

**Session: 2022/23**

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<b>Named Award Title:</b>	<b>PG Dip SCPHN - School Nursing</b>
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<b>Award Title for Each Award:</b>	<b>PG Dip SCPHN - School Nursing PG Cert Health Studies (Community Health)</b>
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<b>Awarding Institution/Body:</b>	<b>University of the West of Scotland</b>
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<b>Language of Instruction &amp; Examination:</b>	English
<b>Award Accredited By:</b>	The Nursing and Midwifery Council
<b>Maximum Period of Registration:</b>	
<b>Mode of Study:</b>	Full Time Part Time
<b>Campus:</b>	Lanarkshire

<b>School:</b>	School of Health and Life Sciences
<b>Programme Leader:</b>	Dr Ruth Astbury

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### **Admission Criteria**

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

#### **Appropriate Undergraduate Qualification**

Applicants should normally possess a degree or equivalent.

#### **Other Required Qualifications/Experience**

Candidates must be effectively registered as a nurse or midwife with the Nursing & Midwifery Council and be of good health and character. They must also be in a position to declare they are of good health and character as specified by the Nursing and Midwifery Council (NMC 2015) and must be able to demonstrate they meet the specific criteria for entry to the programme.

Applicants who can evidence successful completion of their pre-registration nursing education programme and who have applied for NMC registration can be admitted to the programme

- Admission is permitted with relevant previous academic credit and/or prior learning. This will be in accordance with the University of the West of Scotland Regulatory Framework and guided by the programme external examiner
- Applicants must have the language and literacy skills as determined by the NMC and the employer. Competitive entry requirements necessitate the need for an extended personal statement in support of application, an assignment, and an interview. Interviews will be conducted in partnership and collaboration with key stakeholders.

#### **Further desirable skills pre-application**

Candidates must demonstrate an ability to use a range of Information Communication Technology.

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### **General Overview**

Over the last decade, as a consequence of the preventable deaths of several young children in the UK, from severe abuse and neglect, a new emphasis on children's rights has begun. Inquiries into their deaths highlighted many similar findings including poor communication, poor inter-agency working, and lack of professional experience and expertise. In Scotland, as a result, the Government launched 'Getting it Right for Every Child' [GIRFEC], a national framework which uses a multi-agency approach to promote children's wellbeing (Scottish Government, 2009). A central tenet of many of the policies is the right of the child which is underpinned by the need to improve outcomes for children, a named person for every child and young person, and a confident and competent workforce across all services for children.

To support this framework a plethora of new policies and legislative changes have been developed including 'The Children and Young People (Scotland) Act (2014). In June 2013, further to discussion with Health Board Chief Executives and Executive Nurse Directors The Directorate for Chief Nursing Officer, Patients and Public Health Professionals launched Chief Executives' Letter (CEL 13) which informed NHS Boards that the current role of Public Health Nurse as defined within 'Nursing for Health' (2001) should be refocused and the titles School Nurse and Health Visitor reintroduced. School Nurses in Scotland will now be required to register as Specialist Community Public Health Nurses (SCPHN-School Nursing) with the NMC and focus on the 5-19 year old population. The General Registrar of Scotland reported that Scotland has 1,171,771 children and young people (General Registrar of Scotland, 2011).

The Post Graduate Diploma in Specialist Community Public Health Nursing - School Nursing is a 52 week programme, which is offered on a full-time or part-time basis. There are six SCQF Level 11 core modules which are underpinned by the philosophy and values of the NMC and the requirements for registration as a Specialist Community Public Health Nurse - School Nursing (NMC,2004). The programme structure is 50% theory and 50% practice and takes cognisance of the Quality Assurance Agency for Higher Education (QAA) Master's degree characteristics (2010), Scottish subject benchmark statements for Specialist Community Public Health Nursing (Health Visiting/School Nursing) (2009), A Scottish Framework for Nursing in Schools (NHS Education Scotland, 2003) and ongoing recommendations approved by the Scottish Executive Nurse Directors (SEND) group.

The aim of this Post Graduate Diploma SCPHN - School Nursing programme, which has been developed in partnership and collaboration with key stakeholders, is to ensure that on completion students will have the required intellectual and observable skills to practise legally, safely and effectively without direct supervision. This approach is in line with standards for SCPHN - School Nursing practice (NMC 2004) which advocate fitness for practice, fitness for purpose, fitness for award and fitness for professional standing. Embedded within the programme are the three standards set by Healthcare Improvement Scotland which advocate safe and effective care and services, the promotion of health and wellbeing, and the care experience, quality assurance and accountability (HIS, Patient Safety in Primary Care 2013-14).

Practitioners who undertake this programme will be highly motivated practitioners who demonstrate a strong commitment to developing school nursing practice based on the integration of critical appraisal, evidence based practice and professional expertise. It is expected that students will have a wealth of previous professional experience and transferable skills which will be utilized. Historical and accepted practice will be challenged. The shared learning with SCPHN - Health Visiting, District Nurses and other students from a variety of professional backgrounds will provide a highly effective learning experience and contribute to the overall strength of the programme.

The programme focuses on four areas of specialist practice, clinical nursing practice, care and programme management, clinical practice leadership and clinical practice development, and is delivered using a range of teaching and learning approaches including, distance learning, blended learning, taught modes of delivery, and support through the e-learning materials in the Virtual Learning Environment. Interactive lectures are designed into the programme along with, electronic teaching materials, interactive synchronised discussion forums, an on-going practice e-portfolio, group work and enquiry case studies, concept mapping, problem solving and the use of interactive quizzes. On completion students will have developed a significant range of new knowledge, understanding and skills needed for contemporary school nursing practice. School nurses are frequently faced with unpredictable and complex situations

which often require enhanced problem solving skills sometimes in the absence of incomplete information. In many cases students will be able to respond to these challenges autonomously, demonstrating initiative, professional accountability and safe practice.

At the beginning of the programme students are allocated a personal tutor from the programme team, a practice supervisor and a practice assessor to support learning and assessment in practice (NMC 2018).

The practice assessor will assess the practical learning and development of competence with regard to the NMC Standards of Proficiency for Specialist Community Public Health Nursing - School Nursing. Evidence of achievement of competence will be documented within the student e-portfolio, and during practice hours the student will have supernumerary status. The practice supervisors and assessors will particularly focus on skills of reflection, problem solving, critical analysis and evaluating the effects of school nursing interventions in clinical practice. Each student will meet at least twice during the programme with their personal tutor in their practice learning environment.

A major strength of the programme is collaboration with the practice assessors, practice supervisors, students and the teaching team to facilitate the links between theory and practice. Practice assessors and practice supervisors have the opportunity to meet with the Academic Assessor and Programme Team at Practice Assessor and Practice Supervisor Events facilitated by the University.

Clinical team leads have an important role in the development of students. During the course managers will be expected to allow time for work based clinical supervision and contact and engagement with practice supervisors and assessors as well as time to attend university. The university teaching team will continue to support practice supervisors and assessors after the students complete the programme with annual updates. It is expected that many of the students who successfully complete the programme will become practice supervisors and assessors for future students.

Assessment regulations will be in line with The UWS Education Enabling Plan (2014 - 2020). All assessment strategies will fall into the framework of university requirements. Assessment feedback will be based upon assessment criteria as stated in the validation document. Each student is directed to an electronic copy of the student handbook at the start of the programme which is available on the virtual learning environment.

Innovative approaches will be taken to assessment within the programme and the nature of assessment will differ depending on which module is being assessed and the learning and teaching strategies used. The range of assessments for the theoretical component includes writing a literature review, a poster presentation, a teaching presentation, a research literature review, an invigilated timed examination, and a practice placement portfolio. Students must also pass 12 weeks of pre-consolidated clinical practice which is signed off in the practice portfolio by the practice assessor, before being allowed to proceed to the final 10.5 weeks of consolidation of practice. If any student is unsuccessful in the achievement of clinical competence in the pre-consolidation or consolidation period, one further attempt will be permitted in accordance with UWS Regulatory Framework.

During 2015, the Nursing and Midwifery Council issued a circular of notification that they, as a professional regulatory body, will no longer stipulate time-frames in which professional programmes of study require to be completed by. The time-frame for this programme will now be dictated by University regulations and will be three years for full time students and four years for part time.

On successful completion of the Post Graduate Diploma students will be encouraged as part of their continuous professional development, to consolidate their post graduate learning by proceeding to Masters dissertation. Successful Masters graduates may have the potential to enrol for Doctoral studies depending on individual institutional entry criteria for Doctoral studies. For those students who are unable to complete the programme, a Post Graduate Certificate in Health Studies (Community Health) may be awarded if there is sufficient credit accumulation (60 points).

### **Graduate Attributes, Employability & Personal Development Planning**

This Programme will support students to develop characteristics which can contribute to the UWS graduate attributes of Universal - critical thinking and culturally aware, work ready - knowledgeable, problem-solving and successful

It is expected that graduates from this programme will be equipped with the knowledge and skills to lead and influence others. Organisational change and development skills are advantageous, therefore, making sought after and desirable employees. The programme is designed to ensure that students exit with a detailed and critical understanding of a range of specialised theories, principles and concepts influencing contemporary school nursing practice. Inherent within the process of programme delivery are mechanisms which facilitate the development of transferable skills. It is part of the programme philosophy that students are enabled to be lifelong learners by being able to adapt and respond to change and by being change agents. Gaining a post-graduate qualification can lead to a variety of career opportunities and destinations.

### **Work Based Learning/Placement Details**

The practice based learning experience is 50% of the programme and equates to 22.5 weeks. Each practice placement is aligned to a module of theoretical learning, assisting students to integrate theory with practice and supporting the development of the students' knowledge base and competence. In accordance with professional standards for student supervision and assessment, all practice learning is facilitated and supervised by a practice supervisor. Under this guidance and supervision, the student will work towards achieving all the NMC proficiencies in order to meet the Standards for Specialist Community Public Health Nursing - School Nursing. The practice assessor will conduct assessments to confirm student achievement of proficiencies. All practice placement areas are subject to Educational Audit and monitored for use by the University.

### **Engagement**

In line with the [Academic Engagement Procedure](#), Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

### **Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality and Diversity Policy](#)

A. PG Cert  
Learning Outcomes (Maximum of 5 per heading)

<b>Knowledge and Understanding</b>	
<b>A1</b>	
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	

**Core Modules**

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

Footnotes

**Optional Modules**

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

Footnotes

**Criteria for Progression and Award**

Successful completion of all theoretical and practice based components of the six core modules detailed above, in accordance with the professional standards of education (NMC 2004), will mean students are eligible for

professional progression to the third part of the Nursing and Midwifery Council register as a Specialist Community Public Health Nurse -School Nursing. Students who desire to conclude their post-graduate study will be able to graduate at this point with a post-graduate award.

Please note that as a NMC approved programme, the following additional professional regulation will apply to modules within this programme -

- Where a module assessment comprises two or more components - each component must be successfully passed at the minimum pass mark required for the overall module pass. This ensures that components do not compensate for each other to deliver an overall aggregate pass mark, for example

- MSc level: each component must be passed at a minimum of 50%, and the aggregate pass mark should be 50%

- Where modules are shared between NMC Approved Programmes and non NMC Approved Programmes, the Standard for NMC Approved Programmes as stated in the Quality Assurance Framework (NMC 2013, updated 2017, page 19) must take precedence over the UWS Regulatory Framework for all students undertaking the module. This means that each component must be passed at a minimum of 50%, and the aggregate pass mark should be 50%

Students who have completed all modules are eligible to progress to MSc Health Studies (Community Health) research and enquiry dissertation module.











#### B. PG Dip

Learning Outcomes (Maximum of 5 per heading)

<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate a detailed understanding of the social, political and economic factors which influence service delivery to clients, carers and families.
<b>A2</b>	Demonstrate a critical understanding of the theories, concepts and principle of school nursing.
<b>A3</b>	Demonstrate an extensive, detailed and critical knowledge and understanding of the role of the school nurse within the context of the public health agenda.
<b>A4</b>	Have a critical awareness of the evidence base and current issues in school nursing
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Develop the use of a significant range of professional skills in assessing, planning, implementing evidence based practice in relation to school nursing.
<b>B2</b>	Apply a range of specialist research and techniques of enquiry to construct profiles of the health needs of individuals, families, groups and communities.
<b>B3</b>	Lead and develop school nursing practice in light of forefront developments within the field.
<b>B4</b>	Demonstrate the use of a range of knowledge and skills required for project management which may include research, investigation or development.
<b>B5</b>	Demonstrate the ability to respond appropriately in challenging and unpredictable situations
<b>Communication, ICT and Numeracy Skills</b>	

<b>C1</b>	Use effective communication skills to communicate to a range of audiences with different levels of knowledge and expertise using appropriate methods.
<b>C2</b>	Critically evaluate a range of data to improve population health
<b>C3</b>	Demonstrate an ability to use a range of ICT applications required for Specialist Community Public Health Nursing Practice
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Deal with complex issues and problems as they arise and make informed judgement in the absence of incomplete data.
<b>D2</b>	Using problem solving, analytical and evaluative skills; identify and reflect on areas of practice which need developed.
<b>D3</b>	Develop original and creative responses to problems and develop strategies to promote health and well-being in individuals, families and the wider population
<b>D4</b>	Initiate policy development in light of new research and/or evidence
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Using critical reflection and evaluation identify strategies to ensure safe and effective person centred care.
<b>E2</b>	Ethically and effectively manage a range of resources across teams, departments and roles.
<b>E3</b>	Facilitate effective multi-disciplinary/multi-agency team working within the community setting
<b>E4</b>	Influence others by using leadership skills to affect change where necessary.

#### Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	NURS11130	<a href="#">Contemporary School Nursing</a>	20				
11	NURS11150	<a href="#">NMC Responding to Public Health Challenges</a>	20				
11	NURS11131	<a href="#">Enhancing Wellbeing in Children &amp; Young People</a>	20				
11	MIDW11003	<a href="#">Research for Health &amp; Social Care</a>	20				
11	NURS11149	<a href="#">NMC Leadership for Effectiveness</a>	20				
11	NURS11105	<a href="#">Consolidation of Practice</a>	20				**



\* Indicates that module descriptor is not published.

Footnotes

\*\* Consolidating School Nursing Practice

**Optional Modules**

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

Footnotes

**Criteria for Progression and Award**

Successful completion of all theoretical and practice based components of the six core modules detailed above, in accordance with the professional standards of education (NMC 2004) will mean students are eligible for professional progression to the third part of the Nursing and Midwifery Council Register as a Specialist Community Public Health Nurse - School Nursing. Students who desire to conclude their post graduate study will be able to graduate at this point with a post graduate award.

Students who have completed all 6 modules and meet University minimum requirements of 120 credits at SCQF level 11 will be eligible to progress, should they choose to do so, to the MSc Health Studies (Community Health).

**C. Masters**

Learning Outcomes (Maximum of 5 per heading)

<b>Knowledge and Understanding</b>	
<b>A1</b>	
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	
<b>Autonomy, Accountability and Working With Others</b>	

<b>E1</b>	
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**Core Modules**

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

Footnotes

**Optional Modules**

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

Footnotes

**Criteria for Award**

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<p><b>Regulations of Assessment</b></p> <p>Candidates will be bound by the general assessment regulations of the University as specified in the <a href="#">University Regulatory Framework</a>.</p> <p>An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.</p> <p>To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.</p>
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<p><b>Combined Studies</b></p> <p>There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for an exit award of PgCert/ PgDip in Combined Studies.</p>
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