

## PROGRAMME SPECIFICATION

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### PG Programme Directory

#### **Award titles**

##### **Programme Title(s)**

PG Dip Nyrsio Cyhoeddus Cymunedol Arbenigol (Ymweliaeth Iechyd)  
PG Dip Specialist Community Public Health Nursing (Health Visiting)

PG Dip Nyrsio Cyhoeddus Cymunedol Arbenigol (Nyrsio Ysgol)  
PG Dip Specialist Community Public Health Nursing (School Nursing)

MSc Nyrsio Cyhoeddus Cymunedol Arbenigol  
MSc Specialist Community Public Health Nursing

##### **Internal Programme Title(s) (if different to the title on the certificate)**

MSc Specialist Community Public Health Nursing (top-up award)

##### **Programme to be included in Graduation Ceremonies**

Yes

##### **Delivery period**

January 2025 – September 2029

NMC approval is ongoing until such time as new SCPHN standards are approved, subject to normal or extraordinary monitoring processes.

Further curriculum change is subject to NMC major or minor modification process.

Information on modification is provided in the NMC (2023) Quality Assurance Handbook.

##### **Intake points**

The first full time PGDip SCPHN cohort will commence on 6 January 2025. The subsequent full-time PGDip SCPHN cohorts will commence on 15 September 2025 and annually thereafter in September of each year

The first part time PGDip SCPHN cohort will commence on 15 September 2025 and annually in September thereafter

## Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Wrexham University
<b>Programme delivered by</b>
Wrexham University
<b>Location of delivery</b>
Plas Coch Campus
<b>Faculty/Department</b>
Faculty of Social and Life Sciences (FSLs)
<b>Exit awards available</b>
Post Graduate Certificate in Community Practice (exit award not eligible for entry to the NMC register as a SCPHN)
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
Nursing and Midwifery Council NMC (2022) Standards of proficiency for specialist community public health nurses  Nursing and Midwifery Council (NMC 2018, updated 2023) Part 1 Standards framework for nursing and midwifery education Nursing and Midwifery Council (NMC 2018, updates 2023) Part 2 Standards for student supervision and assessment Nursing and Midwifery Council (NMC 2022, updated 2023) Part 3 Standards for post-registration programmes Nursing and Midwifery Council (NMC 2022) Standards of proficiency for specialist community public health nurses Nursing and Midwifery Council (NMC 2015, updated 2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates Nursing and Midwifery Council (NMC, 2023) Quality Assurance Handbook.
<b>This information is correct at the time of validation, please refer to current versions of NMC standards and to the NMC website for current approval status.</b>
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement</i>.</b>
<p><b>1. No compensation (SFNME R5.16)</b></p> <p>Students must complete and pass all assessment elements across theoretical and practice assessment to successfully complete the Post Graduate Diploma in Specialist Community Public Health Nursing. No compensation is allowed.</p> <p><b>2. Eligibility for registration as SCPHN with the NMC (SFNME R3.10, SPRP R5.2)</b></p> <p>Eligibility for registration with the NMC as a SCPHN HV or SN requires:</p> <ul style="list-style-type: none"> <li>i) successful completion of the Post Graduate Diploma in Specialist Community Public Health Nursing in health visiting or school nursing</li> <li>ii) *confirmation of current NMC pin as a nurse and/or midwife and</li> <li>iii) the student reconfirms good health and character at the end of the programme</li> </ul> <p>*Students must maintain their NMC registration as a nurse or a midwife throughout the duration of their course. It's not possible to enter or renew registration in the SCPHN part of the register only. Guidance for registered nurses and midwives revalidating in a SCPHN role is provided as part of the requirements for renewing registration on the NMC website.</p>

<b>Regulatory details</b>
<p>Graduating students must register their SCPHN award with the NMC within five years of successful completion. Students who fail to register the award will have to take additional education and training or gain such experience as specified in the NMC standards for the award to be added as an annotation to their professional registration.</p>
<b>HECoS codes</b>
Health visiting 100295; School Nursing 100293
<b>Relevant QAA subject benchmark statement/s</b>
<p>There is no QAA Subject Benchmark Statement.</p> <p>All modules/module outcomes in the PGDip in Specialist Community Public Health Nursing are mapped to the Standards of proficiency for Specialist Community Public Health Nursing (SPSCPHN) Health Visiting and School Nursing (NMC, 2022)</p>
<b>Mode of study</b>
<p>Full time Part Time</p>
<b>Normal length of study for each mode of study</b>
<p>PG Diploma:</p> <p>Full Time – 12 months Part Time – 24 months Maximum period of registration: 24 months (full time), 48 months (part time).</p> <p>MSc Top Up route: Normally one academic year</p>
<b>Language of study</b>
<p>The programme is delivered in English People have the right to be assessed through the medium of Welsh. This includes arranging for a Welsh speaking practice supervisor and/or practice assessor subject to availability. The All-Wales Practice Assessment Document is available in both English and Welsh. Students have a right to submit theoretical assessment in Welsh. Arrangements for this will be facilitated by the programme leader.</p>
<b>Transitional arrangements for re-validated provision if applicable</b>
<p>All current students will complete their existing programme.</p> <p>Any current full-time students returning from an interruption in study after academic year September 2025 – August 2026 will be required to restart on the new programme and complete an RPL application in order to have their previous learning outcomes considered and mapped to the new programme. They will complete the new All Wales SCPHN practice assessment document in full.</p> <p>There are no part-time students currently on this programme.</p>
<b>Repeat year students</b>
<p>There will be no transfer of current SCPHN students to this new programme,</p> <p>Current students who are required to repeat any part of the programme in 2024-2025 will continue to complete their original programme, modules and practice assessment document.</p>

**Regulatory details**

**The following University Award Regulations apply to this programme (highlight the appropriate ones and delete the others )**

[Academic-Regulations-23-24.pdf \(wrexham.ac.uk\)](#)

General Regulations Section A – J  
Regulations for Taught Postgraduate Awards Section TPG A - M  
Wrexham University Assessment Policy, 2024-2025

**OFFICE USE ONLY**

Date of validation event:	7 <sup>th</sup> Nov 2024
Date of approval by Academic Board:	7 <sup>th</sup> Nov 2024
Approved Validation Period:	<i>Enter the approved Validation Period</i>
Transitional arrangements approved (if revalidation)	<i>Enter details from section 3 following validation event confirming what arrangements are</i>
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>



## 1. Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

### Individual learning needs, disability and reasonable adjustments

WU welcome early disclosure of individual learning needs and disability in order that reasonable adjustments are enacted within the recruitment process. This also ensures early identification of needs for successful candidates prior to programme commencement.

### Valuing Diversity

We welcome the educational and professional benefits of having a diverse SCPHN student community representing a range of backgrounds, beliefs and cultures. We encourage applications from nurses and/or midwives from underrepresented groups in higher education and in SCPHN. This includes people from black, Asian or minoritized ethnicity groups, including NMC registered international nurses or midwives, registered nurses or midwives who identify with LGBTQIA+, have experience as care leavers or who originate from traveller communities. We encourage applications from men as an underrepresented group in nursing and in SCPHN.

### Welsh Language Preferences

Applications are encouraged from Welsh speaking students. All recruitment information (website and flyers) is published in English and Welsh. Communication to applicants is offered in English or Welsh throughout the admission process and applicants are provided with the opportunity to conduct their interviews in the medium of Welsh.

### Specific Entry Requirements

**The entry requirements for the Post Graduate Diploma in Specialist Community Public Health Nursing** are drawn up in accordance with the University's regulations (Wrexham regulations for taught post graduate awards (TPG) and the Standards for post-registration programmes (SPRP) (NMC, 2022).

#### Non-Standard Entry requirements (SPRP 1.1)

- Current registration with the NMC as a registered nurse (level 1) and/or registered midwife (**SPRP R1.1.1**).

#### Graduate entry (SPRP R1.2)

- Holds an honours degree at 2:2 or above in nursing, midwifery or related subject awarded by an approved degree awarding body with evidence of successful level 6 or level 7 study, in a relevant subject area in the previous 5 years. (**SPRP R1.2**).



- Candidates with a third-class or pass degree are required to complete and pass an appropriate module at level 6 or 7\* as a condition of offer prior to entry onto the programme (SPRP R1.2)
- Candidates who completed their 2:2 honours degree or above over 5 years ago should demonstrate in application how they have maintained ongoing continuing professional development at graduate level. As a condition of offer candidates may be required to undertake and pass an appropriate level 6 or 7\* module prior to entry onto the programme (SPRP R1.2)

\*The WU Preparing for Academic Success is recommended or other equivalent post graduate nursing module.

### **Non-graduate entry (SPRP R1.2)**

- Hold a diploma qualification or pass degree in nursing or midwifery, **and**
- Evidence of successful level 6 or level 7 academic study in a relevant subject area undertaken within the previous 2 years (SPRP R1.2).

### **Other requirements:**

#### **NHS/HEIW funded applicants (SFNME R2.5, SPRP R1.4, R1.5)**

- Confirmation of NHS funding / meets Health Education and Improvement Wales (HEIW) funding
- Confirmation that the applicant is supported by a named NHS practice learning partner who meets the governance requirements of Wrexham University for admission to the SCPHN HV or SN programme.

#### **Non-NHS, self-employed and self-funded applicants (SFNME R2.5, SPRP R1.4, R1.5)**

Registered nurses or midwives who work outside NHS settings must ensure they comply with requirements to demonstrate capability and equivalent governance arrangements for safe and effective practice. Students will be required to show written confirmation in their "initial and supplementary application form" of the following:

- Funding for academic and, where required, placement costs.
- A named practice learning partner able to meet the practice learning governance requirements of Wrexham University for admission to the SCPHN HV or SN programme.
- Notify us if the placement area is currently being reviewed or has been recently reviewed by Health Inspectorate Wales (HIW) or Care Quality Commission (CQC) and date of last HIW or CQC inspection and outcome.
- Details of organisational structure
- Provide evidence in application and at interview of the necessary governance structures in place (including clinical support, access to protected learning time and employer support where appropriate, membership of professional organisation and professional indemnity) to enable applicant to undertake the practice learning required.
- Provide two references with the application (1 x clinical and 1 x professional). The clinical reference must be from a registrant who has recent (within last 6 months) knowledge of the applicant's clinical practice and proficiency and must have current registration on the NMC professional register.



- Clinical and professional referees current professional registration number, job title, place of work, work address, telephone number, and email address.
- And for self-employed applicants – information about how they audit their practice, keep up to date with current guidance, and how they safeguard the patients in their care. Name and address of premises.

Evidence to confirm the above information is verified as part of the application process and interview process by the programme team academic and a service representative.

### **Governance requirements for admission of all applicants to Wrexham University SCPHN HV or SN programme**

- A signed practice partnership agreement between Wrexham University and the practice learning organisation confirming compliance with NMC current standards and requirements (SFNME R2.1, R2.3, R2.4, R2.5)
- An employment or honorary contract enabling students to undertake practice learning that supports achievement of the NMC (2022) Standards of Proficiency for SCPHN HV or SN (SFNME R2.2)
- Confirmation of signed employer or other placement provider support for protected learning time (SPRP R1.5)
- Confirmation of satisfactory enhanced disclosure and barring service (DBS). The DBS is undertaken by Wrexham University in line with the WU referral to DBS policy (SFNME R1.1, R2.11)
- Students must provide signed confirmation of health and good character and undertake a satisfactory occupational health (OH) assessment. OH assessment is undertaken by Wrexham University through an appointed organisation. (SPRP R1.1.2)
- Where an issue related to health or character is disclosed either through self-disclosure/enhanced DBS/occupational health; student admission will be subject to University Admissions Policies (SPRP R1.1.1)
- The selection process includes an interview conducted in partnership with the corresponding NHS or Private Provider (Non-NHS) and Wrexham University to ensure the suitability of the candidate to undertake the programme (SPRP R1.1.1)
- A current placement audit demonstrating suitable resources and opportunities for students to achieve NMC (2022) Standards of Proficiency for SCPHN HV or SN undertaken in the previous two years (SFNME R2.2, R2.4)
- Named practice assessor and practice supervisor that meet the requirements of the Standards for Student Supervision and Assessment (SSSA) (NMC, 2018) and Standards for Post Registration programmes (SPRP). (NMC, 2022)
- Named academic assessor that meets the requirements of the SSSA (NMC, 2018) and SPRP (NMC, 2022).

### **MSc Specialist Community Public Health Nursing**

**The MSc Specialist Community Public Health Nursing** is validated as a 'Top Up Award' enabling those students who have successfully completed the Post Graduate Diploma in Specialist Community Public Health Nursing to gain the remaining 60 credits to achieve the award of MSc Specialist Community Public Health Nursing.

Entry requirements:

- Successful completion of a Post Graduate Diploma (PGDip) Specialist Community Public Health Nursing (HV or SN). The first date of enrolment on the PGDip SCPHN must be no more than four years previously.



- Current registration with the NMC as a Nurse and/or Midwife and SCPHN HV or SN

## 2. Record of Prior learning

Applicants may enter the programme with Recognition of Prior Learning (RPL) in accordance with the University General Regulations and RP(E)L procedure.

For RPL to be considered the applicant must demonstrate that their prior learning can be mapped to the relevant module outcomes within the Post Graduate Diploma in SCPHN HV or SN and capable of being mapped to the NMC (2022) Standards of Proficiency for SCPHN (SPSCPHN).

Recognition of prior learning may be considered up to a maximum of 80 credits at level 7, in line with WU Academic Regulations. Students will need to submit a claim for the recognition of prior learning (RPL) with supporting evidence and mapping. This must be submitted at least **one month** before enrolling on the programme for this to be considered. Claim forms and additional guidance can be downloaded from Student Support, Student Administration – Forms.

RPL is at the discretion of the Programme Leader who will assess if the module/ credits identified for RPL are relevant and able to be mapped to the module outcomes and SPSCPHN within the context of the applicants SCPHN HV or SN field. Students will need to provide additional evidence to support their RPL request such as transcripts of results and module certificates.

Students cannot apply for RPL for the PAD module. However, a student who has partially completed their practice learning and PAD and NMC SPSCPHN at another university may be able to transfer PAD evidence into the WU electronic PAD. The Practice Assessor and Academic Assessor at the outgoing university will have an MS Teams meeting with the WU Practice Assessor and Academic Assessor as a formal handover of the student. On commencement of the programme at WU the student will be enrolled onto the module “SCPHN Practice Assessment Document in health visiting or school nursing”

The MSc SCPHN is validated as a ‘Top Up’ award. The entry requirement is a Post Graduate Diploma in SCPHN HV or SN and current registration as a SCPHN with the NMC, This doesn’t require RPL.

### Standalone modules

Nurses or midwives are able to take up to 40 credits of standalone modules as CPD. These can later be transferred into the programme provided candidates meet the PGDip SCPHN entry criteria and submit a successful application for the PGDip SCPHN. Module prerequisites specify entry information for standalone modules.

Standalone modules are:

Fundamentals of Community Nursing (FCN) (SCPHN) 10 credits

The Enquiring Mind (EM) in SCPHN 10 credits

Improving health outcomes in health visiting (IHOHV) (20 credits) or Improving health outcomes in school nursing (IHOSN) (20 credits)

The FCN (SCPHN) and EMSCPHN modules both provide nurses or midwives working in the community with the opportunity to experience relevant study at level 7 prior to an application



for the PGDip programme. Students may be eligible to receive Welsh modular funding for these modules.

The IHOHV or IHOSN modules could be undertaken as CPD by both nurses or midwives working in SCPHN services or SCPHN HVs or SNs wishing to undertake a CPD module in an alternative field of practice..

Students wishing to transfer any or all of these modules into the PGDip will have up to 48 months from the date of commencing the first module to the final completion of the PGDip.

**Standalone modules don't have an attached exit award and don't provide eligibility for registration with the NMC.**

### 3. DBS Requirements

All applicants offered a place on the PGDip SCPHN programme will be subject to a satisfactory enhanced DBS clearance undertaken by Wrexham University. The University is required to ensure that only suitable candidates are allowed to undertake programmes of study/placements involving regulated activity. The University uses the DBS Service to assess the suitability of such applicants and requires applicants to provide an enhanced disclosure for regulated activity. This involves completing a DBS form via the University's external service partner (Atlantic Data) and undertaking a verification of identity process (Wrexham University Policy for the Consideration of Criminal Convictions). Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following the Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record during application to the University.

The University will only accept pre-existing DBS certificates requested by other organisations where they have been registered with the DBS Update Service. Where an individual is registered with the Update Service, named University staff can check the DBS certificate online. This only applies where the original certificate is produced for the University to verify and is for the same type of workforce (e.g. child workforce) and level of certificate (e.g. standard / enhanced / enhanced with barred list check) as per the conditions of the current offer of a place.

An offer of a place on the programme described in this document is conditional upon an enhanced DBS disclosure being deemed satisfactory by Wrexham University. (SFNME R1.1, R2.11)

### 4. Suitability for Practice Procedure

As registered nurses or midwives the professional conduct and practice of students during the programme is a key element of satisfactory progress toward an award and eligibility for registration as SCPHN with the NMC. Where it is proven that a SCPHN student does not uphold professional values and standards required by the Code (NMC 2018) the WU Suitability for Practice Procedure (Conduct) is invoked. There may also be concerns in respect of the student's health (either physical or mental) and its impact on professional practice, which could also lead to the implementation of the procedure (health). Information about the Suitability for Practice procedure is available on the [website](#), the VLE and in the Programme Handbook.



Students on this programme are currently registered as nurses and/ or midwives on the NMC register and may also be employed by a health care provider. Employers and/or the NMC will be informed where it is proven that the students conduct indicates that professional trust or public safety in their role as a nurse and/or midwife is compromised.

## 5. Aims of the programme

The programme aims to:

- enable registered nurses or midwives to develop the knowledge, skills, values and proficiencies needed to meet NMC (2022) standards and proficiencies for Specialist Community Public Health Nurses (SCPHN) in either the field of health visiting or school nursing.
- ensure that students are prepared to practice safely and effectively, assuring the protection of the public at all times and to work within the scope of professional SCPHN practice in line with The Code: professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018)
- use learning approaches that recognise and build on current graduate skills and attributes and experience of working with diverse groups of people in promoting health and wellbeing
- advance knowledge and systematic understanding of legal, ethical and policy frameworks and human development and social and behavioural sciences to provide a sound evidence based and ethical framework for SCPHN practice
- develop students advanced communication and relationship building to support effective partnership working and complex decision making with people across the life course that use SCPHN services and their carers (PUSCs) and with other professionals and statutory and voluntary agencies involved in supporting and safeguarding health and wellbeing
- advance students as research ready, independent and critical thinkers able to systematically appraise policy and data to advocate for individuals and families and for service improvements in the local and wider health economy
- develop students as compassionate and reflective leaders who work effectively within their team
- provide a balance of theory and practice in the field of SCPHN enabling additional learning support and reasonable adjustments where these are needed
- to prepare students to manage in a complex healthcare environment and to adapt with innovation and resilience to ongoing change and uncertainty

## 6. Distinctive features of the programme

WU Specialist Public Health Nurse graduates will recognise their role at the frontline of public health. They will

- be autonomous practitioners also able to lead an interdisciplinary team in the goal of health improvement for the child, family and community
- draw on the theories and behaviours of compassionate leadership, being an active role model and attending to valuing and respecting all people that they work with
- be innovative and creative, working in partnership with people who use their services (PUSCs), with other professionals and agencies to lead services and co-produce effective SCPHN service delivery
- put people's health and wellbeing at the centre of everything they do, understanding and responding to diversity and driving interventions which are inclusive and aim to improve health and social equality



- actively promote the participation of people who use SCPHN services (PUSCs) in the design and delivery of their SCPHN service
- critically reflect and use one to one and group debriefing strategies to support resilience and lifelong learning
- use multiple forms of evidence to provide a framework and sound justification for decision making.
- at Masters level they will be ready to develop and implement an original research proposal for SCPHN practice.

## 7. Credit Accumulation and exit awards

### Exit Awards

#### **Postgraduate Certificate in Community Practice – 60 credits at Level 7**

Successful completion of 60 credits at Level 7 entitles the student to the exit award of Postgraduate Certificate in Community Practice. This is an exit award only and students cannot enrol directly onto this. This award is not intended to be the initial principal aim of the student. It is a fall-back exit qualification granted when the student for whatever reason is not eligible for a Postgraduate Diploma or MSc and can be gained after successful completion of 60 credits from the programme. It will not include credits that have been gained via RPL or for the PAD module. Students will not be eligible to register as a SCPHN Health Visitor or School Nurse with the Nursing & Midwifery Council (NMC).

### Intended Awards

#### **Postgraduate Diploma 120 credits at level 7**

Successful completion of 120 credits at Level 7 entitles the student to be awarded the Post Graduate Diploma in Specialist Community Public Health Nursing (Health Visiting) or (School Nursing) This provides eligibility to register with the NMC as a SCPHN with annotation in health visiting or school nursing.

### Top Up Award

#### **Master of Science (MSc) 60 credits at level 7**

This is intended as a top up award, whereby students can return to complete the additional 60 credit dissertation module (NHS7C4). Students must have achieved 120 level 7 credits on the Postgraduate Diploma in Specialist Community Public Health Nursing (health visiting or school nursing) and have current registration as a SCPHN on the NMC register. On successful completion the additional 60 credits at level 7 students will be awarded the MSc Specialist Community Public Health Nursing Top Up Award. The classification of the Top Up Award will be based on the dissertation module only.



## 8. Programme Structure Diagram, including delivery schedule

Postgraduate Diploma in Specialist Community Public Health Nursing ( Health Visiting or School Nursing) Full Time

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 7	NHS7F4	Fundamentals of Community Nursing (SCPHN)	10	Core	1
Level 7	NHS7G2	The Enquiring Mind for SCPHN	10	Core	1
Level 7	NHS7F3	Compassionate Leadership in SCPHN	20	Core	3
Level 7	NHS7F5 or NHS7F6	Improving Health Outcomes through Health Visiting Or Improving Health Outcomes through School Nursing	20	Core	2
Level 7	NHS7F8	Safeguarding Vulnerable Children and Families	20	Core	2
Level 7	NHS7F7	Advancing population health in SCPHN	20	Core	1/2/3
Level 7	NHS7F9 or NHS7G1	SCPHN Practice Assessment Document (PAD) for health visiting (English or Cymraeg version) or SCPHN Practice Assessment Document (PAD) for school nursing (English or Cymraeg version)	20	Core	1/2/3



Postgraduate Diploma in Specialist Community Public Health Nursing ( Health Visiting or School Nursing) Part Time

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 7	NHS7F4	Fundamentals of Community Nursing (SCPHN)	10	Core	1
Level 7	NHS7G2	The Enquiring Mind for SCPHN	10	Core	1
Level 7	NHS7F3	Compassionate Leadership in SCPHN	20	Core	3
Level 7	NHS7F5 or NHS7F6	Improving Health Outcomes through Health Visiting Or Improving Health Outcomes through School Nursing	20	Core	2
Level 7	NHS7F8	Safeguarding Vulnerable Children and Families	20	Core	5
Level 7	NHS7F7	Advancing population health in SCPHN	20	Core	4/5/6
Level 7	NHS7F9 or NHS7G1	SCPHN Practice Assessment Document (PAD) for health visiting (English or Cymraeg version) or SCPHN Practice Assessment Document (PAD) for school nursing (English or Cymraeg version)	20	Core	1/2/3 4/5/6

**Full-time**

**PGDip SCPHN – Full Time over 45 programmed weeks**

120 credits at level seven.

**Module delivery – One Year Programme**

Students on the full-time programme will experience a blended approach to study comprising a balance of theoretical and practice learning (SPRP 2.8) integrated across 45 programmed weeks (SPRP 2.11.2). Practice learning hours are stipulated in the PAD module and are recorded within the SCPHN PAD. Practice learning partners (PLPs) are required to ensure that students have protected learning time throughout the programme (SPRP R1.5). Practice assessors must sign their commitment to supporting the students protected learning time in the ePAD. Protected learning time is monitored through the completion of timesheets within the ePAD and is reviewed at tripartite progress review visits with the student, practice assessor and academic assessor. Students are advised to raise a concern if protected learning time is not being achieved so that an action plan is implemented and monitored.



**Full time**

	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Award</b>
<b>Theory day</b>	Fundamentals of Community Nursing (SCPHN) (10 credits)	Improving Health Outcomes through Health Visiting (20 credits) <b>Or</b> Improving Health Outcomes through School Nursing (20 credits)	Compassionate leadership in SCPHN (20 credits)	
	The Enquiring Mind for SCPHN (10 credits)	Safeguarding vulnerable children and families (20 credits)		Exit award: Postgraduate Certificate in Community Practice – 60 credits at Level 7
	Advancing population health in SCPHN (20 credits)	APH independent study	APH independent study and Poster Presentations	
	SCPHN Practice Assessment Document (PAD)Health Visiting English/Welsh (20 credits) or SCPHN Practice Assessment Document (PAD)School Nursing English/Welsh (20 credits)  This module commences at the start of the programme and runs through the duration of the programme.			Intended award  PG Diploma in SCPHN HV or SN (Total 120 credits)

**Post graduate Diploma in SCPHN: Part-time over 90 programmed weeks**

120 credits at level seven.

**Module delivery – Two Years Part Time Programme**

Students on the part-time programme will have a blended approach to study comprising a balance of theory and practice across the 90 programmed weeks for part time programmes (SPRP 2.11.2). Practice learning hours are stipulated in the PAD module and are recorded within the SCPHN ePAD. Practice learning partners (PLPs) are required to ensure that students have protected learning time throughout the programme (SPRP R1.5). Practice assessors must sign their commitment to supporting the students protected learning time in the ePAD. Protected learning time is monitored through the completion of timesheets within the ePAD and is reviewed at tripartite progress review visits with the student, practice



assessor and academic assessor. Students are advised to raise a concern if protected learning time is not being achieved so that an action plan is implemented and monitored.

<b>Y E A R  1</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Exit Award</b>
	Fundamentals of Community Nursing (10 credits)	Improving Health Outcomes through Health Visiting Or Improving Health Outcomes through School Nursing (20 credits)	Compassionate leadership in SCPHN (20 credits)	Postgraduate Certificate in Community Practice – 60 credits at Level 7
	The Enquiring Mind (10 credits)			
<b>Theory day (e.g Weds)</b>	SCPHN Practice Assessment Document (PAD)Health Visiting English/Welsh (20 credits) or SCPHN Practice Assessment Document (PAD)School Nursing English/Welsh (20 credits)			
	This module commences at the start of the programme and runs over six semesters for the duration of the programme			
<b>Y E A R  2</b>	<b>Semester 4</b>	<b>Semester 5</b>	<b>Semester 6</b>	<b>Intended Award</b>
		Safeguarding Vulnerable Children and Families (20 credits)		
	Advancing population health (APH) in Specialist Community Public Health Nursing (20 credits)	APH: Independent study	APH: Independent study and poster presentations	
<b>Theory Day (e.g Thurs)</b>	SCPHN Practice Assessment Document (PAD)Health Visiting English/Welsh (20 credits) or SCPHN Practice Assessment Document (PAD)School Nursing English/Welsh (20 credits)			PG Diploma in SCPHN HV or SN (Total 120 credits)
	This module commences at the start of the programme and runs over six semesters for the duration of the programme			



**MSc Community Nursing Specialist Practice (Top Up Award)**  
**Part- time**

60 credits

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
7	NHS7C4	Dissertation	60	Core	1,2

**Rationale for programme structure**

The structure and sequencing of the curriculum is designed to enable students to integrate theory and practice at increasing levels of complexity. (SFNME R5.6) The Novice to Expert Continuum (Benner, 1984) framework is used to underpin curriculum design.

The early part of the curriculum focuses on student as a Novice/Advanced Beginner in SCPHN, increasing understanding to the context and frameworks (Fundamentals of Community Nursing (SCPHN) and The Enquiring Mind for SCPHN) which underpin students practical and academic skills. Students build on current nursing or midwifery knowledge to gain an advancing understanding of their SCPHN role, through an introduction to population health and community profiling. starting to focus on their particular field of SCPHN practice through the module 'Improving Health Outcomes' through either Health Visiting or School Nursing. These modules enable students to develop the justification for decision making and interventions used in SCPHN practice. This includes specialist knowledge of epidemiology, demography and social determinants of health, maximising health promotion and the empowerment of people who use SCPHN services and their care givers. Case studies and simulations used in these modules will engage students in real-world scenarios designed to apply theoretical knowledge to practice, whilst placements provide supervised practice learning opportunities underpinned by theoretical learning.

Working towards the competent level of practice (Benner, 1984), students are expected to explore complex SCPHN scenarios in their field of practice including the use of advanced communication decision making and justification for SCPHN practice. In the module Safeguarding vulnerable children and families, students will learn through simulated exposure to a range of complex scenarios and make autonomous decisions around management including referral to and involvement of other agencies. In practice they will be progressing from direct to indirectly supervised practice. The module Compassionate Leadership in SCPHN is designed to support their leadership of SCPHN practice and in the education of others. The use of action learning methodology helps them to use peer support models to enhance their resilience in complex SCPHN practice. Within the advancing population health module student (which is ongoing across semester one, two and three), students will identify and focus on an aspect of community need in their practice areas in order to independently research, co-produce, plan and present a potential service improvement. Students present their case to others, thus enacting a level of Proficiency and moving towards achieving an Expert role. The Expert role is further developed and enacted for those students wishing to progress on to the MSc top up award through the identification of a research topic and development of a dissertation at Masters level.



The Novice to Expert framework (Benner, 1984) is consistently applied to practice learning across the Postgraduate Diploma SCPHN programme. Within the All-Wales Practice Assessment Document (Once for Wales, 2024), students' clinical competence is assessed using Benner's (1984) framework. In accordance with Benner's criteria, students undertaking the PGDip SCPHN Health Visiting or School Nursing (NMC, 2022) PAD must achieve at least a "Competent level of practice" in each core and field specific SPSCPHN to pass the PAD module

Key to this approach is the development of assessment strategies throughout the programme which are aligned with each stage of the continuum, focusing on both knowledge acquisition and skill proficiency. Feedback and feedforward techniques aim to provide constructive feedback and opportunities for reflection to facilitate continuous improvement (Higher Education Academy, 2024), whilst the flexibility of teaching approaches allow for individualized learning pathways and opportunities for students to progress at their own pace. Throughout the student's journey, the integration of technology-enhanced learning tools and platforms support skill development and knowledge acquisition whilst the Novice to Expert Continuum (Benner, 1984) provides the framework underpinning the curriculum.

Benner's (1984) Novice to Expert Framework for Achievement of Standards of Proficiency (NMC, 2022) to which the Practice Assessment Document (PAD) is mapped.

### Ongoing Achievement Record of Standards of Proficiency for Community Nursing Specialist Practice Qualifications (NMC 2022)

Benner's Novice to Expert Framework		
Level of Competence	Score	Description
Novice	1	Little or no previous knowledge / skills experience of the issue described and would require considerable support / teaching to improve competence.
Advanced Beginner	2	Limited previous knowledge / skills – students can demonstrate marginally acceptable performance. Would require some support / teaching to improve competence.
Competent	3	Uses their knowledge and expertise to prioritise and can see their actions in terms of long-range goals. Able to work in an efficient and organised manner due to conscious, deliberate planning. Would seek occasional support / teaching to improve competence.
Proficient	4	Considerable knowledge / skill / experience of the issue and would need little or no additional support / teaching to improve competence. The proficient performer sees the situations as whole rather than in terms of aspects. Perception is the key word here.
Expert	5	Has a vast and specialist knowledge / skill / experience of the issue described and may act as an advisor or consultant to others. No longer relies on the analytic principle (rule, guideline) to connect their understanding of the situation.



## 9. Intended learning outcomes of the Post graduate Diploma in SCPHN (PGDip SCPHN) programme (120 credits)

### Knowledge and Understanding

PGDip SCPHN Level 7	
A1	Critically apply advancing knowledge and systematic understanding of global, UK and Welsh public health policies and strategies, together with the legal, regulatory, and ethical frameworks that drive and provide governance for managing safe, autonomous SCPHN health visiting or school nursing practice
A2	Select and apply contemporary research evidence, epidemiological data and service evaluation outcomes to justify safe, effective SCPHN decision making and practice
A3	Systematically apply behavioural, psychological, and social sciences to SCPHN practice in order to improve the health of children, families and other care givers, communities and populations
A4	Critically apply specialist knowledge of typical and atypical human development over the life course to the health assessment of infants, children and young people,

### Intellectual Skills

PGDip SCPHN Level 7	
B1	Critically evaluate professional decisions and judgements, providing considered goals and solutions to address complex and interacting public health problems experienced by individuals, families, and populations
B2	Critically reflect upon own development and compassionate leadership as an autonomous SCPHN health visitor or school nurse, demonstrating the values, ethics and professional self-regulation as required by the NMC for safe, effective practice.
B3	Appraise the use of advanced communication strategies during complex health and/or safeguarding interactions including co-producing goals and outcomes
B4	Use complex data sets to critically evaluate the quality and effectiveness of health visiting or school nursing service delivery
B5	Develop strategies to influence, plan and lead innovation for improved SCPHN service delivery and positive health outcomes

## Subject Skills

PGDip SCPHN Level 7	
C1	Demonstrate the advanced numeracy, literacy, digital and technological skills needed for leading and delivering safe, effective SCPHN practice
C2	Critically appraise and deliver contemporary approaches used to empower and promote health for individuals, families and populations
C3	Prepare personal strategies for developing a sustainable, compassionate, and inclusive SCPHN workplace and a reflective team learning environment
C4	Critically evaluate the delivery of safeguarding practice for vulnerable individuals, families and populations including appropriate escalation of risk and planning for effective interprofessional working.

## Practical, Professional and Employability Skills

PGDip SCPHN Level 7	
D1	Exercise initiative and personal responsibility, reflecting critically and constructively on your professional role.
D2	Demonstrate achievement of all NMC Standards of proficiency for SCPHN within the field of school nursing or health visiting (NMC, 2022)
D3	Demonstrate decision making in complex and unpredictable situations within SCPHN practice in order to monitor and continually improve the experiences of people and their families whilst driving continuous service improvements.
D4	Critically apply the independent learning and research skills required to lead, influence and support your own continuous professional development and that of others.

## 10. b. Intended learning outcomes of the MSc SCPHN top up programme (60 credits)

### MSc SCPHN (top up award)

#### Knowledge and Understanding

	MSc SCPHN (top up award) Level 7
A5	Demonstrate a critical understanding of research and policy within the context of a particular project and the wider study of public health.

#### Intellectual Skills

	MSc SCPHN (top up award) Level 7
B4	Use complex data sets to critically evaluate the quality and effectiveness of health visiting or school nursing service delivery
B5	Develop strategies to influence, plan and lead innovation for improved SCPHN service delivery and positive health outcomes

#### Subject Skills

	Level 7
C1	Demonstrate the advanced numeracy, literacy, digital and technological skills needed for leading and delivering safe, effective SCPHN practice

#### Practical, Professional and Employability Skills

	Level 7
D1	Exercise initiative and personal responsibility, reflecting critically and constructively on professional role.
D4	Critically apply the independent learning and research skills required to lead, influence and support your own continuous professional development and that of others.

## 11. Learning and teaching strategy

### WU Active Learning Framework (ALF)

Learning and teaching is designed using the WU Active Learning Framework (ALF). ALF draws on making the best use of on campus learning resources blended with student focused online digital learning content which can be accessed from anywhere. ALF has been in place since 2020 and is demonstrating positive improvements in student evaluation and NSS scores.

### ALF: developing the community of enquiry

#### Cognitive and social presence

The focus of the learning and teaching strategy is to develop a SCPHN community of enquiry throughout the PGDip programme. This aims to foster a blended, student centred, approach to learning and teaching, which integrates theory and practice and will enhance the capabilities and employability of practitioners. As students taking this programme are qualified nurses and /or midwives, the approach to learning and teaching used is designed to build upon their graduate (or equivalent) knowledge, academic capability and prior clinical experience.

Within learning and teaching there's a focus on discussion, seminar and group work that will enable students to cognitively engage and participate in theoretical learning opportunities, allowing them to clarify concepts and ideas, either individually or within groups. Developing a safe learning environment is essential for developing the social presence of the group. The facilitation of positive regard and the use of constructive feedback is seen as core to enabling students to share ideas and experiences safely within the group, in addition to setting appropriate ground rules and boundaries that reflect the conduct expected by WU and the Code (NMC 2018).

#### Teaching presence (theory)

With the exception of the PAD module, the active learning and teaching hours in each PGDip module are calculated at around 20 percent of the module duration (eg. 20 hours per ten credit module and 40 hours per 20 credit module). Module outcomes are mapped to the NMC (2022) Standards of Proficiency for Specialist Community Public Health Nurses (SPSCPHN) core and field proficiencies to ensure that each module sets out the general and professional content for delivery in the programme (SPRP R2.6) and the intended fields of health visiting and school nursing.

It's recognised that students build on graduate skills and prior nursing or midwifery experience on entry to the programme, however, SCPHN is a new NMC registration and therefore a new area of professional practice. Active learning and teaching hours are designed to ensure that students are provided with sufficient teaching presence and structured curriculum content to provide an appropriate theoretical scaffold for learning in each module (Vygotsky 1978). This supports safe exposure to and participation in new practice learning and the ongoing development of a student's minimum level of competence in SPSCPHN in practice. Scaffolded learning is then used to enable student's use of directed and independent learning in order to meet individual or group learning needs.

Vygotsky, L.S (1978) *Mind in society, the development of higher psychological processes*. Cambridge, MA, Harvard University Press.

### **ALF: on campus learning**

50 per cent of active learning and teaching hours in each module (except PAD) takes place through on campus learning. In a typical semester this may be one day per week equivalent on campus or pro rata part time. Interactive and collaborative peer learning is prioritised throughout the PGDip, making maximum use of the flexible, interactive and accessible learning and simulation spaces on site. This includes streaming of activities from simulation activities into the classroom for debriefing purposes. On campus learning therefore prioritises seminar and other interactive group work, problem and enquiry-based learning, reflective discussion and debriefing and simulation of SCPHN practice. Use of the healthcare simulation suite and community simulation house will be used to enhance practice skills assessment and decision-making skills. This embeds strategies for rehearsal, reflection, and debriefing with a focus on developing advanced communication skills such as breaking bad news, managing difficult conversations and de-escalation of challenging scenarios. Simulation and simulation debriefing, using recognised models, will focus on practitioner communication, compassion and emotional intelligence. This helps to develop advanced communication, compassion, wellbeing and increasing resilience in graduating practitioners. (McCarthy et al 2020). Simulated learning is particularly used to support theory and assessment in the modules Fundamentals of Community Nursing (SCPHN) and Safeguarding vulnerable children and families. (SPRP R2.9)

McCarthy, I, Taylor, C and Maben, J (2020) We needed to talk about it; the experience of sharing the emotional impact of healthcare work as a panellist in Schwartz Centre rounds in the UK *Journal of Health services research and policy*, 26, 1

There will be some keynote lecture activity on campus where this is appropriate to the subject matter. An example of this may be where a sensitive subject is better delivered face to face with time allowed for in person debriefing. All campus lectures are recorded for later access on Moodle, the virtual learning environment (VLE). Presentation slides are made available on Moodle at least 48 hours before lectures.

### **ALF: asynchronous and synchronous digital learning**

A further 50 percent of active learning and teaching hours in each module (except PAD) are dedicated to the use synchronous and asynchronous digital activities through the VLE and on MS Teams. In a typical semester this is equivalent to one day per week spent in digital learning activities. Asynchronous activity will support the 'flipped classroom'. Structured content will be directed and accessed by students in a weekly timetable and will include recorded lectures, key reading and any directed activities that need to be undertaken by individual students or student groups in preparation for on campus or synchronous digital learning. Synchronous learning is used for 'live' online learning activity normally facilitated by lecturers. This may include live lectures and seminars, individual or group presentations, reflective debriefing and tutorials. Synchronous lectures will normally be recorded for students.

## **Engagement of SCPHN practitioners and people who use SCPHN services in learning teaching and assessment.**

The PGDip SCPHN programme prioritises continuous collaborative engagement with SCPHN practitioners and with people who use SCPHN services and other care givers (PUSC's) to inform the co-production of the programme.

PUSCs engaged in the programme may be a member of the WU Outside In group but are also recruited through outreach to current groups and users of SCPHN services within the local community and may be focused on sharing a particular experience or story. Examples of outreach includes ongoing work with teachers and children/young people within schools and through recruitment of PUSCs who use SCPHN services from the wider Wrexham community. PLPs and PUSCs will be engaged in the formation of interview questions, selection interviews, teaching delivery, assessment, and programme evaluation and co-production. (SFNME R1.12)

PUSC's and practitioners will be included in the delivery of programme content and in aspects of formative assessment and feedback to students. This will include production of stories and experiences shared through the digital learning environment. Simulated learning scenarios will be developed with practitioners and informed by PUSC perspectives. Towards the end of the programme, practice assessors and PUSCs will be invited to feedback on students' summative poster presentations as part of the sharing of good practice with LHBs including Practice Assessors/Practice Supervisors and local managers.

### **Interdisciplinary / interprofessional education**

The programme continues to build on it's prior experience of interdisciplinary learning to enhance and support students understanding and experience. WU has a strong commitment to the development of interdisciplinary education for students. In the module 'safeguarding vulnerable children and families' inter agency simulation is part of the learning and teaching strategy within the module.

In practice students are expected to gain experience of and demonstrate their ability to work effectively with other agencies as part of their evidence to support achievement of SPSCPHN.

## **12. The University Skills Framework**

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as digital capabilities, adaptability and flexibility, career development, critical thinking, enterprise and entrepreneurship, interpersonal skills, resilience, teamwork, personal skills and social impact and sustainability. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programme has been designed using an Employability Level Descriptor in collaboration with the Careers and Employability Service. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers and Employability Service are available to provide additional careers education activities for all programmes as well as individualised information, advice and guidance. Learners gain access to self-directed learning resources by logging into our [careers portal](#).

### 13. Work based/placement learning statement

#### Balance of theory and practice

The NMC require that the programme has a balance of theory and practice learning opportunities (SPRP R2.8) over no less than 45 programmed weeks (R2.11.2). Practice learning hours on the PGDip SCPHN programme are set at 855 hours. These are calculated on the basis of just over 50 percent of 45 programmed weeks at 37.5 hours per week – or pro rata for part time students for 90 programmed weeks.

Practice learning hours include and culminate in a six week period of practice learning at the end of the programme (SPRP R3.6). The balance of theoretical and practice learning is detailed in the student programme timetable each year. Practice learning hours are recorded in the All Wales PAD and are included in the submission of the completed All Wales PAD as part of the SCPHN PAD module summative assessment.

#### Practice assessors and practice supervisors

Practice learning is undertaken in an allocated SCPHN HV or SN placement setting with an assigned practice assessor and practice supervisor(s) who are prepared for their role and responsibilities. Practice supervisor or practice assessors on the WU SCPHN must

- hold current nursing registration with the Nursing and midwifery council with a record for SCPHN in the field of practice or be SCPHN with equivalent experience in that field of practice
- have undertaken a period of preceptorship (locally a minimum of six months) as a registered SCPHN in line with the NMC principles for preceptorship **or** can evidence prior learning and relevant practice supervisor or practice assessor experience that enables them to facilitate, supervise or assess effective evidence-based learning opportunities for post-registration SCPHN students
- have undertaken suitable preparation for their practice supervisor or practice assessor role in accordance with the NMC SSSA (2018 updated 2023).
- have undertaken WU half day equivalent preparation for SCPHN practice assessors or practice supervisors

#### Academic assessors

The programme team are experienced registered SCPHN health visiting and school nursing practitioners and educators who are prepared to meet the requirements to be academic assessors (NMC 2018, updated 2023). This includes holding or working towards a PGC in Higher Education or equivalent. Academic assessors liaise with practice assessors on the progress and achievement of students, meeting with them and the students for two formative and one summative tripartite progress review meetings over a three - semester period. For part time students this is pro rata over a six- semester period. The academic assessor and practice assessor discuss and agree the overall confirmation of SPSCPHN at the end of the programme.

### **Protected learning time**

Students have protected learning time throughout the programme to support their learning. (SPRP R1.5) This is defined as time in a health care or other setting during which students are undertaking supervised learning and are supported to learn. Students are required to learn under supervision throughout practice learning hours. However, this can be direct or indirect supervision by a practice supervisor and/or practice assessor. The level of direct supervision required is a matter of professional judgement based on the competence and confidence of the student.

Direct supervision includes activities such as role modelling, shadowing, student participation, observation of student practice, together with discussion and reflection following these activities. Indirect supervision includes delegation of practice activities to the student to carry out independently and is related to the level of proficiency of the student. This may include the delegation of a selected case load that enables students to extend their learning and proficiency. Indirect supervision must include regular monitoring of the student's practice through review of cases, review of student's record keeping, regular opportunities (daily or weekly) for discussion and reflection depending on student's stage of learning.

The level of proficiency, learning activities and supervision required will be reviewed as part of the termly tripartite progress reviews between student, practice assessor and academic assessor to ensure that this remains appropriate to the stage of learning.

If students have any difficulty with supervision and ensuring protected learning time, they should discuss this with their Practice Assessor and Academic Assessor who may initiate an additional tripartite progress meeting and action plan. This will normally also include discussion with a line manager (if the student is in employment) and an action plan put in place to ensure that protected learning time is assured.

All students must wear their WU student ID badges during programme practice learning days to differentiate them from any other role they may hold. This helps to provide clear communication to practice staff and the public that they are there in capacity as a student. This both supports public protection and communicates that protected learning time must be adhered to whilst in their student capacity. Students must make their student identity clear to the public they're working with and gain informed consent or enable people to withdraw their consent for any care or interventions provided in their SCPHN student capacity. (SFNME R1.3).

The WU student ID badge must not be worn when students are working in any other capacity other than student.

### **Practice assessors and practice supervisors**

Students will normally be allocated to one placement with an assigned practice supervisor or practice supervisors and a separate practice assessor for the duration of the programme. In exceptional circumstances a change of placement and/or practice supervisor(s) may be approved by the programme leader. This would include where a practice supervisor has left or is absent from their role, the placement is unable to sustain the level of quality, supervision or assessment required for SCPHN learning or where reasonable adjustments or Welsh Language preference is better accommodated in a different placement. Students are not permitted to move their placement base or practice supervisor(s) without written confirmation from the WU SCPHN programme leader. This ensures that the programme

leader can confirm that the placement and/or new practice supervisor meets SSSA (NMC 2018, updated 2023) and SPRP (NMC 2022) requirements

Unless there are exceptional circumstances, the same practice assessor will be retained by the student throughout the programme. Practice assessors are able to work in a 'long arm' capacity with the student but must have opportunities to observe the student's practice throughout the programme.

Students must have direct or indirect supervision (depending on their level of proficiency) throughout the programme and any unplanned or prolonged absence of the practice supervisor or practice assessor must be reported immediately to the WU programme team. In exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for up to one part of the SCPHN programme (SPRP R4.6.1). However, this must be agreed between the practice learning partner and WU. The WU SCPHN programme defines this period as exceptional circumstances which occur during one semester and any action plan can be agreed **as a maximum** up to the end of that semester only (this period is applicable to full and part-time routes and is not applied as pro rata). All exceptional circumstances are logged on an action log and time limited. Students will be required to have a new practice supervisor or practice assessor assigned, (which may involve reallocation of placement base) if the exceptional circumstances are unable to be resolved by the end of the time limited period.

### **Reasonable adjustments in practice**

Students are encouraged to share reasonable adjustments with their practice assessor and practice supervisor. Where students disclose reasonable adjustments, practice assessors and practice supervisors will be required to provide the relevant adjustments to support student learning. This may include additional learning needs, for protected characteristics, regarding family circumstances, health (this list is not exhaustive), to ensure students have the support to access appropriate learning opportunities. Practice assessors and practice supervisors are asked to confirm that mandatory equality, diversity and inclusion training is completed in line with organisational requirements as part of an annual self-declaration that they meet the requirements for being a practice assessor or practice supervisor on the programme.

### **Preparation and support for SCPHN practice assessors and practice supervisors**

Practice supervisors and practice assessors support students in practice in accordance with the SSSA (NMC, 2018, 2023) and SPRP (NMC 2022). Initial preparation as a practice supervisor or practice assessor is provided by their healthcare organisation. They're then offered WU SCPHN preparation as a half day equivalent digital programme. They're also provided with a practice assessors and practice supervisors handbook and have access to the All Wales PAD which details the SPSCPHN. WU provide three practice assessor and practice supervisor updates per annum. There is a robust framework to provide ongoing support to PS and PA within their role (see diagram below).

Practice Supervisors support the learning and development of students and will contribute to the PAD and provide feedback to Practice Assessors on the student's professional conduct and achievement of proficiencies. Practice Assessors are accountable for confirming achievement of proficiency within the PAD and work in partnership with the assigned WU Academic Assessor to review student progress and evaluate and recommend student progression and eligibility for the NMC register as a SCPHN.

Academic assessors undertake a minimum of three tripartite progress review meetings with practice assessors and students. Additional visits are undertaken where students are not making sufficient progress with practice learning and require a specific action plan to support their learning. Additional one to one support is also provided to new practice assessors as required.

### **ePAD**

Academic assessors will provide advice and support to students, practice assessors and practice supervisors in the development of the students All Wales PAD via the My Progress digital platform (ePAD). Supporting guidance, training and ePAD drop-in sessions will ensure the ePAD is completed effectively.

### **Signed practice learning partnership agreements**

All Practice Learning Partners (PLPs) are required to have a signed partnership contract with WU and any new PLPs will be required to complete this. This confirms that the PLP has the governance systems to ensure that NMC requirements are met in practice learning. Employers are required to commit to protected learning time and the preparation and support for practice assessors and practice supervisors.

At a local level an educational audit is completed biannually in SCPHN placement areas to ensure appropriate care quality, learning opportunities and resources are in place to support student learning.

### **Senior governance meetings**

Adherence to PLP governance requirements and WU /HEIW contract agreements is monitored through regular meetings with the senior leads for education or equivalent (in each PLP) and through contract meetings with HEIW. This includes notification and action related to any HEIW or CQC care quality visits.

## **14. Welsh medium provision**

The programme is delivered in accordance with WU Welsh Language Policy – (WU, 2021)

The programme will be delivered through the medium of English.

To comply with University regulations in terms of Welsh provision:

- Students can submit assessments in the Welsh language.
- Module and programme handbooks are available in Welsh on request.
- Student Evaluations (SEMS) can be completed in Welsh.
- Students can request a tutorial in Welsh.
- Recruitment flyers available in Welsh.
- Students are asked their Welsh language status on the application form and interviews are available in Welsh, where this is the students preference.

On placement:

- Placement areas can be Welsh language.

- Practice assessors and supervisors may be first language Welsh.

Practice Assessment Document:

- EPAD to be available in Welsh separately with a separate module code prefix and fluent Welsh speaking students encouraged to complete.

Assessment

- To provide at least one formative assessment in Welsh related to conversational Welsh with patients on the community (common phrases etc).

In class groupwork and breakout work

- Fluent Welsh speakers and learners/improvers given the opportunity to work together on groupwork so that they can converse in Welsh whilst in class.

Resources

- Where possible, resources to be available in Welsh eg. journal articles, websites, ClickView Welsh documentaries.

Module Title	Core/ Optional	Level	Credit Value	What Welsh elements would be in the module? (i.e., Tutorial support, placement.)
SCPHN Practice Assessment Document (Welsh language)	Core	7	20	Welsh Practice Assessment Document (PAD)  Welsh speaking placement area
NHS7F4 Fundamentals of Community Nursing (SCPHN)	Core	7	10	Conversational Welsh language within formative assessment for all students.
All other modules	Core			Assessment available in Welsh on request

Availability of additional Stand-alone Modules to develop Welsh Language Skills

For students' who are keen to develop their Welsh language skills or possibly have lost confidence, we have two additional modules available:

Welsh in the Workplace – 1
Welsh in the Workplace – 2

Additionally, students are directed to Coleg Cymraeg Cenedlaethol resource page <https://www.porth.ac.uk/en/collection/mwy-na-geiriau>; the aim of the resource is to introduce language awareness within health and social care to higher education students and

professional practitioners. It is hoped the resource will help build students' confidence in using the Welsh with patients and colleagues in the NHS.

## 15. Assessment strategy

The assessment strategy is informed by the general principles of and will adhere to Wrexham University [assessment policy 2024-2025](#). Assessment is mapped to the level seven module outcomes and the related SPSCPHN in each module.

The variety of assessment is considered to ensure that the overall assessment design and delivery will support students to achieve SPSCPHN for their field as well as FHEQ level seven requirements. The assessment strategy is designed to be developmental throughout the programme with feedback and feedforward aiming to provide constructive feedback and opportunities for reflection to facilitate continuous improvement (Higher Education Academy, 2024).

The design therefore includes a balance of written assignments and verbal or written presentations and tasks are designed to draw on student experience so that the integration of theory and current SCPHN practice is enabled. Summative assessment methods are mapped to and assess all module and programme outcomes. A derogation is required to ensure that there is no compensation in assessment across theory and practice and that all programme outcomes and SPSCPHN are therefore achieved.

### Formative Feedback

Formative feedback is provided on academic writing, group scenarios, simulations and presentations to enable student development and achievement of the assessment method in the module and assist their preparedness to succeed.

Within clinical practice, formative feedback is provided by the Practice Assessor (PA)/Practice Supervisor (PS) on an on-going basis in the PAD. The PA/PS will be expected to provide regular feedback on their student's progress and discuss with the Academic Assessor through tripartite progress review meetings which are scheduled in each semester of the programme. If a student is not making good progress, a tripartite action plan will be made between the student, Academic Assessor, Practice Assessor/Practice Supervisor. Where necessary, the Programme Leader will also be included.

Additionally, students who are struggling to achieve academic level, particularly those lacking study skills, will be referred to study skills tutors or the wider student support services. Feedback is provided on draft work in the form of written or verbal commentary and this will normally be at least 3 weeks before submission. Work submitted for formative feedback in the week prior to the summative submission date will no longer be reviewed due to its probable near completeness.

### Summative Assessment

The summative assessment strategy provides a variety of authentic assessment methods to enable the demonstration of programme outcomes, including knowledge and understanding, intellectual and subject specific skills and transferable professional development. As identified in module specifications, assessment methods demonstrate achievement of module learning and outcomes commensurate with the award. The assessment strategy is student centred, with assessments designed so that students can select a relevant practice focus. Assessment has also been designed to ensure that students have a feasible but

relevant workload, with connections drawn between theory and practice throughout each module. With the exception of the PAD module, all modules contain one 100% weighted summative assessment to ensure that the assessment load is proportionate. Where there are weighted components to an assessment task, these are clearly identified in the module specification. To ensure that the effort required to complete the requirements of SPSCPHN in practice learning a 20 credit PAD module is awarded for practice learning and assessment. This recognises the effort required to produce the extensive practice assessment document including the four pieces of level seven critically reflective writing.

In order to ensure equity and fairness, all assessments are criterion referenced. Students will be provided with their assessment brief at the beginning of the module, in order to give them the maximum time to complete the assessment task. Theoretical assignments and portfolios will be marked against level 7 assessment criteria. Feedback on summative work is provided through the VLE three weeks following the hand in date.

The module Safeguarding Vulnerable Children and Families (20 credits) is assessed through an objective structured clinical examination (OSCE) to reflect the focus on simulated learning strategy and to assess the module outcomes. Measures to increase fairness and equity in the OSCE will include

- Written scenarios constructed with practice assessors and other safeguarding experts to ensure authentic OSCE assessment
- Scenarios and standardised marking criteria which are peer reviewed by the WU internal simulation team prior to review and confirmation by the subject external examiner
- Ensure that all examiners, practice assessors and actors are prepared in the use of objective marking criteria and for managing the OSCE process.
- Moderation of OSCE stations by an internal moderator
- Recording OSCE interviews for peer review by the subject external examiner and a sample of written records and action plans.
- Written feedback provided to students as soon as possible within the three week time frame.

Reasonable adjustments will be made for students carrying out assessments where these have been recommended by Inclusion Services. Recommended adjustments for students will be checked regularly on EVision by the programme leader as this data is updated by Inclusion Services throughout the academic year. Reasonable adjustments must be confirmed prior to the assessment taking place, normally this would be no later than one week prior to the assessment.

Any work submitted that indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer. This information is also published to students in module handbooks

### Post Graduate Diploma in Specialist Community Public Health Nursing

Module code & title	Assessment type and weighting	Indicative submission date by programme weeks
NHS7F4 Fundamentals of Community Nursing (SCPHN) (10 credits)	Group digital presentation 100% overall (50% Group component, 50% Individual component)	Week 10, Sem 1 (all)

Module code & title	Assessment type and weighting	Indicative submission date by programme weeks
	Alternative assessment for students unable to participate in the group assessment.	
NHS7G2 The Enquiring Mind in SCPHN (10 credits)	Literature review (200 words) 100%	Week 14, Sem 1 (all)
NHS7F5 Improving health outcomes through health visiting or NHS7F6 Improving health visiting through school nursing	Written Case study (100%) (4000 words)	Week 24, Sem 2 (all)
NHS7F8 Safeguarding vulnerable children and families	OSCE (100%)	Week 28, Sem 2 Part time: week 56, Sem 4
NHS7F7 Advancing population health in SCPHN	Poster presentation 100%	Week 35, Sem 3 Part time: week 70, Sem 6
NHS7F3 Compassionate Leadership in SCPHN	Individual presentation (100%)	Week 37, Sem 3 (all)
NHS7F9 SCPHN Assessment Document (PAD) Health Visiting Or NHS7G1 SCPHN Practice Assessment Document (PAD) School Nursing  English/Welsh	1) Practice Assessment Document (PAD) Pass/refer  2) Written Assignment Reflections 100%	Week 45, Sem 3 Part time: week 90, Sem 6

#### MSc Community Nursing Specialist Practice (Top Up Award)

Module code & title	Assessment type and weighting	Indicative submission date
NHS7C4 Dissertation Module	Dissertation/Project 75% Report 25%	Week 36, Sem 3

## 16. Assessment and award regulations

Please refer to the [Academic Regulations for your programme which can be found here](#).

### Derogations

None



## Compensation

In line with Academic Regulations E10(iv), compensation is not permitted due to NMC requirement , therefore all modules are exempt from compensation.

## Non-Credit Bearing assessment

The All Wales PAD component of the PAD module is assessed as Pass/Refer. The critical reflective writing carries 100% weighting for the credit in the module.

## Restrictions for trailing modules (Taught Masters)

All students must fully complete the Post Graduate Diploma in SCPHN prior to enrolling onto the MSc SCPHN (Top Up programme).

## 17. Accreditation

On successful completion of the Post Graduate Diploma in SCPHN programme students will be eligible to register the qualification with the Nursing and Midwifery Council (NMC).

## 18. Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire

Student Evaluation of Placements

Student Voice Forum

Individual student feedback

Student representatives

Continuous Monitoring and Evaluation reports

People who use services and carers feedback and co-production in annual programme evaluation and periodic review.

Practice assessors/practice supervisors and service managers evaluation of the programme and co-production of annual programme evaluation and periodic review

Periodic review and re-validation process

External Examiner reports

Annual self- review (ASR) reporting to the NMC and periodic monitoring visits

Exceptional reporting to the NMC where there is potential or actual risk to maintaining NMC standards and requirements for the programme. An example of this where there is a threat to quality in student placements through the identification of an inadequate report for care quality or any other potential concerns or media reports for placement providers.

## 19. Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy

- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the University's website at [www.wrexham.ac.uk](http://www.wrexham.ac.uk) to find out more about the Departments.

The Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

In line with the NMC Standards for Student Supervision and Assessment (SSSA) (2018, 2023) the student will be allocated an Academic Assessor from within the Faculty of Social and Life Sciences Nursing team who hold current NMC SCPHN HV or SN registration or SCPHN registration with equivalent experience for the student's field of practice. All academic assessors are also required to be working towards or have completed a Postgraduate teaching qualification or equivalent Fellowship of the Higher Education Academy and additional academic assessor preparation at Wrexham University.

### Learning Support

The learning Skills Team offer support throughout the programme of study and cover the following main areas:

- **Academic Skills Tutors** are here to support students with establishing effective learning habits and can support academic writing, critical thinking and [referencing](#). They offer support and guidance on becoming an independent learner.
- **Academic Support Librarians** help navigate the learning resources available to students to find the information needed for assignments, presentations, dissertation and more. They support students with hints and tips on how to 'work smart' and enable skills in finding, evaluating and applying information to enhance academic study and prepare students for the workplace

## 20. Equality and Diversity

Wrexham University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#).