

Module specification

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Module Code	NHS7G2
Module Title	The enquiring mind for SCPHN
Level	7
Credit value	10
Faculty	FSLS
HECoS Code	100293/100295
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Postgraduate Diploma in SCPHN (Health Visiting)	Core
Postgraduate Diploma in SCPHN (School Nursing)	Core
*Standalone module aligned to PG Dip SCPHN (Health Visiting)	Option

Credit only is awarded for a standalone module. As a standalone module, it is not eligible for a WU exit award or registration with the NMC.

Pre-requisites

Students on the **PgDip SCPHN (School Nursing)** and **PGDip SCPHN (Health Visiting)** will have met the entry requirements for admission to and be enrolled on the programme.

Standalone module: Students will be NMC registered nurses (level 1) or midwives with current professional registration and be employed within a SCPHN setting.

Breakdown of module hours

Learning and teaching hours	20 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	20 hrs
Placement / work based learning	0 hrs
Guided independent study	80 hrs
Module duration (total hours)	100 hrs

For office use only	
Initial approval date	07/11/2024
With effect from date	06/01/2025
Date and details of revision	
Version number	1

Module aims

This module aims to build student academic and professional skills in independent, critical thinking at postgraduate level. Students will refresh and advance their graduate ability to systematically search for and critically appraise research evidence. They will consider evidence for a range of relevant topics including research and publicly available epidemiological or other local population or service data to provide evidence for SCPHN practice and to consider gaps in knowledge or information. Activities within the module are designed to encourage critical thinking, stimulate the development of research-informed practice and to develop a questioning mindset within the context of health visiting or school nursing. The module will enable students to apply numeracy, literacy, digital and technological skills in the analysis and presentation of data.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Justify the critical exploration of an issue selected from the field of SCPHN practice, drawing on relevant evidence, local data and policies (SPSCPHN B2, B5, B6, D14, EHV4, FSN1, FSN4, FSN5, FSN6)
2	Critically appraise the overall methodology and quality of the research process in generating evidence for SCPHN practice (SPSCPHN B4, B7, B8, B9, B10, C9, CSN3, CSN5, CSN7, DHV3, DHV15, DHV16, DSN6, DSN7, DSN9, DSN12, DSN13)
3	Synthesize the findings to generate questions and make recommendations for further research and/or service improvement projects in SCPHN (SPSCPHN B.3, B.6, B.8, B.9, B.10, CHV1, CHV7, EHV4, FSN1)

Assessment

Indicative Assessment Tasks:

Formative:

Students will critique a given research paper on a topical issue relevant to their SCPHN field of practice and assess its credibility and relevance using a critical appraisal tool.

Summative:

A 2000 word literature review focused on a current topical issue for the student's field of SCPHN practice. The student will justify the issue, analyse focused contemporary evidence to develop a systematic evaluation concluding with persuasive recommendations.

More details will be made available in the relevant academic year module handbook.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3	Written Assignment	100%



Derogations

The student must pass all assessment elements in order to pass the module. No compensation is allowed.

Additional Requirements

All students must abide by “The Code” (NMC, 2018) including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

Learning and Teaching Strategies

This module will be delivered via a ‘blended learning’ approach. Throughout the module, students will explore varied examples of SCPHN evidence for practice using a range of methodologies. Directed study tasks, which may include activities such as recorded lectures, discussion forums, quizzes, case studies, group tasks, key readings, reflective activities or other appropriate learning activity, will be made available on the Virtual Learning Environment on a weekly basis. There will be some shared learning opportunities with SPQ district nurses.

A flipped classroom approach will be utilised as far as possible to maximise the learning opportunities during synchronous sessions. Students are expected to come to sessions having completed directed pre-session reading and other learning activity. Timetabled ‘live’ seminars/ sessions may be held (either in a physical classroom or via an online platform), in order to facilitate discussion and debate and support students to progress with their learning. These will be recorded when appropriate and made available on the VLE.

Indicative Syllabus Outline

- Literacy, numeracy, digital and technical skills.
- Research questions, critical thinking and analysis
- Database searching
- Critical appraisal of research findings and local data.
- Introduction to epidemiology and the use of statistical evidence.
- Generating evidence for service improvement.
- Identifying gaps in evidence
- Research design and methodology.
- Reviewing literature.
- Methods and tools for critiquing research.
- Dissemination of evidence and publication.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.



Essential Reads

Linsley P, and Kane R,. (2022), *Evidence-based Practice for Nurses and Allied Health Professionals*. 5th Ed. London, SAGE.

Other indicative reading

Denscombe, M. (2021), *The Good Research Guide*. 7th ed. Maidenhead: Open University Press.

Ellis, P. (2023), *Evidence-based Practice in Nursing*. 5th ed. London, SAGE.