will formally verify in the PAD document that you have progressed at the end of semesters 1 and 2 and can proceed into the next semester. At the end of the award (semester 3) the practice assessor will ratify your competence and proficiency in SCPHN (SN) practice and 'sign off' that you have achieved the required standard to pass the award (NMC, 2022).

Formal Learning: We promote a blended approach to learning; some core content will be delivered in face-to-face traditional teaching style but will include interactive activities to challenge you and develop your knowledge and understanding of competence in practice.

Applying theory to practice: We use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence critically to shape your professional practice e.g., critiquing journal articles; informal presentations, simulation opportunities, practice learning, case studies and scenarios.

Problem solving and decision making: Problem based learning is an engaging and dynamic tool that can be an effective way to enhance your understanding of real practice issues.

Research skills: You will be supported to develop an evidence-based approach to expand your theoretical and practical knowledge of current practice.

Service user and carer involvement: The Faculty has a well-established and active service user and carer group (SUCCESS) which offers its members unique and individual experiences to help enhance the learning experience of the student.

Work based learning: Specific information relating to your course will be available in your PGD SCPHN (SN) practice assessment document (PAD).

Practice placement guidance and support: Whilst on the course students will be in practice with their employing NHS Trust / employing organisation. They will be supported in practice by an identified qualified practice assessor and practice supervisor (SCPHN SN) who will assist the student in meeting their learning needs and assess their competency against the NMC Standards (NMC, 2022).

Successful completion of the award: the student has completed the PGD SCPHN (2022) course. This is then ratified at a university Award Board, and then student details are uploaded to the NMC register.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

University Library

The University Library is the key source of academic information for students. The Library provides access to a wide range of online information sources, including e-books, e-journals and subject databases as well as printed material. Study spaces are available in each of our libraries, including social, quiet and silent areas. In addition to our day to day 'on campus' support, please use our 24/7 online chat service Library Assist.

The University Library also provides students with academic skills support via the Skills for Learning programme. Students can attend workshops or ask for one-to-one help with topics such as academic writing and referencing. This support is available both on campus and online from Skills for Learning. For advice on using our library services and resources remotely, visit Students Based Off Campus. There is also support to enhance digital skills, a new online digital confidence course is now available. Finally, the Maths Support Service, based within Harrison Library, provides drop in support to strengthen mathematical skills

Student Wellbeing

ASK @WLV is the online platform for all students who may require additional support on the SCPHN award. Just ASK facilitate access to a range of support services across the university all students. Examples include disability and inclusion team, mental health and wellbeing, specific learning difference and deaf or hearing impairment. The just ASK team are here to help.

Student Union

The vision at The University of Wolverhampton Students' Union (SU) is to make your experience at university the best it can be. As an independent charity they put students at the heart of everything that they do. The SU offers an inclusive range of services and activities to enhance student life. They offer Help and Advice, from an AQS accredited Advice and Representation Centre and a Well at Wolves health and well-being service. We help you Have Your Say at University through our Academic Representation and democratic Elections. Wolves SU is predominately based at Wolverhampton (City Campus) where you can access all of our above services.

Course Specific Support

As a PGD SCPHN (SN) student you will be allocated a personal tutor for the duration of the course. You will have access to an academic assessor in addition to module lead support for each element of the award. Each module will have specific learning outcomes and assignment guidance to facilitate your learning journey. Integral to this is practice learning where you will become emersed in the requisites of SCPHN professional practice. Alongside your practice assessor / practice supervisor you will engage in professional discourse, combine new and existing knowledge which will enhance professional understanding. This knowledge both situational and accumulative will develop as exposure in practice increases. This synergy of knowledge, skill and behaviours will accrue as experience and theory combines recognising the contextual nature of SCPHN practice learning.

As a post-qualifying award, SCPHN practitioners draw from a wide range of sources (knowledge, skill, and

ability) to promote improved health outcomes. This knowledge built up over time allows for competence and proficiency to develop in the wider context of practice. This allows the SCPHN student to extend their role and address the complex challenges that arise in practice and align to NMC (2022) standards of proficiency required to pass the course.

Throughout this journey the student will receive support and guidance from practice professionals and the SCPHN team. You will be also visited individually in practice by a member of the course team (academic assessor) to provide additional support. Students will be assessed formally by the practice assessor and practice supervisor at key points to ensure knowledge transference occurs and this will be authenticated by the academic assessor. This process of assessment and evaluation will scaffold professional practice development. Promoting self-awareness and identifying learning need at each of these stages will align to professional and educational objectives (practice documentation; NMC, 2022; NMC Code (2018). This intellectual insight requires the ability to communicate effectively, observe self and others and act in a professional manner which espouses kindness and the consideration of others. As the SCPHN students' knowledge increases, they will begin to exhibit known and accepted practices, moreover, develop competence and proficiency to pass the award and become a SCPHN (SN) registered practitioner.

Employability in the Curriculum:

Throughout the course SCPHN students will have the opportunity to develop and demonstrate a number of key skills to enhance their employability, some of these are listed below:

- Work effectively as part of a team and be involved in inter-professional working practices (services and agencies).
- Demonstrate teamwork, leadership skills and be able to manage and resolve conflict.
- Be independent and self-directive in their own learning (identify gaps in knowledge).
- Use the evidence to support decision-making and practice delivery.
- Develop effective communication skills both written (via reports etc.) and oral (through formal presentations).
- Problem-solve and make sound judgements and complex decisions.
- Develop and hone IT skills / Digital Literacy (which include use of basic packages for word processing, spreadsheets, use of email, virtual learning environments etc.).
- Time management and show the ability to be able to prioritise.
- Manage change and seek out opportunities to enhance practice and service delivery.
- Actively engage in new and innovative ways of working to sustain health and wellbeing.
- Develop knowledge, skills and understanding relating to public health and primary health/community nursing.
- Appreciate the challenge and complexity of public health practice.
- Engage with services users to promote health.
- Sensitive to risk and understand the predisposition to poorer health outcomes for individuals, communities, and populations they serve.
- Understand how the wider determinants of health impact on health and health experience.
- Appreciate diversity and cultural perspectives to facilitate improved health outcomes, mindful of discrimination and populations / individuals who may be overlooked.
- Recognise the importance of Human Rights (1998) and Equality (2010) and social justice.
- Demonstrate competence as a specialist community nurse by achieving the NMC Standards for specialist community public health nursing (NMC, 2022).
- On successful completion of the course student SCPHN will be eligible to register on the Nursing and Midwifery Council Register. This will enable them to work as Specialist Community Public Health Nurses within the field of school nursing.

On completion, the qualified PGD Specialist Community Public Health Nursing (School Nurse) to complete the Masters in Primary Health Care (Top-up).