

Specialist Community Public Health Nurse (SCPHN)

PGDip Apprenticeship



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mmu.ac.uk/apprenticeships

Award-winning Apprenticeships

Manchester Metropolitan University is one of the most popular universities in the UK, currently educating over 39,000* students. The University takes its responsibility for creating work-ready graduates very seriously and maintains close industry and sector links.

Our apprenticeships are practice-focused. They equip our apprentices with the skills to ensure they are ready to take on the challenges of tomorrow and make their mark. We develop our programmes in partnership with employers, to meet the needs of healthcare providers and individuals.

As degree and postgraduate apprenticeship pioneers, we have become industry leaders, allowing us to build unrivalled partnerships with some of the UK's largest employers and innovative small and medium-sized enterprises (SMEs).

**Nursing
Times**

* HESA data 2020/21, includes students on distance learning and accredited courses at partner institutions.

2,400
apprentices
on 18 programmes

**Top university
in the UK**
for degree apprenticeships

RateMyApprenticeship
Awards 2019, 2020, 2021, 2022

92%

merit or distinction
at EPA in 2022

110+

apprentices
recognised
at regional and
national awards

Winner
**University
of the Year**
at the Multicultural
Apprenticeship Awards 2022

540+
Employer
partners

★ Rated ★
'Outstanding'

by Ofsted 2018 and 2022

**Training Provider
of the Year**
North West Apprenticeship
Awards 2023

About the programme

The Specialist Community Public Health Nurse (SCPHN) Apprenticeship is an innovative blend of higher education and work-based learning, aimed at developing employees into competent and confident specialist public health nurses.

This occupation is found in the public, independent and private sectors. Health Visitors and School Nurses may be employed in the NHS, local authorities, community interest companies, social enterprises or schools.

Developed with employers, the 12-month programme has been designed to meet the contemporary health and wellbeing needs of individuals, communities and populations.

The programme offers two pathways: **Health Visitor** topics include the psychosocial and emotional stages in a child's development, partnership working, and indicators of need in children.

School Nursing topics include current national school nursing policy, the effectiveness of interventions, and the health needs of children.

The qualification

PGDip Specialist Community Public Health Nursing (School Nurse) or PGDip Specialist Community Public Health Nursing (Health Visitor) diploma, depending on the route taken.

Apprentices will be annotated on the NMC Register as a Specialist Community Public Health Nurse, Health Visitor or School Nurse. Graduates will also receive a level 7 apprenticeship qualification.

Who is the programme for?

This programme is suitable for existing nurses and midwives that are looking to further their knowledge and career, or those already working in the health and social care field that wish to develop into school nurses and health visitors.

Specialist Community Public Health Nurses assess the health needs of individuals, families, workplaces and the wider community to promote and protect good health and wellbeing, prevent illness and provide interventions or advice. They support and enable people to make informed choices about how to manage health challenges in order to maximise their quality of life and improve health outcomes. They also focus on deprivation, vulnerability and advocacy, and may work in challenging circumstances within adverse home and working conditions. This can mean working with adults or children in their own home, a healthcare setting or the workplace. Specialist Community Public Health Nurses also contribute to safeguarding children and adults.

Typical job titles may include; Health Visitor, School Nurse, or Community Public Health Nurse.

Core skills, knowledge and behaviours

Apprenticeships develop a core set of skills, knowledge and behaviours relevant to the course specialism. On successful completion of the programme, apprentices will be able to:

- Provide organisational, strategic and clinical leadership by working with a range of stakeholders.
- Evaluate, develop and engage in health protection and promotion strategies and policies.
- Engage in the development and promotion of evidence based practice and governance processes.
- Work collaboratively with other professionals and teams to promote and protect the health and wellbeing of individuals, groups and communities.
- Assess the physical and mental health needs of individuals.

Health Visitor and School Nurse units:

- Collaboratively search for health needs amongst individuals, communities, schools and wider populations.
- Raise awareness across communities, schools and individuals about issues that can impact on their health.
- Influence policies affecting health to initiate change.
- Enable the assessment, development and engagement of individuals and communities with health enhancing activities.



Creating a supportive environment

In order to create an environment where apprentices will be able to achieve successful outcomes, both academically and within their organisations, the University has put in place a wide range of support.

Apprentices

Dedicated skills coach

A dedicated skills coach will conduct termly reviews with the apprentice and employer, advise on University regulations and procedures, and provide pastoral support. All skills coaches on this programme are qualified health visitors.

Personal Learning Plan

Where additional learning support requirements are identified, they will be met through a Personal Learning Plan.

University services

Full access to University services – including disability services, wellbeing, the library, IT services and sports facilities.

Online study environment

Study materials can be accessed 24/7 via our online study environment, Moodle. Our programme is designed to support learners who live and work outside of the north-west. Moodle enables apprentices to access reading lists, download journal articles, contribute to online discussion groups, email tutors, listen to podcasts and submit assignments.

Cutting-edge facilities

The Faculty of Health and Education is based in the state-of-the-art Brooks building.

Inside the Brooks building are outstanding specialist facilities across all areas of health, psychology, social care, and education. This includes a simulation suite, nursing ward, VR room and skills rooms to simulate a health and social care setting.

University library

The main University Library is located on the All Saints Campus and is open 24/7 during the academic year.

The Library provides access to a wide range of books, texts, journals, business information and statistics. It also runs a number of workshops for mature students on study and research skills.

Many of the Library's resources are available online. For example, apprentices can search the Library catalogue, renew and reserve books, and download journal articles and research information.

Employers, practice assessors and practice supervisors

Apprenticeships team support

The Manchester Met Apprenticeships Team is available to support employers throughout the apprenticeship process, including:

- Holding meetings with staff and managers to understand operational challenges and training needs.
- A dedicated account manager, providing a single point of contact with the University.
- Working in partnership to tailor content and delivery.
- Sending regular reports of apprentice progress.

Progress reviews

Practice Assessors and Practice Supervisors are supported through regular progress reviews to set, monitor and evaluate objectives and targets.

Delivery and structure

Based in the state-of-the-art Brooks building, on Manchester Met's award-winning development, apprentices have access to specialist facilities across all areas of health. Our innovative, vibrant programmes reflect new and emerging research ideologies.

Delivery

The programme is delivered via a combination of blended learning (including face-to-face sessions, virtual sessions and directed study) and placements. These are based in the practice area and supported by Practice Assessor and Practice Supervisors as per the Nursing and Midwifery Council (2018) Standards for Student Supervision and Assessment. In line with NMC requirements, the apprenticeship will be made up of 50% theory and 50% practice. It is delivered by a core programme team with a strong focus on supporting apprentices across all aspects of the programme.

Assessment

The units on this apprenticeship will be assessed through a wide range of methods that are designed to meet a range of learning style. As well as academic assessment, apprentices will complete an ePortfolio to record their work-based development.

Core unit overviews

Principles of child development (health visitor)

The importance of meeting physical and emotional needs of babies and children for their health and development.

Responding to contemporary health needs in health visiting or responding to contemporary health needs on school nursing

How school nurses and health visitors meet current and emerging health needs for children and young people.

Safeguarding in public health nursing

Protecting children and young people from harm in the home environment and wider societal contexts.

Developing quality leadership in specialist practice

How health visitors and school nurses enhance their own practice and develop services for children, young people and families.

Specialist practice of school nursing or specialist practice of health visiting

Preparation for the role of school nurse or health visitor at specialist practitioner level.

Advancing practice through research

Influencing health visiting or school nursing by embedding research in specialist practice.

Empowering populations to enhance health and well-being

Enhancing the health of individuals and populations via public health approaches.

Foundations of health visiting or foundations of school nursing

This unit explores the underpinning foundations of health visiting and develops knowledge of the health visitor role and a grounding for HVs field of practice. The content is flexible to enable responsiveness to current health visiting practices but includes subjects such as the principles of health visiting; current national health visiting policy drivers and health needs of children and families.

Building resilience in children and young people (school nurse)

This unit will explore factors affecting the emotional health and wellbeing of school aged children in contemporary society. Appropriate interventions promoting emotional resilience will be analysed from the School Nurse perspective.

The 10 credit unit options may include:

- V100 Nurse Prescribing
- Contraception, Reproduction and Sexual Health (CRASH 1)
- Independent Study Project



Application information

Entry requirements

It is a requirement of the Nursing and Midwifery Council (NMC) that those training to become a Specialist Community Public Health Nurse are already registered nurses on Part 1 of the NMC register or are registered midwives.

How to apply

Once an employer has confirmed that they will support their apprentice(s) on the programme, we will issue an application pack to interested applicants. The application form enables us to build up a picture of the candidate, their experience and the knowledge and skill areas they are looking to develop.

Level 2 English and maths requirements

Applicants must be able to evidence Level 2 English and Maths, prior to starting the apprenticeship. This could be Functional Skills Level 2 or GCSEs grades 9 - 4/A* - C.

Workplace considerations

Workplace infrastructure should be sufficient to fully support the apprentice in working as a trainee specialist community public health nurse. Consideration also needs to be given as to whether the apprentice will be working in a new or emerging role within the workplace. Apprentices will need to be supported by a suitably qualified workplace mentor who is able to assess clinical competency in practice and support the apprentice to develop as a competent specialist community public health nurse.

Off-the-job training

Apprenticeship funding rules state that apprentices should spend at least 6 hours per week of their working time on developing relevant skills, knowledge and behaviours. This means that apprentices must undertake University tuition, online learning and assessments in combination with a range of other eligible activities undertaken in the workplace.

These can include, but are not limited to:

- Developing evidence, undertaking reflective practice and gathering peer feedback towards the achievement of the skills and behaviours included in the Specialist Community Public Health Nursing Apprenticeship Standard.
- Shadowing or mentoring of colleagues in their organisation or another organisation.
- Formal or informal training relevant to the apprenticeship.

Apprentices on this programme must be supported by an employer in line with the NMC Standards for Proficiency, which require a balance of 50 per cent practice and 50 per cent theory is undertaken while in a supernumerary role. This should be followed by a consolidating period of practice equivalent to at least 10 weeks.

Employer next steps

If you would like to discuss how this programme could work for your organisation, or if you have any further questions, please contact our dedicated Apprenticeships Team.

E: apprenticeships-employer@mmu.ac.uk

T: 0161 247 3720



Get in touch

Our growing portfolio of undergraduate and postgraduate apprenticeships include programmes in the following areas:

- digital and technology
- digital marketing, creative design and UX
- health and social care
- leadership, management and HR
- retail

If you think one of our programmes could work for your organisation, please get in touch. We will be happy to provide further information and guide you through the next steps.

Contact us:

Apprenticeships team

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