

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	Specialist Community Public Health Nursing (School Nursing)
Qualification	MSc
Intermediate Qualification(s)	PGDip Specialist Community Public Health Nursing (School Nursing)
Awarding Institution	University of Bedfordshire
Location of Delivery	On campus
Mode(s) of Study and Duration	18-months – full time 36 months - part-time
Core Teaching Pattern	Non-core pattern
FHEQ Level	7
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Nursing and Midwifery Council
PSRB Renewal Date	April 2015
University of Bedfordshire Employability accreditation	Not yet available
Route Code (SITS)	MSPSNHAF
Subject Community	Post-qualifying Healthcare Education (post graduate)
UCAS Course Code	
Relevant External Benchmarking	<ul style="list-style-type: none"> • QAA (2011) Quality Code section A1 (The Framework for Higher Education Qualifications) – at level 7 • The Standards of Proficiency for Specialist Community Public Health Nursing (NMC 2004)

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
TBC	7	30	Assessment and Interventions in Specialist Community Public Health Nursing (School Nursing)	C
TBC	7	30	Public Health Principles, Policies and Practice in Specialist Community Public Health Nursing	C
TBC	7	30	Specialist Community Public Health Practice (School Nursing)	C
CEL016-6	7	30	Transforming Healthcare through Effective Leadership	C
CEL015-6	7	60	Service Improvement Project in School Nursing	C

Why study this course

This course offers the opportunity to study for a combined Master of Science / Specialist Community Public Health Nursing (School Nursing) qualification. Success in the Master of Science in Specialist Community Public Health Nursing (School Nursing) or in the intermediate qualification of Postgraduate Diploma in Specialist Community Public Health Nursing (School Nursing) will provide the professional qualification and eligibility to apply for registration with the Nursing and Midwifery Council as a Specialist Community Public Health Nurse (School Nursing).

Emphasis throughout the course is placed on your continuing personal and professional development with the aim of improving your employability prospects. You will focus on issues of direct relevance to the achievement of Specialist Community Public Health Nursing status as a School Nurse whilst pursuing a postgraduate course of study in a supportive learning environment.

Opportunities for conference attendance and presentations. Student-focused, self-directed and guided learning, small group tutorials, encouragement of peer support, using a variety of teaching methods e.g. e-learning, work based learning, problem based learning, simulation, role play, student-led seminars. Emphasis on continuing personal and professional development (lifelong learning).

Course Summary – Educational Aims

The aims of this course are to:

- prepare you to meet the standards of proficiency required by the Nursing and Midwifery Council (NMC 2004) for registration as a Specialist Community Public Health Nurse (School Nursing);
- provide advanced broad-based education and develop your general intellectual competence to the level of eligibility for an award of Master of Science conferred by the University of Bedfordshire;
- ensure you are prepared to practice safely and effectively to such an extent that the protection of the public is assured.

Entry requirements

Standard entry requirements for postgraduate taught courses apply to this course. In addition, applicants should hold a relevant current, professional qualification as a Registered Nurse or Midwife with the Nursing and Midwifery Council, and have secured a practice placement with a provider organisation.

A variation to University regulations has been approved to enable those students who registered for, and successfully completed, the PGDip Specialist Community Public Health Nursing (School Nursing) course as the target award, to register to complete the masters qualification by taking the 60 credit dissertation unit (Service Improvement Project).

Students who are direct entry midwives must provide evidence of the completion of their Intention to Practice, which will be held by the course team. A supervisor of midwives will be appointed who will develop a written plan with the student as to how they will meet their practice hours for both the SCPHN course and their practice hours to maintain their midwifery practice. This will be reviewed regularly during the tripartite visits.

PSRB details

The course has been designed to meet the requirements of the Nursing and Midwifery Council (NMC) Standards of Proficiency for Specialist Community Public Health Nursing (2004) for eligibility to apply for registration as a Specialist Community Public Health Nurse (School Nurse).

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Apply critical thinking, reasoning, decision-making and judgment that are vital to evidence based school nursing practice.
- Adopt a solution oriented strategy towards current school nursing practices and illustrate a critical awareness of global health issues and approaches to reducing health inequalities.
- Devise alternative ways of delivering care and effectively communicate the rationale behind professional decisions in verbal and written formats, appropriate to audience and purpose.
- Utilise inter-professional and inter-organisational work approaches, demonstrating initiative and resourcefulness when suggesting and/or implementing change that makes a positive difference to the quality of service and /or direct patient care.

Higher Education Achievement Report - Additional Information

Not applicable

Learning and Teaching

In designing the learning and teaching strategy, the team identified four guiding principles to underpin a course, which is designed to develop the professional knowledge and behaviours of qualified healthcare professionals. These principles were to ensure that teaching and learning activities: have immediate professional relevance; draw on expertise-by-experience; foster active learning and are learner-centred in approach. Examples of how this is realised throughout the course are provided.

- Immediate professional relevance. The course team use a range of teaching methods to help students put new knowledge to use. This includes the use of case studies, exemplars and authentic healthcare data in teaching sessions. Students are required to identify and share their own exemplars, drawing on evidence from a range of sources to do this. Enquiry based learning; simulated learning and peer-learning strategies strengthen this element.
- Draw on expertise-by-experience. The course team recognises that students bring with them a rich resource of expertise-by-experience, offering insights into healthcare practices across the globe. Teaching and learning strategies encourage students to share their experiences and to look at healthcare from a range of perspectives as a result, with an emphasis on inter-professional learning and practice. Several units draw upon the expertise of service users in order to bring the client's voice into the teaching sessions. The course team draw on their own professional practice, research and scholarship to add meaning to teaching.
- Foster active learning. Effective and safe healthcare is based upon teamwork with regular and open communication. Professional knowledge is co-constructed, drawing on evidence from a range of sources, including the practitioners own experiences. For this reason, the team adopt interactive teaching and learning strategies, whether in large or small groups, face to face or on-line. These strategies are scaffolded so that students move from more familiar approaches (lectures, seminars and tutorials) to contemporary (enquiry based learning, simulation, on-line blogging and discussion boards) over time.
- Learner-centred. The course is designed to support the development of healthcare professionals for advanced levels of practice. A generic or uniform approach is unlikely to provide opportunities for students to truly engage with contemporary, complex and challenging professional issues within school nursing practice. For this reason, staff work in ways that are learner-centred, based on need and interest. Students shape the choice of topics for learning and assessment tasks (see later section)

and draw on their own experiences in discussion and group work. Tutors offer individual and small group tutorials (during office hours) to support this approach.

In order to meet University requirements you are expected to attend all elements of your course. Attendance during the course will be monitored and actions taken for unexplained and frequent absences.

Developing your employability

During the course you will acquire a range of professional and transferrable skills which are intended to prepare you for working as a school nurse. The course provides a student- focused process for integrating personal, academic and career development. You are encouraged to undertake self-assessment to identify your strengths, interests and development needs in relation to your learning needs. Through negotiation with your personal academic tutor you will be enabled to identify your areas of interest and the areas in which you feel you need to develop. Towards the end of your studies you will be actively supported and advised regarding potential career development.

You will carry out a service improvement project in your workplace which will both consolidate your knowledge and further enhance your career opportunities.

Department (s)

Department of Clinical Education and Leadership

Assessment

The course assessment strategy is closely aligned to the teaching and learning strategy which is designed to have: immediate professional relevance; draw on expertise-by-experience; foster active learning and be learner-centred in approach. A distinct feature of the course is the range of assessment tasks, including those that allow students to undertake workplace relevant assessments that can have an immediate impact in practice. Examples include: written assignments ranging from reflective pieces to academic essays culminating in a service improvement project, assessed practice within your placements, a portfolio of evidence of learning in practice and a profile of the health needs of your local practice area. The course assessments also include a timed, invigilated exam as this is an NMC requirement

Assessment tasks are designed so that students can tailor them to professional interests, experience and development needs. They are also designed so that students can rehearse ways of thinking and acting that are professionally relevant

There are specific professional requirements for passing some of the units in the course. These requirements are stated on the relevant unit information forms (UIFs).

After Graduation

Career:

By undertaking and successfully completing this course you will be able to register with the NMC as a School Nurse with a specialist community public health nursing qualification. This course will enable you to build and expand your leadership skills in the field of school nursing and prepare you for a successful career within a community setting.

Further study:

Each student will be expected to complete a Portfolio of Evidence to demonstrate progression and encouraged to retain a reflective journal in relation to their own Continuing Professional Development (CPD) and Life -long learning. The University of Bedfordshire offers a range of postgraduate and doctoral studies which may be of interest to you after graduation. Various options are open to you including courses relating to medical education, patient safety or management studies such as an MBA in Healthcare Management.

Access to Career/ Educational Guidance:

Each student will be encouraged to complete a self-audit in terms of their academic/ career aspirations and opportunities available to them.

Student Support during the course

The University of Bedfordshire provides a range of central support services you can access. These includes academic advice and support, Health and Well-being services and guidance with regards to financial matters. You will have access to the University's Professional and Academic Development (PAD) team and the Student Information Desk (SID) which provides the gateway to a range of specialist advice and assistance. Support services are detailed within the student support area of the University website at: <http://www.beds.ac.uk/studentlife/student-support>

Your course team will also provide a range of support with your studies. This includes the allocation of a named Personal Academic Tutor (PAT), who will guide you through your studies. This will involve personal and group tutorials, placement meetings, academic support and monitoring of academic and professional development. The PAT will also provide the link between the University and the work place and ensure that your professional and academic progress is monitored and supported. You will be given timely feedback on assessments, with suggestions on how to further improve your work.

A mentor and practice teacher will be available to offer support while you are working in the practice environment. Additional guidance will be provided via the course site in the University's virtual learning environment (BREQ).

Students with disabilities

Students with disabilities, who meet the relevant entry requirements for the course, are welcome to apply. The course team will discuss any potential restrictions to engagement on a case by case basis, before making an offer decision. Once an applicant with a disability has been accepted on to the course, we will work with them to identify their individual needs in relation to attending and successfully completing the course. Reasonable adjustments to the way the course is delivered and assessed will be made so that students with a disability are not disadvantaged

If you have a specific need (e.g. dyslexia, dyspraxia, visual or hearing impairment, mobility issues) that may require additional resources (i.e. aids or adaptations) it is important that you notify the course co-ordinator of these needs at the earliest opportunity so that appropriate arrangements can be made to ensure equality of opportunity

Further information about support with health and wellbeing can be found at: <http://www.beds.ac.uk/studentlife/student-support/health/disabilities>

Assessment Map

Unit title	C/ O	WEEKS																								
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Assessment and Interventions in Specialist Community Public Health Nursing (School Nursing)	C	X						X			X															
Public Health Principles, Policies and Practice in Specialist Community Public Health Nursing										X	X															
Specialist Community Public Health Practice (School Nursing)												X									X					X Week 45
Transforming Healthcare through Effective Leadership																					X			X		
<u>Year 2</u>																										
Service Improvement Project in School Nursing																								X		X

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

By the end of the course you will be able to:

1. independently evaluate relevant research and practice, including the ability to synthesise information from a range of sources and the capacity to deal with complexity in order to critically analyse, evaluate and integrate relevant literature and experiences in order to enhance public health practice, through assessing, planning, implementing and evaluating care required by individuals, groups and populations;
2. select and implement a range of public health nursing skills pertinent to school nursing taking account psychosocial and biological needs;
3. analyse and debate evidence on which care interventions are based in order to promote, evaluate and design interventions, critically developing and constructing effective key questioning techniques to enhance communication skills and establish professional reasoning;
4. practise autonomously in a safe, accurate and effective way, organising and managing the public
 - a. health interventions for individuals, groups and populations;
5. critically explore, analyse and synthesise the dynamic features of good inter-agency working that supports individuals, groups and populations;
6. demonstrate sensitivity and understanding in relation to culture and religious values, beliefs, abilities and needs of individuals, groups and populations, promoting the integration of these minorities;
7. review, demonstrate and critically evaluate what it means to be a professional, and the implications and requirements of responsibility, accountability, mastery and autonomy within the context of school nursing practice;
8. review, analyse, implement and synthesise technological advances, clinical governance and related local and national policies in specialist community public health nursing, evaluating and challenging the political contexts of care in order to inform school nursing practice;
9. act autonomously in planning and managing the learning process and in reviewing and meeting your own learning and development needs and those of others;
10. achieve the principles and domains as required by the Standards of Proficiency for Specialist Community Public Health Nursing (NMC 2004);
11. Apply a critical, systematic and innovative approach to service improvement by initiating, planning, implementing and evaluating a project in the workplace to enhance service delivery in school nursing practice.

Course-specific regulations

The proposed course complies with University Regulations; however, variation to regulations are required for

- non-core pattern
- enhanced entry criteria
- assessment regulations: there will be no aggregation within units that contain practice based assessments. All practice-based assessments must be passed. This is to enable the course to be mapped against professional standards. Students can be referred on only one occasion in practice assessment (providing two attempts at the practice assessment documentation).
- protected title: If a student fails to successfully complete either the masters degree or the intermediate postgraduate diploma but gains an exit award for academic credits that student will not be eligible to apply for registration with the Nursing and Midwifery Council as a School Nurse.
- students who successfully complete the PGDip Specialist Community Public Health Nursing (School Nursing) course as the target award, to be allowed to return and register to complete the full masters' qualification by taking an additional 60 credits of academic study (Dissertation).
- where an aegrotat award is made it will not provide eligibility for admission to the NMC Register as a School Nurse.
- Duration: the course may be delivered full time, or part-time, and including interruptions be completed within a within a maximum of 156 weeks for full time students or 208 weeks part time .(NMC Circular 24/2006)

Teaching, Learning and Assessment

This course is for qualified healthcare professionals. It is designed to foster a scholarship of practice and therefore methods have been chosen to ensure that graduates of the course are able to adopt evidence-based approaches to school nursing. Our guiding principles are that learning should have immediate professional relevance and that it should draw on the experiences and expertise of students on the course, as well as the academic staff who lead it. Teaching, learning and assessment methods foster active learning and allow you a degree of choice, to ensure learner centredness.

The curriculum has been designed to move you from the familiar to the new, allowing you to evidence your academic skills in a range of ways. For example, the first unit starts looking at theories and models of history taking and assessment skills, and then develops advanced and specialist skills and knowledge relevant to practice such as safeguarding of the vulnerable.

Lectures, seminars, tutorials and group work will allow you to rehearse a range of approaches to data collection, analysis and application. The independent service improvement project you will undertake involves the framing of a healthcare problem and an informed response, supported by a portfolio of evidence. We have designed assessment tasks to provide you with the opportunity to practice communicating theoretical concepts in a range of ways, for a range of purposes and intended audiences. This includes oral presentations, posters, reports and patient information booklets, for example.

Teaching and learning methods encourage development of:

Communication

To help with the development of this you will:-

- Work collaboratively with your personal academic tutor, mentor, practice teacher and peers
- Communicate effectively both verbally and in writing to achieve the outcomes of your assignments
- Show accurate and fluent use of language in presenting information

Information Literacy

To help with the development of this you will:-

- Use recommended databases to access information
- Produce written and verbal assignments
- Carry out effective internet and database searching and referencing

Research and Evaluation

To help with the development of this you will:-

- Independently evaluate research and associated methodologies
- Synthesise information from relevant sources

Creativity and Critical Thinking

To help with the development of this you will:-

- Autonomously synthesise information and ideas and propose new hypotheses
- Create new approaches to ideas
- Respond to problems that expand or redefine existing knowledge

You will spend 50% of your time in the practice setting becoming proficient in the key skills required for SCPHN practice, applying your knowledge and building experience. You will also be required to take part in at least 15 days of alternative experience, which will build upon your experience of the wider determinants of health. You will network widely with other agencies to gain a depth of experience in multi-agency collaboration. During this time your progress will be assessed by a practice teacher, in close collaboration and communication with the course team.

A portfolio of learning in practice will be developed in the Specialist Community Public Health Practice (School Nursing) unit of study. The student will be able to identify their own learning in practice,

documenting their experience of prescribing, alternative placement and their specialist skills acquisition in practice

Additional Academic Information

Peer-assisted learning (PAL)

The course will encourage you to work in groups and teams. Academic staff will facilitate opportunities for you to discuss ideas with others on your courses, including opportunities to present work to them, for discussion and feedback.

Initial Assessment

The first summative assessment takes place in week 6 of the Assessments and Interventions in SCPHN - School Nursing unit of study, where you will be required to critique an aspect of the current Healthy Child Programme.

Improving students' learning

This course offers a masters' level qualification. We expect you to be able to plan and manage your own workloads in order to prepare appropriately for lectures, seminars and tutorials and for linked assessment activities. Academic staff will guide you in strategies to use your time effectively in order to meet these demands.

You will be guided in preparation for assessment, through the use of assessment briefs and exemplar materials. We expect you to familiarise yourself with these briefs and the grading criteria used to mark your work. Feedback on your work includes suggestions on how to improve work of a similar nature in future. We expect you to engage with this feedback in a purposeful way, and seek guidance from academic staff if you are finding that difficult to do.

As well as scheduled face to face activity, we expect you to engage with on-line learning activities within the virtual learning environment supporting your course. Here you will find useful resources, as well as structured opportunities for discussion and reflection.

Initially you will be guided in your reading, but you will be expected to become increasingly self reliant when it comes to identifying appropriate reading materials. The learning resources team will help you develop search and referencing strategies; you are expected to engage with the on-line resources in the virtual library to further develop your skills in this area.

Academic Integrity

Formative assessment activities are integrated within units of study to provide you with opportunities to develop your ideas and thinking. They may also be used to give you an opportunity to 'practice' writing in a particular way, or to become familiar with a particular type of assessment. You will receive written feedback on summative assessment tasks, which is designed to help you develop your thinking and preparation for future assessment activities.

Academic staff will provide you with assessment briefs, examples of good practice and, where appropriate, writing templates. These are designed to develop confidence in writing in a range of forms, for different audiences. They also help prepare you for more independent work in the final stages of the course, when you produce an extended piece of writing in the form of a service improvement project. You will be introduced to referencing conventions early in the course. You are required to acknowledge the words, thoughts and ideas of others (including fellow students and staff) very carefully in all written submissions. You will be guided to on-line resources that provide step by step instructions on how to do this effectively.

HEAR implementation

Not applicable

Internationalisation

Course team members will be encouraged to actively draw on a range of perspectives – including students own lived experiences as healthcare providers across a multicultural society. In the transforming healthcare unit, there will be structured opportunities for International, EU and Home applicants to learn together, sharing international experiences of healthcare. The team strive to create an open, trusting learning community where differences in views and actively sought, explicitly valued and discussed.

Sustainability

Students on the MSc are qualified healthcare professionals who are bound to particular sets of professional standards and regulations. They operate in complex professional environments where resources are limited and/or rationed in ways that can impact on the delivery of care. The course invites a consideration of the ways in which these issues impact on the practices of healthcare workers and the experiences of healthcare users. Professional dilemmas are explored through a problem-orientation approach and assessment practices that require students to demonstrate socio-political, ethical and legal awareness.

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Health and Social Sciences
Portfolio	Post-qualifying Healthcare Education (post-graduate)
Department/School/Division	Clinical Education and Leadership
Course Coordinator	Gill Treverton
Version Number	01/15
Approved by (cf Quality Handbook ch.2)	University course re-approval and re-accreditation by the Nursing and Midwifery Council (NMC)
Date of approval (dd/mm/yyyy)	Approval event held 22 nd April 2015
Implementation start-date of this version (plus any identified end-date)	2015/16

Form completed by:

Name: Gill Treverton and Dr Bertha Ochieng **Date:** 29th May 2015

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: **Date:**

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
