



Course Specification

Postgraduate Diploma Specialist Community Public Health Nursing - School Nursing

Course Code: SCDSN

2022/23

leedsbeckett.ac.uk

Postgraduate Diploma Specialist Community Public Health Nursing - School Nursing (SCDSN)

Applicant Course Specification for 2022/23 Postgraduate Entrants

Confirmed at January 2022

General Information

Award	Postgraduate Diploma Specialist Community Public Health Nursing - School Nursing
Contained Award	Postgraduate Certificate Health Related Studies
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 7 of the Framework for Higher Education Qualifications, with 120 credit points at level 7 of the Higher Education Credit Framework for England.
Course Length and Standard Timescale	<p>Start dates are notified to students via their offer letter. The length and mode of delivery of the course are:</p> <ul style="list-style-type: none">• 1 year, 52 weeks, full-time, campus based• 2 years, 104 weeks, part-time, campus based
Part Time Study	Part-time delivery is usually at half the intensity of the full-time equivalent course. Some modules may be delivered in a different sequence from that defined within this specification.
Location of Delivery	City Campus, Leeds, plus the location of work placement.
Entry Requirements	<p>Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</p> <p>Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.</p>
Course Fees	Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Timetable Information

Timetables for semester one are made available to students during induction week via:

- The Student Portal (MyBeckett)
- The Leeds Beckett app

Any difficulties relating to timetabled sessions should be discussed with your Course Administrator.

Policies, Standards and Regulations www.leedsbeckett.ac.uk/academicregulations

The course follows the Academic Regulations except where noted below.

Fitness to Practise

The course is authorised to use the University Fitness to Practise Policy and Procedure. Details can be found [here](#). Students are expected to act in a professional manner at all times in line with the Policy.

Requests for credit transfer (RPL)

In order to comply with Nursing and Midwifery Council standards (NMC, 2004), credit transfer can only be for a maximum of one third of the course.

All assessments to be passed and pass/fail assessments

All components of assessments must be passed at the threshold mark for the assignment or a pass for pass/fail marking to pass a module. All components of assessment and all modules must be passed to achieve the award.

In-level stage for mid-point assessment for practice

There is a summative assessment of practice midway through the course (in module, Professional Development in Practice). The student's practice assessor in practice is responsible for assessing this and signs the Confirmation of Student Progression (at the end of semester 1 for full time students or at the end of semester 2 for part-time students). If a student does not pass the mid-point assessment in practice and then fails to meet the requirements set in order to retrieve this failed assessment, this will be reported to the Board of Examiners prior to the student attempting to complete the level. This may mean that the student cannot repeat the practice placement if a new placement cannot be secured. The student would then receive a 'withdraw' not 'repeat' decision.

Contained award

Students are eligible for the contained award PG Cert Health Related Studies for the attainment of a minimum of 60 credits at L7 from any of the modules of the target award. If the module has a pass/fail assessment, this will need to be passed, in order to evidence that the student has achieved the required profile for the award.

Achievement of credit

The Professional Development in Practice module is linked to the NMC placement requirements of the course (minimum 112.5 days) which includes 15 days alternative placement and 50 days consolidation of practice. The practice requirement is calculated to be 844 hours of work based learning (practice hours), which have been added to the learning and teaching activities. This 20 credit module's 200 notional hours have therefore been exceeded and total 888 hours.

Attendance monitoring

Students need to meet and evidence meeting NMC requirements for practice and learning. Attendance monitoring is a requirement of the NMC or employers funding the course. Attendance is expected in both University and in the practice environment. Details of these expectations are provided in the Course Handbook and the student year planner. The year planner demonstrates the NMC standard for approved courses maintaining a 50% theory and 50% practice split of student time. Course Leaders will act if they detect any issues relating to attendance requirements not meeting the NMC standards. This may be in the form of support from Services for Students, or where appropriate, using the fitness to practise process. In either case, the University is obliged to communicate with employers regarding student attendance.

Your Key Contacts

Course Director	Paul Mackreth
Course Leader	Sinead Coleman
Academic Adviser	Sinead Coleman
Course Administrator	Sarah Holstead, s.holstead@leedsbeckett.ac.uk

Work Placement Information

Summary

This course is delivered in collaboration with healthcare employers, usually the NHS. As an NMC approved course, 50% of time is spent in the practice placement, in order to bridge the theory/practice gap and to allow for experiential learning. As a postgraduate, students take the lead in their own learning. The e-portfolio facilitates this process acting as a guide to developing action plans and in self-assessment tasks. The outcome is that all students must evidence, through practice, the meeting of the NMC standards. Each module assessment also is rooted in practice learning and is based upon a work-based project. It is a requirement that all students are **supernumerary** to the staff establishment for practice-based learning.

Length

The overall course is 52 weeks, and of this 45 weeks are programmed, with the remaining seven weeks taken as leave. These are clearly detailed on the annual course calendar that is provided prior to the commencement of each course. To maintain the theory/practice 50% ratio, the expectation is that full-time students allocate their time as:

- Two days per week in practice placement when they also have two days a week in University.
- Spend up to 15 days in 'alternative practice'.
- Complete a ten week 'consolidation of practice' placement at the end of the course.

Part-time students complete the above pro-rata.

Location

Placements are provided by the student's employer.

Professional Approval Associated with the Course

Professional Body

Nursing and Midwifery Council (NMC)

Accreditation/ Recognition Summary

Graduates will be eligible to register as a Specialist Community Public Health Nurse annotated with the specialist field of School Nursing.

Course Overview

Aims

This Specialist Community Public Health Nursing course enables registered nurses and midwives to obtain a specialist additional postgraduate award and, through completing a specified period of practice, to qualify for entry onto the third part of the nursing register for Specialist Community Public Health Nursing (SCPHN) and gain employment as a Specialist Practitioner within School Nursing. The course will enable achievement of standards of proficiency sufficient for safe and effective practice for entry to register as a Specialist Community Public Health Nurse annotated with the specialist field of School Nursing (NMC, 2004). The framework for competency adheres to the ten key principal standards of Proficiency for Public Health (NMC 2004) which are grouped into four domains: search for health needs; stimulation of awareness of health needs; influence on policies affecting health; and facilitation of health enhancing activities.

The curriculum will enable the SCPHN, upon registration, to work collaboratively on behalf of their communities, to empower the population when making decisions and actions affecting their health, adhering to the standards of proficiency as set by the NMC (2004). Common core modules, shared across the specialisms, will enable students to acquire greater understanding of each other's roles, shared challenges and opportunities to identify and respond to health needs collaboratively. The inter-professional debate, facilitated through a variety of activities will provide greater perception of the value of colleagues and promote partnership working in practice. Specifically the inter-professional (Nursing) delivery structure of the course facilitates different nursing practitioners to work together, the Inter-professional learning (IPL) Strategy and the IPL conferences are a key part of this and lead to a strong course identity for Specialist Community Public Health Nurses.

The course prepares the practitioner to build on alliances with individuals, families, communities, national and local governments, education, business and industry, voluntary, faith and charitable organisations to improve the health of the people. This will enable the Specialist Community Public Health Nurse to work collaboratively on behalf of their communities, to empower the population when making decisions and actions affecting their health.

The specialist modules for School Nursing enable students to make a valuable contribution to improving the health and wellbeing of school aged children, young people and their families and support the development of a strengthened and appropriately qualified School Nurse workforce in order to innovatively lead public health practice within community settings.

Course Learning Outcomes

At the end of the course, students will be able to:

- 1 Demonstrate a critical understanding and application of skills, knowledge and abilities to make a valuable contribution to improving the health and wellbeing of school aged children (aged 5-19), young people and their families.
- 2 Lead, manage, inform and influence services and service improvement that is underpinned by a critical understanding of theory and reflexive recognition of the policies and organisational context of delivering a range of primary and community School Nursing services.
- 3 Critically evaluate the breadth and depth of the Specialist School Nurse role and examine the scope for innovative care, safely and effectively in practice within the context of the specialist community practice that shows originality in the application of knowledge.
- 4 Achieve the proficiencies/ standards required by the NMC to register as a Specialist Community Public Health School Nurse and to synthesise new knowledge into practice.
- 5 Deal with complex issues systematically and creatively to make sound and safe decisions.
- 6 Demonstrate initiative, personal responsibility and an advanced level of professional accountability.

Teaching and Learning Activities

Summary

Course induction

It is recognised that professionals may be challenged by the prospect of returning to academic study. Mid-career study is an opportunity to stand back and reflect upon approaches to nursing practice. To facilitate the transition between busy day to day nursing practice and formal postgraduate study a one week induction programme is offered. This assists in the orientation of online systems and the campus, allows time for the student registration process, provides opportunities to create and form groups and is the commencement of course, professional and University relationships.

Experiential learning in developing specialist practice

Assessment, learning and teaching activities embrace a student-centred philosophy and are designed around the principles of progressive lifelong learning and the development of postgraduate skills. Students enter their course as experienced 'expert' nurses and then become 'novices' in their journey in meeting their new standards for specialist nursing practice (Benner 1982; NMC, 2004). They form a strong professional and course identity in working as a peer group in classroom based and work-based tasks. This process is facilitated by a course leader/ academic adviser/assessor who is a specialist in the field of practice, together with a qualified practice-based practice supervisor and practice assessor. One of the first tasks students and the course team undertake is the formation of the tripartite relationship between these three agencies. This supports the one to one recognition of a student's individual learning needs together with their learning strengths. The tripartite relationship is supported by the e-portfolio which provides a means by which students can share and develop their reflective work with academic assessors, practice supervisors and practice assessors.

Modular learning

Modular learning and assessment are rooted in work-based discussion and the development of work-based projects. These are designed to bridge the theory/practice gap. The course team divides modules between 'core' (that all community nursing students undertake) and 'specialist' (that specifically focus on one chosen field of practice), and there are no elective modules. Modular learning develops in-depth knowledge and an understanding of shared challenges in practice. This in turn leads to increased respect for the role of other health and community care practitioners, working in diverse long term care and public health settings; promoting improved inter-professional co-operation.

Modules are purposely delivered to ensure that, by the end of the course, students produce for assessment a document that clearly evidences the meeting of NMC standards for specialist practice (2004,): the PebblePad e-portfolio. Each module challenges students to complete tasks and activities via lectures, seminars, simulated learning, and pre/post-classroom activities. The specific activities depend on modules undertaken, but artefacts and evidence from these sessions can be used in the e-portfolio. Throughout the course there is a focus on encouraging increasing independence and advancing academic skills, and the e-portfolio is central to this process as it allows for student self-assessment, planning of learning, the production of evidence to meet learning plans and ultimately their ability to confirm that they, under practice supervision and assessment of a practice assessor, have met their own learning plans. At the end of the course, students are provided with ongoing alumni-access to their e-portfolio and its contents on a 'free

for life' basis allowing them to continue to use it for ongoing Continuing Professional Development and to support NMC professional revalidation processes for nurses.

Support offered to meet individual student needs

Detailed above is the minimum level of support and activates offered to all students. As recognition is given to the broad range of learning needs, some students may require additional support and counselling, not only to meet learning deficits but to also strengthen their unique talents to meet their potential. A range of support, opportunities and learning activities exist, including the Academic Librarian team who can assist in the development of advanced postgraduate skills, the Skills for Learning team who provide activities to develop academic communication skills and the templates and structure provided within the e-portfolio to support prioritising, planning, reflection and recording of experiences and achievements.

Your Modules

This information is correct for students progressing through the course within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable. All modules are core.

Full-Time Semester 1	Semester 2
Building Community Capacity in Public Health 20 credits	Leadership, Management and Enterprise 20 credits
Therapeutic Relationships for Health Care Practitioners 20 credits	Getting it right for Children, Young People and Families, 5-19 years 20 credits
	Understanding Social Research and Evaluation 20 credits (<i>blended delivery: campus and online</i>)
Professional Development in Practice 20 credits	Professional Development in Practice continues

Part-time Year 1 Semester 1	Semester 2
Building Community Capacity in Public Health 20 credits	Understanding Social Research and Evaluation 20 credits (<i>blended delivery: campus and online</i>)
	Getting it right for Children, Young People and Families, 5-19 years 20 credits
Professional Development in Practice 20 credits	Professional Development in Practice continues
Year 2	
Therapeutic Relationships for Health Care Practitioners 20 credits	Leadership, Management and Enterprise 20 credits
Professional Development in Practice continues	Professional Development in Practice continues

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules. A standard 20 credit module equates to 200 notional learning hours, comprising teaching, learning and assessment, placement activities and independent study. Modules may have more than one component of assessment.

Assessment

The course is assessed through coursework, an examination, a portfolio for practice and practical skills assessments. Students are assessed in practice.

Workload

The standard notional hours have been exceeded due to the placement hours requirement.

Overall Workload	Hours
Teaching and Learning	198
Independent Study and Assessment	506
Placement	844
Total	1548

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter and a transcript. You may also like to contact your Course Representative or the Students' Union Advice team for additional support with course-related questions.

Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at studentadvice@leedsbeckett.ac.uk, telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

Support and Opportunities

Within MyBeckett you will see two tabs, Support and Opportunities, where you can find online information and resources.

The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support and Wellbeing. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, take part in an international project, or join societies closer to home.

Employer-based support

Depending upon your employment arrangements your employer will be able to provide a range of support, such as the provision of a practice assessor and practice supervisors who will meet with you on a regular basis to review your progress, an appropriate induction process and any number of other valuable services/facilities.

As practice is an integrated component within the course structure, it is supported by suitably prepared practice assessor and practice supervisors. These relationships are pivotal in reflective experience of practice and are available for the duration of the course. The planning of practice experience is essential and is done so through the e-portfolio in the form of Learning Contracts.