Module Handbook 2025/26

Module Name: Specialist Practice In School Nursing

Module Code: UZVRR7-20-M

Module Leader Name: Dom McLernon

Introduction

Welcome! The module focuses on school nursing practice and developing learners who are competent and effective public health nurses, able to work in partnership with young people and families to improve health and social outcomes.

This module aims to support school nursing learners to achieve the NMC (Nursing and Midwifery Council) Standards of Proficiency for Specialist Community Public Health Nurses (School Nursing Field) (2022). The Standards of Proficiency are six Spheres of Practice - (Sphere A to F outlined in the Programme Specification).

Learners will be expected to take responsibility for their learning, engage positively with all learning opportunities and show evidence of consistent achievement in practice through a Practice Assessment Document (PAD).

Please note that this electronic version of the handbook will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

Contents

1. Module team information

Module Leader: Dom McLernon, dom.mclernon@uwe.ac.uk
Module Team: Joanne Seal, joanne.seal@uwe.ac.uk
                Alison Menzies, alison.menzies@uwe.ac.uk
                Dawn Odd, dawn.odd2@uwe.ac.uk
                Patricia Poole, patricia2.poole@uwe.ac.uk
                Natalie Herring, natalie.herring@uwe.ac.uk
                Sarah Bartlett, sarah.bartlett@uwe.ac.uk

External examiners from other institutions are appointed to each module to act independently and work with the module team in the management of threshold academic standards. Information is available about the external examiner appointed to this module.

2. Communication and student voice

Student feedback in recent years has suggested that more time and support was needed in the early stages of the module to help students orientate themselves to the practice portfolio requirements and the practice assessment document (PAD) on PebblePad. This has been carried through to the redesigned SCPHN programme and there are now timetabled days to support learning in this area and completion of the PAD. Ongoing feedback from students is sought during and at the end of the module.

3. Module specific information

Please see the full module specification via this link.

Learning Outcomes
On successful completion of this module students will achieve the following learning outcomes:
1. Demonstrate in practice achievement of the school nursing field specific proficiencies.
2. Demonstrate in practice achievement of the core SCPHN proficiencies.

Educational Aims
The educational aims of this module are to equip learners with the core and field specific

SCPHN School Nursing proficiencies: the essential skills, knowledge and attributes required in school nursing practice ([NMC, 2022](#)).

To achieve the proficiencies in the SCPHN standards each learner will be based in a practice placement, arranged either by the sponsoring organisation or a privately arranged placement. Each learner will have an Academic Assessor from the university course team with the relevant field experience and a Practice Assessor in the practice placement. The practice assessor will have a key role in assessing the learner's proficiency, providing assurance of achievements and competence to practice safely and effectively.

Syllabus Outline
The syllabus focuses on developing learners who are competent and effective school nurses, able to work in partnership with children, young people, families and carers, to improve health and social outcomes.

The emphasis is on "how" learners undertake school nursing work and build effective relationships to improve health outcomes. Learners will develop and enhance their skills in assessing, planning, implementing and evaluating interventions and services with children and young people, using current evidence. Foundational to this is experiential learning in placements with the named practice supervisors and assessors in line with the Standards for Student Supervision and Assessment ([NMC, 2023](#)). Learners will undertake activities and tasks in practice that draw on learning from the classroom and support the achievement of the school nursing proficiencies.

Practice learning will typically be around 850 hours. Integrated into the practice module is the use of a PAD to monitor development, learning and progression.

Module content will include a focus on the application of core and field specific proficiencies in the practice placement and in the classroom. For school nurses this will typically include:
- Carrying out health assessments drawing on theories of attachment, and development (Sphere D)
- Working interdisciplinary (Sphere E) and partnership with families and service -users (Sphere D)
- Applying advanced communication skills and drawing on trauma informed approaches (Sphere D)
- Safeguarding children and young people (Sphere E)
- Promoting mental health for parents, children and young people (Sphere C)
- Integrating Sustainability (Sphere E)

This module underpins the field specific school nursing module, Promoting School Aged Health and Wellbeing, and draws on learning across all the modules undertaken within the SCPHN programme.

Preparation

It is important to check the UWE online learning platform BlackBoard regularly as all directed study and planning will be outlined here. For any queries relating to BlackBoard please contact an [Information Point](#). Seminars will include specific activities and scenarios enabling students to apply their learning school nursing practice.

Teaching and Learning Methods

This module includes face-to-face teaching, self-directed learning and experiential learning in a school nursing practice placement. A mixed methods learning approach in practice placements and the university offers flexibility and encourages a universal design for learning to accommodate learners' needs and abilities. This includes face to face contact hours, virtual online learning and learning in placement with practice assessors and supervisors. Further directed and self-directed study will also be set on the university digital platform.

Face-to-face contact days include larger group teaching combined with smaller group (seminar format) teaching. The small group teaching will comprise teacher and student led activities that enable critical discussions and collaborative approaches to specialist practice school nursing scenarios. This enables individuals to build and develop prior learning and identify new learning and current challenges. The online format will mirror the face-to-face contact in terms of structure and integrate shared learning activities.

As a practice module there will be a focus in the curriculum on interdisciplinary learning and drawing on practice assessors and service users in the university contact days to ensure an integrated collaborative approach. Users of the school nursing service and service user voice and experience will also be integrated into the teaching and where possible service users involved in the design and co-production and delivery of lessons.

Opportunities to develop independent learning will be provided through the module in terms of signposting students to podcasts, vodcasts and alternative learning material deemed valuable to learners' development.

Each learner will have an Academic Assessor from the university course team with the relevant experience. The academic assessor will understand the student's learning and achievement in practice and be the initial point of contact for the learner or Practice Assessor if an issue arises in practice. The academic assessor will evaluate and recommend the student to the NMC for SCPHN registration at the end of the programme.

Each learner will have a Practice Assessor in the practice placement. The practice assessor will be registered in the same field of practice as the learner. The practice assessor will have a key role in assessing the learner's proficiency, providing assurance of achievements and competence to practice safely and effectively.

Learning in practice placements and the achievement of the core and field specific proficiencies will be recorded in the PAD. This provides an ongoing record of progress and achievement in practice learning across the Specialist Community Public Health Nursing (SCPHN) programme at the University of the West of England (UWE). Partnership working is key between the student, practice assessor and academic assessor.

Student responsibilities
Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement.

You should:
- engage positively with all learning opportunities
- take responsibility for your own learning
- know how to access support, both within practice and from your university.

You will work with and receive written feedback from a range of professional staff and you are required to reflect on your learning.

You should ensure you are familiar with your university assessment and submission processes for this document. Contact the academic representative from your university, or refer to your university's intranet, if you require support or advice on university procedures.

You are responsible for the safekeeping and maintenance of the PAD. You will have access to confidential information when in your practice placement. The PAD must not contain any patient/service user/carer/practitioner identifiable information and you must sign the Student Declaration form to confirm this (see 'Learning Period 1' in PAD). Contents must not be disclosed to any unauthorised person or downloaded, copied or used outside your placement or university.

As an NMC registrant, you are required to demonstrate high standards of professional conduct at all times and your attitudes and behaviours will be monitored during your placement. You will review professional values with your Practice Assessor and confirm your commitment to them at the start of your placement using the Professional Values in Practice form (see 'Learning Period 1' in PAD).

Practice Supervisor responsibilities
Registered SCPHN with current knowledge and experience in the field of practice.

As a Practice Supervisor you have an important role in supporting and guiding the student through their learning experience towards safe and effective practice. This includes:
- facilitating learning opportunities (including any reasonable adjustments the student may need to get maximum benefit)

- support and supervision of students, providing feedback on their progress towards achievement of proficiency and skills
- having sufficient opportunities to engage with Practice Assessors and Academic Assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising.

Practice Assessor responsibilities

Registered SCPHN with appropriate experience in the field of practice and prepared for the role.

As a Practice Assessor you have a key role in assessing the student's proficiency, providing assurance of achievements and competence to practice safely and effectively. To do this you will:
- complete the Learning Agreement with the student at the start of each learning period, taking into account their learning needs self assessment
- periodically observe the student across environments to inform decisions for assessment and progression
- consider the student's reflections on their learning and feedback from Practice Supervisors and other professionals to inform decisions for assessment and progression

When assessing the student, you should take into account sources of evidence that encompass knowledge, skills, attitudes and the views of those receiving care.

You will liaise with the Academic Assessor, scheduling progress reviews at relevant points. If the student is not making sufficient progress, this must be addressed in an action plan meeting, which must include the student and the Academic Assessor.

Academic Assessor responsibilities

Member of faculty in the university who is a registered SCPHN in the field of practice and prepared for the role.

The Academic Assessor will:

- understand the student's learning and achievement in practice
- enable scheduled progress review with the student and Practice Assessor
- work in partnership with the Practice Assessor to evaluate the student for progression at the end of each learning period
- evaluate and recommend the student to the NMC for SCPHN registration at the end of the programme
- be the initial point of contact for the student or Practice Assessor if an issue arises in practice.

4. Assessment(s)

Learners are required to demonstrate the achievement of core and specific school nursing proficiencies through the completion of the PAD. The PAD is the assessment tool designed to record progress and evidence of the required proficiencies and outcomes for the programme of study, in line with the NMC Standards for Student Supervision and Assessment (NMC, 2023).

Building a portfolio of evidence supports the integration of theoretical knowledge with school nursing practice as well as critical reflection on knowledge and skills development in line with the Standards of Proficiency for SCPHN (NMC, 2022). Learners will undertake activities and tasks in practice that draw on learning from the classroom and support the achievement of the school nursing proficiencies. Integrated into the PAD are structured formative reviews of progress, and tools for example structured assessments of practice. This will support learners to reflect on their professional behaviours and progress towards achievement of the professional competencies, plus action planning for further development and learning. **The PAD is either a pass or fail.**

The academic assessor and practice assessor work in partnership to assess, review and recommend the learner for progression for each part of the programme.

Submission
The submission date for the PAD is **05 August 2025**. Please note, there is **no automatic two day late submission window** in which students can submit their work without penalty. The submission deadline is absolute and based on UWE server time, therefore you are strongly advised to submit work ahead of the deadline to avoid your work not being accepted for marking. Submission is via the PebblePad platform.

Further **academic information and advice for students** is available on the UWE webpages by clicking and following this link.

Generative Artificial intelligence (Gen AI) tools should not be used
The purpose and format of this assessment make it inappropriate and/or impractical for Gen AI tools to be used to successfully demonstrate the appropriate skills and knowledge.

You are still permitted to use dictionaries, thesauri, spelling and grammar-checking software to help identify and correct spelling mistakes and grammatical errors (even if they are powered by Gen AI). However, you should not use any software to rewrite sentences or make substantive changes to your original text. Please note that inappropriate use of Gen AI is considered to be an assessment offence.

For more advice on this please see your Generative AI study skills guide.

Resubmission

Resubmission for the PAD will be 14 October 2025. Resubmission will delay the date at which you are registered with the NMC as a Specialist Community Public Health Nurse.

Practice absence reporting

In the School of Health and Social Wellbeing, students must report their absence from practice placement. We recommend placement providers to report student absence to our dedicated shared inbox. Please see the absence reporting policy (PDF) for further information. You can call our telephone answer service to record student sick leave and absence on +44 (0)117 32 83283 or email practiceabsence@uwe.ac.uk.

Concerns about Student Practice

If there are any concerns in practice or in your progress and development either you or your Practice Assessor should contact the practice support line who will pass your details on to the relevant Academic Assessor. The Academic Assessor may arrange for a progress review meeting to take place. The concerns will be discussed openly with all parties and a clear plan of action and review date will be agreed on and documented. If the issue cannot be resolved through the review meetings then the sponsoring or seconding Trust/Organisation manager will be contacted. You can contact the practice support line on +44 (0)117 32 81152 or by emailing hscpsl@uwe.ac.uk. For further information, please refer to the relevant UWE webpages at https://www.uwe.ac.uk/about/colleges-and-schools/practice-support-net/professional-practice-contacts.

Concerns about Practice

You have a professional duty to report any concerns from placement or university regarding an individual's safety. The Code of Conduct (NMC, 2015) states that, as a registrant, you must '…act without delay if you believe that there is a risk to patient safety or public protection'. Information on what might constitute a concern is available on the NMC webpages.

5. Feedback

You will receive feedback in a variety of forms throughout the module, therefore it is important to attend timetabled sessions to ensure you do not miss out on these opportunities. This will include:
- Class feedback;
- Individual discussions either face-to-face or by e-mail;
- Online feedback through BlackBoard or PebblePad;
- Formative assessment as part of the PAD; and
- Summative assessment as part of the PAD.

MyUWE is used to communicate unconfirmed marks, provide cover sheets for assessments and to submit work. Further information on all aspects of your myUWE portal is available on the website.

6. Reading and resources list(s)

Your module reading list can be accessed online here, either directly through the link below or through the module's Blackboard page.

The short video available on the library's website will introduce you to some of the key features of the online reading list system.

7. Communication

Throughout your time with us, you will receive regular communications; the main communication channels used are Blackboard sites and your UWE email address. It is your responsibility to read everything that you are sent and act upon it where appropriate.

8. Advice and support

There are a range of facilities and services available to go to for advice and support depending on what the issue is. Remember - asking for help at the earliest possible stage will help you in the long run.

Please contact Information Point who may signpost you to other professional services such as:
Library study skills support
Generative AI Guide
Student Support Advisers
Disability Service
Health and Wellbeing Services
Money and Finance
Immigration Advice Service