

DEFINITIVE COURSE RECORD

Course Title	PgD Specialist Community Public Health Nursing (School Nursing)
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 7
Professional, Statutory and Regulatory Bodies Recognition	Nursing and Midwifery Council
Credit Structure ²	120 Credits at level 7
Mode of Attendance	Full-time and part-time
Standard Length of Course ³	1 year full-time
Intended Award	PgD Specialist Community Public Health Nursing (School Nursing)
Named Exit Awards	PgD Public Health Nursing Studies
Entry Requirements ⁴	<p>Typical Offer: An Honours Degree normally at 2:2 or above, or equivalent qualification Current registration as a registered Nurse or Midwife (NMC Register) Currently working in the field of health/social care Have sponsorship from an employing organisation able to provide the required practice learning experience and the support of an appropriately qualified Practice Teacher /Assessor Any offer of a place will be subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check</p>
Delivering Institution	University of Suffolk

This definitive record sets out the essential features and characteristics of the PgD Specialist Community Public Health Nursing (School Nursing) course. The information provided is accurate for students entering level 7 in the 2018-19 academic year.⁵

Course Summary

This programme is for Registered Nurses and Midwives who wish to become a Specialist Community Public Health Nurse in the pathway of school nursing. The course is offered in full time mode (over one year) and part-time mode (over two years).

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

² All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

³ Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Taught Postgraduate Awards](#).

⁴ Details of standard entry requirements can be found in the [Admissions Policy](#)

⁵ The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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Access to this course is via sponsorship or secondment from an employing authority. Student selection and recruitment is undertaken jointly between the employing organisation and the University of Suffolk

The programme is underpinned by the ten standards of proficiency for SCPHNs (NMC, 2004).

These proficiencies will be met through a combination of 50% theory and 50% practice. This programme includes assessments in both theory and practice. A pass in both elements is required for successful attainment of this programme.

Each student is provided with a mentor and or Practice Teacher who supervises, guides and supports the student through the practice element. The theoretical element is offered at the main Ipswich site.

The programme focuses on four key areas:

- the search for health needs
- stimulation of an awareness of health needs
- influence on policies affecting health
- facilitation of health enhancing activities in arrange of practice settings

Course Aims

- Achieve recognition, proficiency and registration as a Specialist Community Public Health Nurse within School Nursing
- Explore and analyse a range of theoretical concepts, perspectives, policies and evidence related to public health and to consider their application to specialist community public health practice
- Engage in critical understanding and debate on the issues and factors associated with inequalities in health and the associated concepts of equity, social inclusion and exclusion and vulnerability and resilience
- Critically evaluate, analyse and apply relevant ethical, moral and legal theories and reasoning within the provision and development of specialist community public health nursing
- Lead service development and innovation within public health nursing practice
- Approach professional practice with empathy, compassion and resilience
- Critically analyse and explore the concepts of partnership and collaborative working in public health/specialist community public health nursing
- Critically reflect on their own public health skills and personal development, and develop reflective and reflexive skills and practice
- Consider and manage the conflicting priorities, risks, complexities, ambiguities and uncertainties of specialist community public health nursing
- Promote a high level of autonomy and self-direction within a multi-disciplinary, multi-professional environment

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- Critically evaluate opinion, assumptions, concepts and data to become effective and creative problem solvers
- Critically evaluate relevant research in public health with an emphasis on their practice/professional context
- Develop a range of intellectual skills reflecting the rigour required at masters level which will enable the continuation of their personal and professional development beyond the framework of the course

Course Learning Outcomes

The following statements define what students graduating from the PgD Specialist Community Public Health Nursing (School Nursing) course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 7 awards as set out by the UK Quality Assurance Agency (QAA)⁶.

Knowledge and understanding, and cognitive skills

1. Demonstrate enquiring, reflective, critical and innovative approaches to public health practice, improvement and leadership in a range of contexts
2. Critically evaluate the impact of public health policy and practice on the populations' health and wellbeing
3. Debate ethical, moral and legal issues and frameworks relevant to a range of public health issues and dilemmas faced by practitioners
4. Engage with colleagues to discuss and critically debate a variety of public health perspectives
5. Appreciate the importance of effective implementation and critical evaluation of public health strategies and improvement across a range of practice settings and diverse populations

Subject specific skills

6. Critically appraise ways in which public health and social policies impact upon the health and wellbeing of populations
7. Demonstrate critical awareness of the social, political and economic factors which influence service users' experience of health care
8. Demonstrate a critical analysis of the key concepts and theories upon which their practice is predicated
9. Analyse the concepts of equity and discrimination within the context of public health

⁶ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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10. Utilise strategies which will assist with the integration of public health and specialist community public health nursing approaches in complex practice settings
11. Implement a range of public health/specialist community public health nursing strategies and activities which are effective across a range of practice settings
12. Appreciate and demonstrate effective appraisal and evaluation of public health/specialist community public health nursing approaches, strategies and provision
13. Appreciate a wide range of methodological approaches to evidence based public health and research
14. Critically analyse relevant implications for partnership and collaborative working with clients, communities and partner organisations
15. Critically self-evaluate and reflect upon their own identified field of professional practice

Key/common skills

16. Utilise and evaluate problem solving skills in a variety of theoretical and practical settings
17. Demonstrate an ability to engage effectively in partnership working with clients, families, communities and stakeholders
18. Critically analyse, apply, interpret and evaluate the evidence underpinning their practice, and initiate change in practice
19. Demonstrate an ability to engage in complex arguments with a group in a competent and appropriate manner
20. Demonstrate self-reflectivity and an awareness of the need for continuing professional development
21. Maximise individual potential by acting as a role model and developing the public health potential of others, including consumers
22. Formulate strategies to develop their own lifelong learning and the practice of others

Course Design

The design of this course has been guided by the following Professional Standards:

- Standards of Proficiency for Specialist Community Public Health Nursing (Nursing and Midwifery Council of England and Wales) (2004)

Course Structure

The PgD Specialist Community Public Health Nursing (School Nursing) comprises modules at level 6 and 7.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

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	Module	Credits	Module Type ⁷
Level 7			
	Promoting child and family health and wellbeing	20	M
	Partnership working with families for health and wellbeing	20	M
	Working with families in complex and challenging situations	20	M
	Public Health: Policy, Principles and Evidence Based Practice	20	M
	Leadership and Management in Public Health	20	M
	Research and Evidence Based Practice	20	M
	Practice Element	0	M
Level 6			
	Community Practitioner Nurse Prescribing (V100) Level 6	0	O

Awards

On successful completion of the course, students will be awarded a PgD Specialist Community Public Health Nursing (School Nursing). Students who successfully complete 120 credits but do not pass the practice requirements for the NMC Specialist Practice Award may be eligible for a PgD Public Health Nursing Studies but will not be eligible to have any part of the qualification registered or recorded with the NMC.

Course Delivery

The course is delivered at Ipswich. Students studying full-time on PgD Specialist Community Public Health Nursing (School Nursing) are likely to have approximately 30 contact hours per alternate week (pro rata for the part time mode). The contact hours will be a mix of lectures, seminars and practical activity and students will also be required to participate in an equivalent number of hours in a designated work placement. Placements will be arranged by the sponsoring employer. Students will normally be expected to undertake 6 – 12 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module’s intended learning outcomes. Academic assessment on this course will comprise mainly coursework (including essays, reports, examinations presentations, group work, reflective learning journals and research projects) plus two exams. In addition, student will be required to complete a substantial practice portfolio to demonstrate practice competencies.

⁷ Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Taught Postgraduate Awards](#)

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Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

Course Costs

Students undertaking PgD Specialist Community Public Health Nursing (School Nursing) will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	£5,100 per year
Part-time UK/EU	£850 per 20 credit module
Full-time International	£11,500 per year
Part-time International	£1,915 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Students are likely to incur costs for a recommended key research text amounting to approximately £30.

Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Taught Postgraduate Awards and other academic policies and procedures of the University and published on the [website](#).