Module Descriptor

Title	Specialist School Nursing		
Session	2026/27	**Status**	Published
Code	NURS11172	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Stacey Cannon		

Summary of Module

This module enables students to critically engage with contemporary leadership theories and concepts, exploring what this means when managing a school nursing caseload and leading a school health team. There is a focus on upholding legal requirements, whilst promoting, protecting and upholding the rights of children and young people; ensuring that their views are heard and responded to, and their privacy and dignity is upheld. Students also explore the school nurse's professional contribution as advocates for children and young people within a multi-agency context.

Students evaluate approaches to school nursing practice, through critically analysing evidence from a range of sources. Implementing trauma enhanced interventions is a focus where school nurses contribute to the support provided to children and young people experiencing emotional and mental health challenges. The opportunities, benefits, and risks of developing school health services, where communicating with children and young people is both face to face and via social media, is also explored, and the role of the school nurse in leading the co-production of health education campaigns is appraised.

There is a particular focus on finding ways to support children and young people at various stages of transition, whether that relates to exploring their own sexuality, physically moving geographical locations and schools, or where young people are moving into adulthood and requiring ongoing support from adult services.

This module embraces the concept of Mastersness described in the QAA Scotland (2013) 'Facets of Mastersness' toolkit. Students are encouraged to reflect on learning achievements, experiences, and the implications these have for their future development. Further, the module embraces the three overarching UWS Graduate Attributes that state that our students on graduation will be Universal, Work-ready and Successful. This includes being critical, analytical, and inquiring with cultural awareness. Students will be research minded, digitally literate, motivated, creative, and resilient, leading to success and enhanced work-related opportunities.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate professional leadership, driving the role of the Specialist Community Public Health Nurse (School Nurse) within the wider public health arena.
L2	Critically apply contemporary leadership theories, concepts and principles through the promotion of a supportive workplace culture and in the development of an effective School Health Team.
L3	Work within complex and evolving public health arenas, demonstrating originality, creativity, innovation, and a high level of autonomy in judgement and decision-making whilst delivering ethical programmes of evidence-based care.
L4	Use an advanced range of communication skills and technologies to lead and collaborate in the delivery of programmes of care that promote human and children's rights and that reflect a social justice approach.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate a critical understanding of global and national policies and research that promote the role of the Specialist Community Public Health Nurse (School Nurse) within the wider multi-disciplinary, multiagency public health arena.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Appraise contemporary leadership theories, concepts and models relevant to the role of the Specialist Community Public Health Nurse (School Nurse). Appraise judgement and decision-making theories, tools and models used to support Specialist Community Public Health Nurse – school nursing practice.
Practice: Applied Knowledge and Understanding	**SCQF 11** Synthesise, interpret and apply research and information from a range of sources to promote the role of the Specialist Community Public Health Nurse (School Nurse) in addressing key public health priorities. Apply contemporary leadership theories, concepts and models to develop and lead multi-disciplinary and multi-agency programmes of care to promote and protect the health and wellbeing of children, young people, families, communities and populations. Use advanced communication skills to lead and deliver socially just programmes of care.
Generic Cognitive skills	**SCQF 11** Critically analyse and evaluate information from a range of sources to make professional judgements and decisions within complex and changing environments. Critically analyse and evaluate information from a range of sources to propose, develop and lead creative, evidence-based and personcentred programmes of care.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate using advanced skills and appropriate methods to a range of audiences of different ages with different levels of knowledge, understanding and expertise. Use a wide range of ICT to communicate and access and share relevant research, data and information.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate the ability to work creatively and collaboratively with a range of multi-disciplinary and multi-agency partners, including with voluntary agencies. Practice in ways that demonstrate competence in critical analysis and decision-making in order to improve outcomes for children, young people and families. Critically reflect on own and others' roles and responsibilities to inform public health nursing – school nursing practice.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

A range of teaching and learning strategies will be used to support student learning and to enable the achievement of module learning outcomes. Together, these strategies will reflect the Curriculum Framework (UWS, 2022). A hybrid O approach will be taken, meaning there will be on-campus, active and collaborative learning activities that can be accessed digitally by those unable to attend in person. The Virtual Learning Environment (VLE) will be used to deliver core content (pre-recorded lecture material / guided self-study) and will also support further collaborative learning strategies (e.g.discussion forums).

Student-centred, authentic learning experiences will be the focus e.g.small group work, peer discussion, case studies, simulation, problem-based learning. Students will have options for creative and collaborative projects. Guest speakers from practice and subject specialists will be involved where appropriate. There will be an aligned practice based / work-based learning component and students will be required to critically reflect upon this throughout the module; firmly situating their learning within the context of their professional role.

Work-based learning is a key component of learning within this module. Students will participate in work-based learning within their own area of practice and continue to build on

their knowledge and understanding of their professional role. This work-based learning is supported in the clinical field with a Practice Assessor and a Practice Supervisor.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	18
Lecture / Core Content Delivery	24
Work-based Learning	80
Asynchronous Class Activity	6
Independent Study	72
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

British Journal of Child Health https://www.magonlinelibrary.com/toc/bjsn/curren t [Accessed 24th May 2023]

Centre for Evidence-based Child Health Care https://www.ucl.ac.uk/child-health/supportservices/library/resources-z/evidence-based-resources [Accessed 24th May 2023]

Center on the Developing Child https://developingchild.harvard.edu/ [Accessed 24th May 2023]

Featherstone, B., Gupta, A. Morris, K. White (2018) Protecting Children A Social Model. Policy Press: Bristol.

Munro, E. (2020) Effective Child Protection. SAGE: London.

Royal College of Nursing (2009) Mental health in children and young people: An RCN Toolkit for nurses who are not mental health specialists. RCN: London.

Smith H.; McGrandles, A. (2018) (eds) The impact of mental health and wellbeing on effective learning and teaching Book 1 Swan & Horn Scotland.

Smith H.; McGrandles, A. (2018) (eds) The impact of mental health and wellbeing on effective learning and teaching Book 2 Swan & Horn Scotland.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

A range of learning and teaching strategies will be used to support student learning, enabling the achievement of module learning outcomes. A Hybrid approach (UWS Curriculum Framework, 2022) will be applied, reflecting a flexible student-centred philosophy, where authentic and inclusive learning activities are used for the delivery of module content, using the UWS Virtual Learning Platform, with the opportunity for students to attend Campus for optional collaborative learning opportunities. Students will be required to participate in collaborative, curricular co-creational learning opportunities, with their peer group and academic staff for the duration of the module. This includes activities such as; critical discussion groups, case study and scenario-based problem solving, case reviews, and group workshops.

Work-based learning is a key component of learning within this module. Students will participate in work-based learning within their own area of practice and continue to build on their knowledge and understanding of their professional role. This work-based learning is supported in the clinical field with a Practice Assessor and a Practice Supervisor.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students. s

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Adult Nursing Community Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Community and Health
Moderator	Maureen Bell
External Examiner	M Fish
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case Study (3,200 words) 100% weighting of the final module mark
Assessment 2
Work Based Learning Portfolio: assessed against NMC (2022) Standards of Proficiency For Specialist Community Public Health Nurses. Pass / Fail
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/	☒	☒	☒	☒	☐	0	0

Placement/ WBL/ WRL assessment							

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Update for QAA Desktop	April 2025	Debbie Waddell