Faculty of Health and Education

Manchester Metropolitan University

Department of Nursing

PgDip Specialist Community Public Health Nursing: Health Visiting/School Nursing

Programme Handbook 2023

Contents

Contents

Introduction and Welcome

Welcome by Programme Leader

Welcome to the PgDip SCPHN course. Some of you may be embarking on a new career pathway; others may be aiming to further their development in a familiar area of public health practice. Whatever your motives for doing the course, we trust that you will enjoy your time at the university. The course team appreciate that you may find the first few weeks particularly challenging as you adapt to your new role as SCPHN student, so please do not hesitate to ask for clarification on anything that you may be unsure about- we are always willing to address your needs on an individual basis.

Ruth Thomas (Programme Leader- School Nursing) and Karen Hughes (Programme Leader- Health Visiting)

This programme handbook provides specific information for this programme, and should be read alongside the information on the [University student website](#). In addition, the ['Policies, Regulations and Procedures for Students'](#) guide provides an overview of the key policies relevant to your studies and day-to-day life at Manchester Metropolitan, and is essential reading.

[Moodle](#) is the MMU online learning environment and is one of the most widely used and rapidly growing virtual learning environments, or VLEs. You will find a wealth of information on moodle, and have access to materials essential to your course.

Our [Academic Community Commitment](#) sets out how everybody at Manchester Metropolitan works in partnership to help you to succeed. It has been created jointly between the University and Students' Union, and in wider consultation with our students.

Your safety: we want you to enjoy your student life safely, and would encourage you to read the information on our [student safety website](#). Keeping students safe at Manchester Met is always our top priority and our [SafeZone App](#) is a great way to have peace of mind when you are studying or having fun on campus.

Induction programme

Induction takes place from 18th -22nd September 2023 and is supplemented by a range of online material and handbooks. The programme team appreciate that you may find the first few weeks particularly challenging as you adapt to your new role as a student so please do not hesitate to ask for clarification on anything that you may be unsure about, the student hub should be your first port of contact. Call: 0161 247 1000 or email studenthub@mmu.ac.uk

Contact Details

The student hub

The student hub is the first point of contact for all student enquiries. They provide a comprehensive information service to students on all student-related matters and can refer you for specialist support. They are located on the ground floor of Brooks building. Term time opening is Monday – Friday 08:30 – 18:30.

Call: 0161 247 1000 or email studenthub@mmu.ac.uk

Website: https://www2.mmu.ac.uk/student-life/contact-us/

The programme team

During your programme you will have contact with many academic staff, we have included below the programme leader, department support tutor and others with specific responsibility for your programme.

Name of Staff	Role	Email	Phone Number
Ruth Thomas	Programme Leader- School Nursing	r.thomas@mmu.ac.uk	0161 247 2864
Karen Hughes	Programme Leader- Health Visiting	karen.hughes@mmu.ac.uk	0161 247 2538
Louise Derham	Programme Leader – District Nursing Unit Lead: Advancing Practice Using Research	l.derham@mmu.ac.uk	
Helen Rigby	Skills Coach	h.rigby@mmu.ac.uk	

How to contact us

The best way to contact staff is via email, and you can normally expect a reply within 3 working days. All academic staff have time available to see students for tutorials – please email or phone for an appointment.

How we contact you

All communication to students is via your MMU email address, so it is vital that you check this regularly, the easiest way is via MyMMU app. Please ensure you check your personal timetable to access the correct location for teaching, as this can change at short notice. Any cancellations or amendments to teaching will be notified via Moodle, which is sent out as an announcement via email. In the case of adverse weather please check the unit Moodle site and MMU emails before travelling.

Curriculum information

Programme title: PgDip Specialist Community Public Health Nursing (SCPHN): Health Visiting OR School Nursing

Programme code: HV 271T
SN 271S

Programme Aims: Students entering the programme are expected to have a common aim – to develop their personal professional practice to achieve SCPHN in the field of health visiting or school nursing. Students exiting the course will have the skills, knowledge and attributes that enable them to develop public health practice, fulfilling professional body requirements relating to SCPHN.

Programme Learning Outcomes: PgDip Specialist Community Public Health Nursing: Health Visiting & School Nursing:

On successful completion of the programme the students will be able to demonstrate:

The application of theory, skills and attributes required to fulfil the professional role of the Specialist Community Public Health Nurse (SCPHN)
How to apply an in-depth and coherent range of theory and the skills required to work collaboratively and in partnership to promote and protect the health and wellbeing of the population
How to apply public health policy and health promoting strategies to practice, and devise innovative approaches to develop health services/ programmes and reduce inequalities
How to critically evaluate research studies and other forms of evidence and where appropriate apply findings to ensure best practice that is culturally sensitive, ethically sound and cost efficient
The way to synthesise knowledge and experience gained as a SCPHN student to articulate a vision, based on sound arguments, for the future role and functions of their SCPHN
Be able to build on theory and exercise appropriate professional judgement when assessing the health and wellbeing of individuals, client groups and populations, communicating results effectively
The ability to manage teams and resources ethically and effectively, showing originality in tackling and solving problems
Be able to effectively lead and manage projects in creative and innovative ways to improve the health and wellbeing of individuals and communities
Be able to actively seek to contribute to policy and strategy development to improve health and well being
Be able to effectively deploy and evaluate established techniques to identify and manage risk with a range of client groups including the most vulnerable

Programme structure and content:

PgDip Specialist Community Public Health Nursing		
Mandatory Core Units for SCPHN (level 7)		
Advancing Practice Through Research (20 credits)	Developing Quality Leadership in Specialist Practice (10 credits)	Empowering Populations to Enhance Health and Well-Being (HV or SN) (30 credits)
Mandatory Core Units for Specialist Field (level 7)		

Foundations of School Nursing/Health Visiting (15 credits)	Responding to Contemporary Health Needs (15 credits)	Safeguarding for Public Health Nurses (10 credits)	Principles of Child Development (HVs) OR Building Resilience in Children and Young People (SNs) (10 credits)	Specialist Practice of Health Visiting / School Nursing (20 Practice credits)
Optional Units for SCPHN (level 7)- *Students choose 1 unit*				
V100 prescribing (10 credits)	Contraception, Reproduction and Sexual Health (10 credits) OR Independent Study Project (10 credits)			
Exit award (120 level 7 credits) of PgDip SCPHN in School Nursing OR Health Visiting				

Format of study:-

- Students undertaking PgDip SCPHN must undertake:-
    - the mandatory core units for SCPHN
    - the mandatory core units for their specialist field-health Visiting OR School Nursing
    - ONE optional unit
    - on completion of the course students exit with a PgDip and a professional award

PgCert Health:

Students who obtain the fall back degree of PgCert will not have fully met the PgDip Specialist Community Public Health Nursing (SCPHN) programme and unit learning outcomes. These students are not eligible for a NMC SCPHN qualification or the NMC award of Community Practitioner Nurse Prescribing (V100).

Reading materials and book purchase recommendations: the [University library](#) contains copies of all recommended texts, many are e-books so can be accessed electronically via an device.

External Examiner reports: the reports from the programme external examiners can be found on the SCPHN programme moodle site.

Inclusive Curriculum requirements: this programme is compliant with the University requirements on inclusive curriculum, and has been designed, planned and delivered to enable EVERY student to be successful, regardless of their educational, dispositional, circumstantial, or cultural background.

Nursing and Midwifery Council (NMC) and Institute for Apprenticeships (IfA) requirements

As this programme is approved by the NMC and the IfA all students are required to meet programme, NMC and IfA requirements. Both the IfA and the NMC sets standards of education, training, conduct and performance for nurses and midwives in the UK and nursing associates in England.

This programme is designed to meet the NMC (2004) [Standards of proficiency for specialist community public health nurses (SCPHNs)](#)

RPS (2016) Competency Framework for all Prescribers. [https://www.rpharms.com/Portals/0/RPS%20document%20library/Open%20access/Professional%20standards/Prescribing%20competency%20framework/prescribing-competency-framework.pdf?ver=2019-02-13-163215-030](#)

NMC (2018) Standards for Prescribing Programmes [https://www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/prescribing/programme-standards-prescribing.pdf](#)

Whilst in the learning environment, students will be supervised and assessed in line with the NMC (2018) [standards for student supervision and assessment](#)

This programme is designed to meet the IfA (2019)
https://www.instituteforapprenticeships.org/apprenticeship-standards/specialist-community-and-public-health-nurse/

Professional standards, behaviour and expectations

NMC requirements

'The Code' (NMC 2018) is the professional standards that nurses, midwives and nursing associates must uphold in order to be registered to practise in the UK. The NMC suggest that Universities can use the Code to help students understand what it means to be a registered professional and how keeping to the Code helps to achieve that. During your time on the programme, your behaviour is expected to be in line with the Code, and in addition, you must adhere to the NMC guidance on social media.

It is important that you are open and honest with patients, in the learning environment, with the University and adhere to the NMC duty of candour – this is a professional responsibility to be honest when things go wrong.

University requirements

The Student Code of Conduct sets out the standard of conduct the University expects of its students so that everyone can undertake their studies in a supportive and non-threatening environment. Any behaviour that affects the safety or well-being of students or staff is regarded as misconduct. The University also works hard to build good relationships with its local communities. It works with residents' associations, local representatives and the police in order to help make Manchester Met campuses and the surrounding areas safe and friendly environments to live in. Any behaviour that damages these relationships is regarded as misconduct.

As a student on a programme leading to a professional qualification, you are subject to the

https://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/Professional-Suitability.pdf

This procedure could be invoked because of issues that give cause for concern about Fitness to Practice at any stage during a student's course, including prior to the student embarking work in the learning environment or whilst working in the learning environment.

Declaration of good health and character

In addition to the annual self-declaration of health and character, all students are required to disclose any cautions, convictions or health concerns to the University during the programme to the SCPHN Programme Leaders. Failure to do so may result in the University not being able to confirm good health and character at the end of the programme, which is required for registration with the NMC.   Further information on 'good health and character' is available on the NMC website.

Student support and guidance

Online information

Please check the student website for information and guidance on a wide range of subjects including study success, student well-being, IT support, finances and student voice. On Moodle all students have access to the 'Student Resource Area', with links to support and services for students.

Prior to contacting staff, we advise all students to check for information on their programme or unit moodle site, or via MyMMU where timetabling, results and other information can be found.

The student hub

The student hub is the first point of contact for all student enquiries. They provide a comprehensive information service to students on all student-related matters and

can refer you for specialist support. They are located on the ground floor of Brooks building. Term time opening is Monday – Friday 08:30 – 18:30. Call: 0161 247 1000 or email studenthub@mmu.ac.uk

Student support officers

Student support officers (SSO) are based in each faculty and are available throughout the year to provide advice and guidance on any aspect of university life, including academic study skills, getting the best from your course and University regulations and processes. The Faculty SSO is Kate Haley, you can book an appointment via the student hub or contact Kate directly on ssohpsc@mmu.ac.uk. There is a drop in session on Fridays 9:00 - 16.30 at Brooks Student Hub.

Disability support team

The University disability support team ensure students are not disadvantaged in their studies as a result of their disability, health condition, or specific learning difficulty, and provide advice about the resources that are available within the University and from external agencies. In order to ensure students receive the help they require, we encourage all students to disclose any disabilities or learning difficulties as soon as possible. This can be to their personal tutor, department support tutor or direct to the disability support team. Reasonable adjustments can be made in the learning environment, so disclosing prior to attending the learning environment is strongly advised.

Personal tutor and academic assessor roles

Personal tutor

Your Personal Tutor will play a key role in supporting you both with your academic work and other challenges that may come along. All academic teaching staff will be able to tell you fixed times when they expect to be based in their office, known as 'office hours', making them visible and accessible if you need their help. The best way to contact them is via email.

Academic assessor

In order to meet new NMC (2018) standards, all students will be allocated an academic assessor who works in partnership with a nominated practice assessor to evaluate and recommend students for progression for each part of the programme. More information on the roles can be found on the [NMC Standards for student supervision and assessment website](#).

Your academic assessor will be your personal tutor/programme leader.

Skills Coach

The **skills coach** will work closely with the student/apprentice, Practice Supervisor, Practice Assessor and Academic Assessor. Their role is fundamental in supporting the student/apprentice to evidence their skills and behaviours development throughout the apprenticeship and in working with employers to ensure that appropriate work opportunities are available to allow students/apprentices to develop the required KSBs in the workplace.

Assessment information

Assessment regulations

It is important that students are aware of the [MMU assessment regulations and appendices](#) that apply to their programme. Policies include [addressing academic misconduct](#), [students at risk of academic failure](#), [withdrawal/suspension and exclusion](#), [consideration of exceptional factors](#), [academic appeals](#) and [student complaints](#), [professional suitability](#) and [assessment arrangements for disabled students](#).

Please note that these are the policies, and that student facing information is available the [student life](#) webpage.

Variations to regulations

As this is a professional programme, we have variations to the University regulations in order to meet NMC requirements. The variations to the regulations are as follows:

The following approved variations or exemptions from University Regulations apply:

RPL

NMC (2004) states that students can have RPL a maximum of one third of the PG Dip Specialist Community Public Health Nursing.

Passing all elements of assessment

In the case of a unit approved by the NMC students must pass all elements of assessments in order to pass the unit.

Re-submission of multi-part assessments

In the case of any unit approved by the NMC where one part of a multi-part assessment is failed and resubmitted, only the resubmitted part shall be capped at 50%.

Prescribing Programmes

Due to the NMC (2018) requirements, the pass marks on the NMC approved prescribing courses are as follows:

a. Pharmacology exam must be passed with a minimum score of 80%
b. Drug Calculations assessment must be passed with a score of 100%.
c. In the prescribing unit exams only, students may also have a second re-assessment opportunity, conditional upon full engagement with the first re-assessment opportunity and/or securing approval for non-engagement through the exceptional factors procedure.

Demonstrating currency at point of PSRB registration

Where a unit or programme confers a PSRB professional award and has a practice placement element, apprentices must normally be assessed as competent in practice no more than 12 weeks prior to the final board of examiners. Apprentices delayed in other assessments may require re-assessment in practice in order to demonstrate currency.

Practice assessment element of programmes/units

Should a student require reassessment in practice then they will be allowed a maximum of 50 days to be negotiated with the Academic Assessor and Practice Assessor in order to retrieve any outstanding outcomes.

Safe and competent practice

Apprentices must demonstrate the principles of safe and competent practice in their written work. This means that students who write, either by intention or accident, an error that could potentially compromise public safety, will be referred automatically on that part of the assessment. This referral means that a mark of 0 will be applied to this part of the assessment, and they will be required to resubmit for a capped mark of 50% - only the resubmitted part shall be capped.

Confidentiality

In all unit assessments, students are required to maintain confidentiality and anonymity and must use a pseudonym.   Students may fail the unit if they do not adhere to this regulation (NMC 2018).

Credits on one subject

For NMC PGDip Specialist Community Public Health Nursing a focus on a specific issue for assessment (i.e. a client group, a clinical 'problem' or a management concern) may be utilised in work that attracts no more than 40 credits. If a student exceeds this, for example by focusing on a clinical problem in assessments attracting 60 credits, the last 20 credit assessment will automatically be referred.

Attendance requirements

All PSRB approved programmes have minimum attendance rates (normally 80% for theory and 100% for practice). Apprentices will be required to complete 100% of practice hours and where apprentices attendance for theory falls below 80% they will normally be required to make this time up by independent study demonstrating they have covered the required subject area.

Some teaching in University is viewed by the programme team as essential to ensure practitioners protect patients and the public. These taught sessions will be identified to apprentices and the consequences of missing them made clear in the programme handbook.

Summative assessments

Please refer to the University underline coursework information that includes help and FAQs about submitting work and associated processes.

SCPHN Health Visiting Assessments

Course Unit Title	Credit Value	Core / Option	Component	Weighting	Assessment method and length
Specialist Practice Health Visiting (Practice Credits)	20	C	1	100%	Learning Environment Portfolio
Foundations of Health Visiting	15	C	1	100%	Written 3250 words
Principles of Child Development for Health Visiting	10	C	1	100%	Written 2250 words
Responding to Contemporary Issues in Health Visiting	15	C	1	100%	Written 3250 words
Safeguarding for Public Health Nursing	10	C	1	50%	Unseen Examination - 60 mins
			2	50%	Seen Examination – 60 mins
Advancing Practice Through Research	20	C	1	100%	Written 4500 words
Developing Quality Leadership in Specialist Practice	10	C	1	100%	Written 2250
Empowering Populations to Enhance Health and Well-Being (Health Visiting)	30	C	1	100%	Presentation 20 mins
V100 Nurse Prescribing	10	O	1	Pass/Fail	Unseen Pharmacology Examination – 1.5 hrs
			2	Pass/Fail	Unseen Numerical Examination – 45 mins
			3	100%	Written Assessment 2250 words
			4	Pass/Fail	Assessment of Practice

Course Unit Title	Credit Value	Core / Option	Component	Weighting	Assessment method and length
Contraception, Reproduction and Sexual Health (elective unit instead of V100)	10	O	1	100%	Written 2250 words
Independent Study Unit (elective unit instead of V100)	10	O	1	100%	Written 2250 words

SCPHN School Nursing Assessments

Course Unit Title	Credit Value	Core / Option	Component	Weighting	Assessment method and length
Specialist Practice School Nursing (Practice Credits)	20	C	1	100%	Learning Environment Portfolio
Foundations of School Nursing	15	C	1	100%	Written 3250 words
Building Resilience in Children and Young People	10	C	1	100%	Written 2250 words
Responding to Contemporary Issues in School Nursing	15	C	1	100%	Written 3250 words
Safeguarding for Public Health Nursing	10	C	1	50%	Unseen Examination - 60 mins
			2	50%	Seen Examination – 60 mins
Advancing Practice Through Research	20	C	1	100%	Written 4500 words
Developing Quality Leadership in Specialist Practice	10	C	1	100%	Written 2250

Course Unit Title	Credit Value	Core / Option	Component	Weighting	Assessment method and length
Empowering Populations to Enhance Health and Well-Being (School Nursing)	30	C	1	100%	Presentation 20 mins
V100 Nurse Prescribing	10	O	1	Pass/Fail	Unseen Pharmacology Examination – 1.5 hrs
			2	Pass/Fail	Unseen Numerical Examination – 45 mins
			3	100%	Written Assessment 2250 words
			4	Pass/Fail	Assessment of Practice
Contraception, Reproduction and Sexual Health (elective unit instead of V100)	10	O	1	100%	Written 2250 words
Independent Study Unit (elective unit instead of V100)	10	O	1	100%	Written 2250 words

Formative feedback opportunities

Formative assessment opportunities are available on all units via range of approaches, such as group discussions with academic tutor.

Use of turnitin

All assessments are submitted via turnitin, an online system where tutors mark assignments and documents are verified as original work. Full guidance on this is available on the student resource area on moodle. It is important to note that your work will be stored in the Turnitin database for checking subsequent submissions against this. Feedback and marks are available on turnitin after the release date.

Marking criteria

All work is marked according to the University Standard Descriptors for the level of study. Please refer to the following documents for each level [level seven](#).

Marking procedures

All work is marked according to the University procedures, and this is normally via anonymous marking. Work is moderated internally and externally. Feedback is released four weeks after submission, apart from over the Christmas/New Year break where the feedback is delayed to account for the holiday period. All marks are provisional until ratified by the assessment board.

Personal learning plan (PLP) and assessments

If your PLP states that you can negotiate revised submission deadlines, and you are unable to submit on time, please make an appointment with a department support tutor (see page 4 for details) to discuss your needs and where appropriate agree a revised submission deadline.

Late submission

The University has adopted a 'capped late submission policy'. This means assignments submitted up to five working days after the original deadline will be capped at 50% for Level 7 submissions.

Mitigating Circumstances

The University appreciates that sometimes students are unexpectedly affected by circumstances outside their control which can impact on their performance in assessments, and our exceptional factors processes deal with these. Mitigating circumstances are short-term unexpected events that have a serious impact on assessment by either preventing you from attending, completing or submitting an assignment on time or significantly affecting your performance in an assessment. It is important that you follow the Universities policies and procedures. [Click here](#) for more information.

Reassessments

Students are normally be given a resubmission date approximately four - six weeks after the board of examiners, but will be notified about this on moodle.

Results: MyResults

Following the board of examiners, students can access results via MyResults (on MyMMU) for a period of three weeks only. We contact students to remind them to check on MyResults. Please download the transcript of your study from MyResults, as you may need this to confirm your successful completion of the unit or programme.

Attendance monitoring

University attendance

Research show the positive links between good attendance and good grades. We care about our students getting the best outcome possible and therefore have a duty to try and help in any way we can. The attendance registration scheme requires students to register their presence for lectures and sessions using their ID card, and manage any absences using the student attendance portal or via the MyMMU app. We use the registration data to monitor attendance levels and identify students who need extra support. It allows us to intervene before a student's poor attendance puts them at risk of failure.

Please contact you're the Apprenticeship Unit with any queries about your attendance records or for further advice and support, apprenticeships@mmu.ac.uk

Learning Environment attendance

The Specialist Community Public Health Nursing programme) takes place over 53 weeks full-time (including holidays). In order to obtain the award the student must attend 100% of the timetable days in the learning environment and 80% of the time allocated to university. All missed university sessions must be 'made up', this will be arranged between the Unit Lead or Programme Lead and the learner.

Managers will be informed if any learner fails to meet the University attendance requirements.

Student attendance

Students must follow the University's current method of monitoring attendance. Information about students' attendance is shared with employing trusts.

Student sickness and absence

- If you are absent due to sickness or any other reason you must inform your Programme Leader at the start and end of that sickness/absence period.
- You must inform your practice learning environment area on the first day of any sickness or absence, and you must continue to follow your Employer's sickness/absence policy. Please note that any sick note or self-certificate should go to the employing NHS Trust. You are advised to copy any sick notes should you require them as evidence for 'mitigating circumstances and extensions' if you are not able to meet assessment submission dates.
- You are required to maintain a record of any absences (sickness or otherwise) over the duration of the course, as you are required to submit this information within your portfolio of specialist practice. This information will be kept by the University and may be included in any references.
- If mitigating factors affect your ability to complete practice or assignments or hand in due assignments you must follow the procedure above for 'mitigating factors'.

Learning Environment Requirements

Supernumerary status

Students on this programme are supernumerary, meaning that you must not be counted as part of the staffing required for safe and effective care. This does not mean that you will only be observing, as once you have demonstrated your

competence you are able to undertake tasks without direct oversight. Please speak to your academic assessor or personal tutor if you feel there is an issue with this.

The NMC (2018) definition of supernumerary is that:

"Students in practice or work placed learning must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting….Placements should enable students to learn to provide safe and effective care, not merely to observe; students can and should add real value to care. The contribution students make will increase over time as they gain proficiency and they will continue to benefit from ongoing guidance and feedback. Once a student has demonstrated that they are proficient, they should be able to fulfil tasks without direct oversight. The level of supervision a student needs is based on the professional judgement of their supervisors, taking into account any associated risks and the students' knowledge, proficiency and confidence" (NMC (2018). Part 3: Standards for pre-registration nursing programmes)

Feedback/evaluation of the learning environment

Learning environment evaluation

Learning environment evaluation will be undertaken on the final day of the Programme. There is opportunity to raise any concerns in practice via the Programme Lead or Enhanced Skills Coach at anytime during the year. Throughout the year the Student Voice sessions provide the opportunity to share any placement feedback.

Raising concerns about practice

We hope that all your learning environment experiences will be positive and demonstrate good practice, however if this is not the case and you observe poor practice or an adverse incident, then these concerns will need to be raised and discussed in line with your employing NHS Trust policies. If this is an adverse incident or near miss you must report via your employing NHS Trust systems.

If you have concerns that someone on the NMC register is not fit to practise because of a health or character issue, or because you have witnessed poor practice or a risk to public protection, you have a duty outlined in the Code to make your concerns known. The NMC provides information on raising concerns as a student.

Student representation and feedback

Student feedback

The time you take to share your views and opinions is hugely appreciated and your feedback will be used to make improvements to all aspects of the student experience. There are many different ways you can share your student voice during your time at MMU, including mid-unit and unit evaluations and directly to the programme team.

Responses to student evaluations are provided via action plans on the specific unit moodle sites.

Course representatives

Elected Student Course Representatives play a crucial role in sharing students views at Student Voice forums.

Taking a 'break in learning' or withdrawing from study

The withdrawal or taking a break in learning process requires the completion of the relevant form, which will need to be submitted to the Apprenticeship Office. Until this process has been completed you will be liable for fees. Please liaise with your Personal Tutor and Skills Coach about this process.

Registering with the NMC

Once you have successfully completed your programme, the University will upload your details to the NMC database and provide a declaration of your good health and character. It is vital that you ensure that we have your correct details, including your current personal email address, to avoid a delay in your registration. You can update your MMU account details online.

Please check you have access to your NMC online account, as this is used to manage to the process. For details please see: https://www.nmc.org.uk/registration/joining-the-register/register-nurse-midwife/trained-in-the-uk/

You need to register your qualification within 6 months of completing the programme or you will be required to submit additional references. You need to register within 5 years of completing the programme as your qualification will not be registered after this time.

Important points:

- You are not able to practice as a SCPHN or with your additional qualifications (eg as a prescriber) until these are registered with the NMC and show on your statement of entry.
- It is your responsibility to check your NMC online account and let the University know if your registration is not complete.
- Please check that both the SCPHN and prescribing qualification (if relevant) are recorded on your statement of entry. These are uploaded separately, and do not assume that if your SCPHN is recorded, then prescribing will be too. These are listed separately. Please contact programmes office should you have a query about your NMC registration.

Mapping NMC (2004) SCPHN Standards of Proficiency to IfA (2019) Knowledge, Skills and Behaviours

DOMAIN A: SEARCH FOR HEALTH NEEDS

Principle: 1. Surveillance and assessment of the population's health and well being		IfA Duty	Knowledge	Skills	Behaviours
1.1	Collect and structure data and information on the health and well-being and related needs of a defined population.	5 Assess the physical and mental health needs of individuals	K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32	S28 S29 S30 S31 S32 S33 S34	B1 B2 B3 B4 B5
1.2	Analyse, interpret and communicate data and information on the health and wellbeing and related needs of a defined population.	6 Collaboratively search for health needs amongst individuals, communities, schools and wider populations	K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32	S28 S29 S30 S31 S32 S33 S34	B1 B2 B3 B4 B5
1.3	Develop and sustain relationships with groups and individuals with the aim of improving health and social wellbeing.		K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32	S28 S29 S30 S31 S32 S33 S34	B1 B2 B3 B4 B5
1.4	Identify individuals, families and groups who are at risk and in need of further support.		K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32	S28 S29 S30 S31 S32 S33 S34	B1 B2 B3 B4 B5
1.5	Undertake screening of individuals and populations and respond appropriately to findings.		K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32	S28 S29 S30 S31 S32 S33 S34	B1 B2 B3 B4 B5

DOMAIN B: STIMULATION OF AWARENESS OF HEALTH NEEDS

Principle 2: Collaborative working for health and wellbeing		IfA Duty	Knowledge	Skills	Behaviours
2.1	Raise awareness about health and social wellbeing and related factors, services and resources.	7 Raise awareness across communities, schools and individuals about issues that can impact on their health	K33 K34 K35 K36	S35 S36 S37 S38	B1 B2 B3 B4 B5
2.2	Develop, sustain and evaluate collaborative work.		K33 K34 K35 K36	S35 S36 S37 S38	B1 B2 B3 B4 B5
Principle 3: Working with, and for, communities to improve health and wellbeing		IfA Duty	Knowledge	Skills	Behaviours
3.1	Communicate with individuals, groups and communities about promoting their health and wellbeing	7 Raise awareness across communities, schools and individuals about issues that can impact on their health	K33 K34 K35 K36 K41 K42 K43	S35 S36 S37 S38 S43 S44 S45 S46 S47	B1 B2 B3 B4 B5
3.2	Raise awareness about the actions that groups and individuals can take to improve their health and social wellbeing.	9 Enable the assessment, development and engagement of individuals and communities with health enhancing activities	K33 K34 K35 K36 K41 K42 K43	S35 S36 S37 S38 S43 S44 S45 S46 S47	B1 B2 B3 B4 B5
3.3	Develop capacity and confidence of individuals and groups, including families and communities, to influence and use available services, information and skills, acting as advocate where appropriate.		K33 K34 K35 K36 K41 K42 K43	S35 S36 S37 S38 S43 S44 S45 S46 S47	B1 B2 B3 B4 B5
3.4	Work with others to protect the public's health and well-being from specific risks.		K33 K34 K35 K36 K41 K42 K43	S35 S36 S37 S38 S43 S44 S45 S46 S47	B1 B2 B3 B4 B5

DOMAIN C: INFLUENCE ON POLICIES AFFECTING HEALTH

Principle 4: Developing health programmes and services and reducing inequalities		IfA Duty	Knowledge	Skills	Behaviours
4.1	Work with others to plan, implement and evaluate programmes and projects to improve health and wellbeing	8 Influence policies affecting health to initiate change	K37 K38 K39 K40	S39 S40 S41 S42	B1 B2 B3 B4 B5

		IfA Duty	Knowledge	Skills	Behaviours
4.2	Identify and evaluate service provision and support networks for individuals, families and groups in the local area or setting.		K37 K38 K39 K40	S39 S40 S41 S42	B1 B2 B3 B4 B5
Principle 5: Policy and strategy development and implementation to improve health and wellbeing		**IfA Duty**	**Knowledge**	**Skills**	**Behaviours**
5.1	Appraise policies and recommend changes to improve health and wellbeing.	3 Engage in the development and promotion of evidence based practice and governance processes	K10 K11 K12 K13 K14 K15 K16	S17 S18 S19 S20 S21	B1 B2 B3 B4 B5
5.2	Interpret and apply health and safety legislation and approved codes of practice with regard for the environment, wellbeing and protection of those who work with the wider community.		K10 K11 K12 K13 K14 K15 K16	S17 S18 S19 S20 S21	B1 B2 B3 B4 B5
5.3	Contribute to policy development		K10 K11 K12 K13 K14 K15 K16	S17 S18 S19 S20 S21	B1 B2 B3 B4 B5
5.4	Influence policies affecting health		K10 K11 K12 K13 K14 K15 K16	S17 S18 S19 S20 S21	B1 B2 B3 B4 B5
Principle 6: Research and development to improve health and wellbeing		**IfA Duty**	**Knowledge**	**Skills**	**Behaviours**
6.1	Develop, implement, evaluate and improve practice on the basis of research, evidence and evaluation.	3 Engage in the development and promotion of evidence based practice and governance processes	K10 K11 K12 K13 K14 K15 K16	S17 S18 S19 S20 S21	B1 B2 B3 B4 B5

DOMAIN D: FACILITATION OF HEALTH-ENHANCING ACTIVITIES

Principle 7: Promoting and protecting the population's health and wellbeing		**IfA Duty**	**Knowledge**	**Skills**	**Behaviours**
7.1	Work in partnership with others to prevent the occurrence of needs and risks related to health and wellbeing.		K5 K6 K7 K8 K9 K17 K18 K19	S9 S10 S11 S12 S13 S14 S15 S16	B1 B2 B3 B4 B5

			IfA Duty	Knowledge	Skills	Behaviours
			2 Evaluate, develop and engage in health protection and promotion strategies and policies		S22 S23 S24 S25 S26 S27	
7.2		Work in partnership with others to protect the public's health and wellbeing from specific risks.	4 Work collaboratively with other professionals and teams to promote and protect the health and wellbeing of individuals, groups and communities	K5 K6 K7 K8 K9 K17 K18 K19	S9 S10 S11 S12 S13 S14 S15 S16 S22 S23 S24 S25 S26 S27	B1 B2 B3 B4 B5
Principle 8: Developing quality and risk management within an evaluative culture			**IfA Duty**	**Knowledge**	**Skills**	**Behaviours**
8.1		Prevent, identify and minimize risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed.	4 Work collaboratively with other professionals and teams to promote and protect the health and wellbeing of individuals, groups and communities	K17 K18 K19	S22 S23 S24 S25 S26 S27	B1 B2 B3 B4 B5
Principle 9: Strategic leadership for health and wellbeing			**IfA Duty**	**Knowledge**	**Skills**	**Behaviours**
9.1		Apply leadership skills and manage projects to improve health and wellbeing.	1 Provide organisational, strategic and clinical leadership by working with a range of stakeholders	K1 K2 K3 K4	S1 S2 S3 S4 S5 S6 S7 S8	B1 B2 B3 B4 B5
9.2		Plan, deliver and evaluate programmes to improve the health and wellbeing of individuals and groups.		K1 K2 K3 K4	S1 S2 S3 S4 S5 S6 S7 S8	B1 B2 B3 B4 B5
Principle 10: Ethically managing self, people and resources to improve health and wellbeing			**IfA Duty**	**Knowledge**	**Skills**	**Behaviours**
10.1		Manage teams, individuals and resources ethically and effectively	1 Provide organisational, strategic and clinical leadership by working with a range of stakeholders	K1 K2 K3 K4	S1 S2 S3 S4 S5 S6 S7 S8	B1 B2 B3 B4 B5