

Faculty of Health and Education

School of Nursing and Public Health

Specialist Practice of School Nursing/Health Visiting

Module codes:

2E7V0056 (HV)

2E7V0066 (SN)

Practice Based: Non-Credit Bearing

Module Handbook September 2024

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Introduction and Welcome

Welcome to this module and to your study at MMU. This module handbook provides specific information for this module, and should be read along side the induction information and University regulations. These are available on your programme Moodle site.

The overall aim of this Specialist Community Public Health Nursing (SCPHN) Specialist Practice (non-credit bearing) module is to enable learners to achieve the knowledge, skills and behaviours to practice safely and effectively in the area of Specialist Community Public Health Nursing focusing on either Health Visiting or School Nursing. This handbook contains information about learning environment requirements and the assessment of practice and is relevant for both learners and practice assessors (PAs) and supervisors (PSs). PAs and PSs will also receive a handbook that supplements the information in this handbook.

Practice accounts for 50% of the course and learners must complete a minimum of 112 days in the learning environment by the end of the course. We encourage PAs, PSs and learners to explore the opportunities available to enable learners to gain a wide experience in public health practice.

The **E Portfolio** brings together the assessment of the module (both formative and summative), and this is available electronically.

The following **IfA standards** and **NMC standards** will be referred to in this handbook and guide the practice and academic elements of the course:

- ❑ IfA (2023) Specialist Community Public Health Nurse Standards
https://haso.skillsforhealth.org.uk/wp-content/uploads/2022/07/2023.09.20-L7-specialist_community_public_health_nurse-ST1418-Standard.pdf
- ❑ NMC (2022) Standards of proficiency for specialist community public health nurses
[SCPHN Standards of Proficiency](#)
- ❑ RPS (2021) Competency Framework for all Prescribers
[Competency Framework for all Prescribers](#)
- ❑ NMC (2023) Standards for learner supervision and assessment
[Standards for student supervision and assessment](#)

If you have any queries about the nature of the module or the assessment, or you experience any difficulties during whilst in the learning environment that cannot be resolved with your PA/ PS, you should contact your Academic Assessor as soon as possible.

Ruth Thomas

Karen Hughes

University 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 learners 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 and they can be accessed in person or via the phone. The Digital Student Hub for quick questions is open 24/7.

Call: 0161 247 1000 or visit the [hub online](#). You can ask the online advisors any questions via the link on the webpage.

Academic Staff	Role	Email
Ruth Thomas	Senior Lecturer	r.thomas@mmu.ac.uk
Karen Hughes	Senior Lecturer	Karen.hughes@mmu.ac.uk
Helen Rigby	Skills Coach	h.rigby@mmu.ac.uk
Andrea Keppie	Skills Coach	a.keppie@mmu.ac.uk
Tech Support	E-portfolio	telapprenticeship@mmu.ac.uk

Contacting Staff

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 learners for tutorials – please email or phone for an appointment.

Learning Outcomes

On successful completion of this course module, the learner will be able to:	
Learning Outcome Description	Apprenticeship Standard competency alignment
Demonstrate the knowledge, skills and behaviours required to fulfil the professional role of the SCPHN in Health Visiting / School Nursing practice	<p>Health Visitors Skills 1 – 102 Behaviours 1 - 5</p> <p>School Nurses Skills 1 – 36, 42 – 55, 72 – 96, 103 - 141 Behaviours 1 – 5</p>

University Input and Support

Teaching Approaches

The Specialist Practice module accounts for 50% of the course. The practice element of the SCPHN programme takes place in the supporting trust. SCPHN learners have the support of a Practice Assessor and Practice Supervisor(s) throughout their practice placement.

Module Moodle area

The Specialist Practice module has a Moodle (e-learning) page where you will find the handbook, resources, teaching material, coursework submission and messages to learners.

Contacting Learners

All communication to learners is via your MMU email address, so it is vital that you check this regularly. Any cancellations or amendments to teaching will be notified via Moodle, which is sent out as an announcement via email.

University Support

In addition to support from the module lead, the University learner support officers (SSO) provide study skills and writing support. Kate Haley is our Faculty SSO and is available to meet with learners individually. If you would like to arrange to meet Kate then contact her via e-mail (k.haley@mmu.ac.uk or studentsupport@mmu.ac.uk). If you are on-campus then you can also enquire at the Hub, who can check Kate's availability and book in appointments.

Evaluation and Feedback from Learners

All modules will be formally evaluated at the end of the taught input, but learners are encouraged to raise any issues with the module leader during the module so these can be addressed where possible.

Timetable

Please refer to your online timetable and the Module specific timetable on the Specialist Practice Moodle page for the overarching programme timetable which indicates placement days

Assessment Strategy

Formative Assessment:

You will be offered the opportunity to discuss your progress in the learning environment with your practice assessor and practice supervisor in an on-going way, during the three formative assessments and with your academic assessor in the tripartite meetings and skills coach reviews.

Summative Assessment:

The Practice Assessor and Supervisor, in partnership with the Academic Assessor, will complete the summative assessment of your progress, to ensure you are demonstrating you have met the Module Learning Outcome and are demonstrating you are Fit for Purpose and Practice as a Specialist Community Public Health Nurse (Health Visitor / School Nurse).

The completed E portfolio will be uploaded by you after the summative assessment and this will be the documented evidence of meeting all Specialist Practice requirements.

Resubmission of assessments

Resubmission dates:

All module results are ratified at the Examination Board, and any resubmission dates will be confirmed at this Board.

Module Regulations and Requirements

All learners are expected to be familiar with [University regulations](#)

In addition to standard University regulations, the following apply for all Post Registration / Post Graduate learners:

- University requirements for confidentiality and anonymity in assessments must be adhered to.

- Any cases of proven plagiarism will be reported back to the manager in the supporting NHS Trust.
- Learners must demonstrate the principles of safe and competent practice within all parts of the assessment process. This means that learners who write/demonstrate either by intention or accident, an error that could potentially compromise patient safety, will be referred automatically on that part of the assessment.
- Learners are only required to resubmit the part of the assessment that they have been referred on.

Specific to This Module:

- Learners must attend 100% of the learning environment days to pass this module.
- Learners must achieve a 'pass' in placement in order to pass the module.
- Learners will only be allowed to have 2 attempts at the practice assessment. Should a learner require reassessment in practice then they will be allowed a maximum of 50 days to be negotiated with the Programme Lead and practice assessor/ practice supervisor(s) in order to retrieve any outstanding outcomes.

Learning environment supervision and assessment

During the programme, learners will be supported and assessed by practice supervisors, a practice assessor, academic assessor and skills coach who will work collaboratively in line with the NMC (2023) SSSA standards. Further details can be found here:

<https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/>

Practice supervisors, are most likely to be in the SCPHN team but can be any registered health or social care professional, will support and supervise learners, providing feedback on their progress towards, and achievement of proficiencies, skills and behaviours. They will provide day-to-day support and supervision and contribute to the assessment of practice.

Practice assessors must be registered SCPHNs with appropriate equivalent experience for the learners' field of practice. They will work closely with the practice supervisor(s) to assess learners' competence, by direct observation, and obtaining feedback from practice supervisors and service users/carers. They will work collaboratively with the academic assessor during the programme. Learners will have the same practice assessor for the duration of the programme.

The **academic assessor** will work closely with the practice assessor to make a decision about recommending learners for progression at the end of the programme. The academic assessor must be a registered SCPHNs with appropriate qualification and equivalent experience for the learner's field of practice.

The **skills coach** will work closely with the learner, Practice Supervisor, Practice Assessor and Academic Assessor. Their role is fundamental in supporting the learner 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 learners to apply the required KSBs in the workplace.

The **nominated person** will be the Trusts Practice Education Facilitator (PEF). The PEF can be contacted by any student about placement concerns that they don't feel able to raise with their PA, PS or line manager. The PEF role will be to listen and support the student, to advocate for them and if needed facilitate constructive meetings with PA, PS and / or line manager to seek resolution OR escalate practice based issues internally inline with Trust Policies.

In addition, students undertaking the PGDip SCPHN with Integrated Independent and Supplementary Prescribing Route, will be directed to raise prescribing concerns in practice with the Trusts NMP Lead.

Learning Environment Requirements

The Programme is required to be a minimum of 53 weeks in length, plus time for the End Point Assessment and learners are required to have protected learning time in the placement area (NMC, 2022; Institute for Apprenticeships, 2023).

Learners must:

- Complete a minimum of 112 days in practice
- Undertake 50% theory and 50% practice
- Complete a period of extended practice learning in the specific field of practice as timetabled
- Undertake between 5 and 10 Public Health Days. The learner must discuss their plans with the Practice Supervisor or Practice Assessor who agree a potential learning opportunity prior to the learner arranging time at a public health location. Public Health time must be undertaken during the working week.
 - After the learner has spent time at a public health learning opportunity, they must share verbally with the PS / PA and in writing in the Practice Assessment Documentation a clear rationale for where they went, what the purpose / aim of the public health settings work, what they learnt, how this impacts on the health visitor or school nurse role and how they plan to cascade this information to the wider team.
- Spend an agreed amount of time in learning settings relevant to infants, children, young people and families in their Field of Practice, for example, time with specialist children's services. When PS / PAs and learners are agreeing these learning opportunities, the learner's previous professional knowledge and experience needs to be taken into consideration.

In addition, learners can negotiate time, up to a maximum of 5 working days, to spend in SCPHN teams that differ in location, demographics or needs. These possible learning opportunities must be discussed and agreed with the PS and PA prior to any arrangements being made by the learner.

Following consultation, Practice Supervisors, Practice Assessors and Academic Assessors have drawn up the following list of possible public health learning

opportunities that could guide learners as they explore how to use their time most effectively.

Possible Public Health learning opportunities
Public Health Teams / Workers in the Local Authority Citizen Advice / Debt support Domestic Abuse services Drug and alcohol services Recycling centre Local Charities e.g. foodbank, clothing / furniture projects Faith groups / centres Community Centre Provision and Voluntary groups e.g. 422 Community Hub Longsight, Rainbow Haven Gorton Specific services for vulnerable infants, children, young people and families e.g. CSE, FGM, Honour-based abuse, asylum seeker and refugee support Homeless Service Environmental Health

Safety on placements

All learners are reminded of the need to ensure their own personal safety whilst on placement and are advised to discuss issues related to safety with their practice assessor/ practice supervisor(s). Please ensure you familiarise yourself with your Trust lone working policy. No visit is that important that you should take risks with your own safety and if you ever feel at risk then do not get out of your car or enter a house. You must let practice staff know where you will be visiting each day and ensure that there is a system of checking this at the end of each day.

IfA Standards – Knowledge, Skills and Behaviours

The IfA (2023) Duties have been mapped against the NMC (2022) standards of proficiency for entry to the SCPHN part of the register. Please refer to the overarching mapping document on the PGDip Specialist Community Public Health Nursing moodle page.

Maintaining anonymity/confidentiality

Learners are reminded that the University takes confidentiality and anonymity seriously:

“In all module assessment, learners are required to maintain confidentiality and anonymity. Where ‘patients / clients’ are used in case studies they must grant their permission and, where appropriate, the practice manager must agree that this has been obtained. A pseudonym **MUST** be used and pointed out by reference to a code of professional conduct (where appropriate).” **“Learners may fail the module if they do not adhere to this regulation”**

Prescribing experience and expectations

For students undertaking the Integrated Independent and Supplementary (V300) prescribing qualification: **prescribing competencies** need to be assessed by a qualified Independent and Supplementary prescriber. Where a student's allocated Practice Assessor does not hold this prescribing qualification, the learner **MUST** be supported by a different practice assessor who is a practising Independent and Supplementary prescriber who will undertake the assessment of prescribing competencies. In this situation, the overall assessment for SCPHN practice will be undertaken by the named Practice Assessors working collaboratively with the academic assessor. The allocation of an appropriate prescriber is the responsibility of the Trust not the prescriber, and arrangements for learner support and assessment of prescribing competency, must be approved by the University.

Recording placement hours

In the E portfolio there are specific sections for recording placement days. These are the formal record of days worked in placement to meet Programme requirements and we recommend you update your E portfolio each week.

Raising an additional learning contract for identified areas of need

Feedback from PAs/ PSs has indicated the need for a clear process to follow when a learner is requiring extra support in practice, and we have devised documentation for an additional learning contract that should be raised following identification of an area of need. It is important that Practice Assessors clearly articulate all issues and set out clear expectations and anticipated outcomes and document these in the learning contract.

The learning contract should be uploaded to the learners E-portfolio and the University Academic Assessor and Skills Coach should be emailed to advise them of this. If at any

time either the learner or Practice Assessor would like an additional support meeting to discuss progress then they should contact the Academic Assessor or Skills Coach to arrange this.

Contacts with Academic Assessors and Skills Coaches

Tripartite meetings to review learners' development will be scheduled and undertaken at set points in the programme. Normally two tripartite meetings per year will be arranged and led by the Academic Assessor, these can be undertaken using MS Teams, face to face with individual learners or in small groups. The tripartite meeting plan will be shared with Practice Assessors/Supervisors and learners at the start of each academic year.

The likely content of such contacts include discussion on:

- ❑ The range of learning environment experiences available to the learner
- ❑ Exposure to experience in all 6 Spheres of SCPHN practice as outlined by the NMC (2022)
- ❑ Experience of observing and discussing independent and supplementary prescribing (if applicable)
- ❑ Progress being made by the learner in developing their SCPHN skills and behaviours
- ❑ Support available for the learner
- ❑ Assessing practice
- ❑ Addressing any other areas of concern

In addition, three Skills Coach meetings will be undertaken per year with the Learner, Practice Assessor and Supervisor. Learners must liaise with their Practice Assessor and Practice Supervisor to arrange the reviews with the Skills Coach. Details about how to do this will be shared with the learner during Induction week and will be on the Specialist Practice Health Visiting / School Nursing moodle pages.

Additional contacts with Academic Assessor or Skills Coach can be arranged if requested by learners, PA or PS.

Roles and Responsibilities

Academic assessors are responsible for:

- providing information on the module and ensuring it is understood by learners and PAs/ PSs
- providing support to learners and PAs/ PSs
- (where appropriate) acting as an intermediaries in the assessment of practice
- liaising with the Skills Coach

Practice Assessors/ Supervisors are responsible for:

- ensuring that the PAs/ PSs learner relationship is one that fosters professional development
- facilitating appropriate learning opportunities
- providing opportunities for formative assessment and comprehensive feedback
- ensuring that assessment is carried out objectively, fairly and in line with the IfA Standards and KSBs
- completing the learners summative assessment, ensuring they have met NMC requirements and demonstrated they are Fit for Purpose and Practice as an NMC Registered SCPHN (Health Visitor / School Nurse)
- ensuring that the E portfolio is fully completed and accurately reflects the learners progress
- liaising with the Academic Assessors and Skills Coaches as planned and when necessary

Learners are responsible for:

- identifying individual learning opportunities to develop personally and professionally and identify any specific needs that they may have
- the provision of evidence of individual achievement of proficiencies, skills and behaviours and ensuring that their PAs/ PSs is able to verify these
- ensuring that confidentiality and anonymity are maintained throughout the practice assessment documentation

- keeping the E portfolio up to date, accurate and safe and making it transparent and available (to their PAs/ PSs and to university staff) as requested
- uploading the practice assessment documents to the E portfolio on the designated dates

The assessment of practice occurs on a continuous basis. Throughout practice the PAs/ PSs will observe and monitor the learner's progress and will provide constructive feedback to the learner, this is recorded in the practice assessment documentation. The learner will self-evaluate progress and complete skills scans.

- The PAs/ PSs and learner will co-operate in all aspects of informal practice assessment using the academic assessor and skills coach as and when necessary.
- Formative assessments occur at three points in the module, actions and decisions should be a collaboration between learner, PA and PSs.
- Summative assessment (where the final assessment is made) occurs at the end of the Specialist Practice module. Please note the decision to 'pass' a learner should be a collaboration between learner, PA, PS and academic assessor.

Appendix 1: indicative assignment briefs

Module title	Specialist Practice of Health Visiting / School Nursing 2E7V0056 (HV) 2E7V0066 (SN)
Assignment title	The completed E portfolio includes assessment of practice against the NMC (2022) SCPHN Standards and IfA (2023) SCPHN Standards and is assessed in partnership between the Practice Assessor, Practice Supervisor and Academic Assessor
Module Leader	Ruth Thomas (r.thomas@mmu.ac.uk): school nursing Karen Hughes (karen.hughes@mmu.ac.uk): health visiting
Submission Instructions	The completed E portfolio will be submitted electronically on 12.09.2025.
Learning outcomes tested in this assignment	Demonstrate the application of knowledge, skills and behaviours required to fulfil the professional role of the SCPHN in Health Visiting / School Nursing practice outlined in the NMC (2022) SCPHN Standards
Task details and instructions	To demonstrate all practice requirements have been met at the required level. To provide evidence of this, the learners completes all practice assessment documents and uploads to the E portfolio by the submission date. <i>All learners are reminded about confidentiality/anonymity and the course regulation relating to safe and competent practice.</i>
Feedback policy	You will receive individual feedback after the Examination Board has met.
Support arrangements	The best way to contact academic staff is by email, and you should normally expect a reply within 3 working days. All learners are offered support from the academic assessor and skills coach. Learners who have a Personal Learning Plan (PLP) should discuss this with the module leader or academic assessor. Learners who are unable to submit by the due date or have mitigating factors affecting their performance should read the advice in the mitigating factors procedure
Marking and Moderation policy	E portfolios will be made available for the External Examiner to review prior to the Board of Examiners.

Appendix II- Practice assessment criteria

Assessment Criteria for Specialist Community Public Health Nursing Apprenticeship Programme

The minimum requirement for SCPHN Apprentices to achieve a 'pass' are:

- Meet all NMC (2022) SCPHN Standards and IfA (2023) SCPHN Standards
- Demonstrate application of all required SCPHN knowledge, skills and behaviours AND;
- Recognise their potential contribution to the development of Specialist Practice, though this aspect of the role may need to be improved through further experience.
- Demonstrate through practice application a good understanding of the essential aspects of Specialist Practice. There may be some small / acknowledged gaps but insufficient to affect competent practice.
- Demonstrate through discussion a good understanding of the main theoretical and practice components of issues influencing the Specialist Practitioner role. There may be some small / acknowledged knowledge gaps but insufficient to affect competent practice.
- Demonstrate a satisfactory degree of self-awareness and insight
- Demonstrate a team approach to Specialist Practice, although application may be not be constant
- Acknowledge the importance of supportive strategies, though this aspect of professional practice may need to be developed.

Apprentices who do not do one of the following points by the end of the Programme would be considered NOT Fit for Practice

- Does not demonstrate the required knowledge and skill in relation to SCPHN Knowledge, Skills and Behaviours
- Does not demonstrate the ability to prioritise care
- Does not demonstrate sufficient evidence of commitment to practice development
- Does not demonstrate an appropriate understanding of essential practice issues
- Does not demonstrate an understanding of how theory and practice integrate
- Does not demonstrate self-awareness and insight within the Specialist Practitioner role
- Does not recognise where independent practice is inappropriate
- Does not demonstrate a team approach to Specialist Practice
- Does not recognise the importance of supportive strategies within Specialist Practice