

**DEFINITIVE COURSE RECORD**

Course Title	<b>BSc (Hons) Specialist Community Public Health Nursing (School Nursing)</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 6</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>Approved by the Nursing and Midwifery Council (NMC)</b>
Credit Structure <sup>2</sup>	<b>360 Credits Level 6: 120 Credits Plus advanced standing of 240 credits at levels 4 and 5</b>
Mode of Attendance	<b>Full-time and part-time</b>
Standard Length of Course <sup>3</sup>	<b>1 year full-time</b>
Intended Award	<b>BSc (Hons) Specialist Community Public Health Nursing (School Nursing)</b>
Named Exit Awards	<b>BSc (Hons) Public Health Nursing Studies</b>
Entry Requirements <sup>4</sup>	<b>Typical offer: Advanced standing of 120 credits at level 5 Current NMC registration as a registered Nurse or Midwife Employment 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 Subject to a selection day Any offer of a place will be subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check</b>
Delivering Institution(s)	<b>University of Suffolk</b>
UCAS Code	<b>S82</b>

This definitive record sets out the essential features and characteristics of the BSc (Hons) Specialist Community Public Health Nursing (School Nursing) course. The information provided is accurate for students entering level 6 in the 2018-19 academic year.<sup>5</sup>

**Course Summary**

The Specialist Community Public Health Nursing programme for School Nursing was developed in response to the growing need for practitioners to respond to the emerging public health policy agenda and its requirement to develop knowledge, understanding and skills of specialist public health approaches to practice.

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

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

<sup>3</sup> 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 Undergraduate Awards](#).

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

<sup>5</sup> 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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Such a context of practice requires that health care professionals develop a comprehensive range of specialist skills to enable them to develop and lead population based services designed to tackle inequalities in health, prevent ill health and work in partnership with young people, children and their parents, families and communities

### **Course Aims**

- Achieve recognition, proficiency and registration as a Specialist Community Public Health Nurse within an identified field of practice
- 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 appraise, analyse and apply relevant ethical, moral and legal theories and reasoning within the provision and development of specialist community public health nursing
- Develop knowledge and skills in leading 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 skills and practice whilst promoting a high level of autonomy and self-direction within a multi-disciplinary, multi-professional environment
- Consider and manage the conflicting priorities, risks, complexities, ambiguities and uncertainties of specialist community public health nursing
- Critically analyse opinion, assumptions, concepts and data to become effective and creative problem solvers
- Critically appraise and analyse relevant research in public health with an emphasis on their practice/professional context
- Develop a range of intellectual skills reflecting the rigour required at honours 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 BSc (Hons) 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,

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have been formally approved as aligned with the generic qualification descriptor for level 6 awards as set out by the UK Quality Assurance Agency (QAA).<sup>6</sup>

### **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 analyse the impact of public health policy and practice on a populations' health and well-being
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 debate a variety of public health perspectives.
5. Appreciate the importance of effective implementation and critical analysis of public health strategies and improvement across a range of practice settings and diverse populations.

### **Subject specific skills**

6. 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 conceptual understanding 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 and its determinants
10. Utilise strategies, which will assist with the integration of public health and specialist community public health nursing approaches in complex, ambiguous and unpredictable practice settings
11. Appreciate and demonstrate effective understanding and analysis of public health/specialist community public health nursing approaches, strategies and provision
12. Implement a range of public health/specialist community public health nursing strategies and activities across a range of practice settings and evaluate their impact and effectiveness
13. Appreciate a wide range of methodological approaches to achieving evidence based public health and research
14. Analyse relevant theories and strategies for achieving effective partnership and collaborative working with clients, communities and partner organisations
15. Self-evaluate and reflect upon their own identified field of professional practice

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

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### Key/common skills

16. Utilise and demonstrate 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. Analyse, apply and interpret the evidence underpinning their practice, and initiate appropriate and useful change in practice
19. Deploy 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 manage 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 BSc (Hons) Specialist Community Public Health Nursing (School Nursing) comprises modules at levels 6.

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

	Module	Credits	Module Type <sup>7</sup>
Level 6			
	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	40	M
	Leadership and Management in Public Health	20	M

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

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	Community Practitioner Nurse Prescribing (V100)	0	O
	Practice Element	0	M

### Awards

On successful completion of the course, students will be awarded a BSc (Hons) Specialist Community Public Health Nursing (School Nursing) and will be eligible to register with the NMC as a Specialist Community Public Health Nurse (School Nursing). Students who successfully complete 120 credits but do not pass the Practice Element may be eligible for a BSc (Hons) 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 BSc (Hons) Specialist Community Public Health Nursing (School Nursing) are likely to have approximately 110 days of study at level 6. The contact hours will be a mix of lecture, seminar, practical activity and students will also be required to participate in 112 days of work placement within the community. Placements will be arranged by practice partner organisations. Students will normally be expected to undertake 15-20 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. Assessment on the course overall will be approximately 40% coursework (including essays, reports, presentations, group work, reflective learning journals and research projects) 10% examinations and 50% practical assessments.

### 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

Self funding students undertaking BSc (Hons) Specialist Community Public Health Nursing (School Nursing) will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	£9,250 per year
Part-time UK/EU	£1,454 per 20 credit module
Full-time International	£16,000 per year
Part-time International	£2,665 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.

### Academic Framework and Regulations

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