



Specialist Community Public Health Nursing

Practice Assessor's and Supervisors' Handbook

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Introduction

This handbook is designed for Practice Assessors (PA) and Supervisors supporting SCPHN learners in practice and provides an overview of the SCPHN programme and an outline of the roles. It is important that this is read in conjunction with the NMC Standards for Student Supervision and Assessment (2018, 2023)-[The Standards](#)

The SCPHN Programme - Overview

The MSc Specialist Community Public Health Nursing at UWE Bristol is a future-focused programme designed to produce knowledgeable and skilled SCPHN practitioners. During the programme learners will develop the knowledge and skills required of a Health Visitor, School Nurse or Occupational Health Nurse and achieve the competencies set out in the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2022).

To achieve the full master's award the programme takes two years. There is the option to claim the interim award of Post Graduate Diploma in Specialist Community Public Health Nursing after 52 weeks of study and successful completion of the modules. The interim award provides eligibility to be admitted to Part 3 of the NMC register as a Specialist Community Public Health Nurse: Health Visitor/School Nurse or Occupational Health Nurse.

Throughout the award the learner will be supported by an academic assessor (AA), a practice assessor (PA), and a practice supervisor (PS). Only in exceptional circumstances can the same person fulfil the role of PS and PA. In such instances, the learner, PA, and AEI will need to evidence why it was necessary for the roles to be carried out by the same person and an action plan in place to ensure learning and achievement. If this is the case please can you notify the relevant student's Academic Assessor as soon as possible. Further detail on the assessor and supervisor responsibilities are provided from page 6.

The PA and PS will be in the same field of SCPHN as the learner. The PA and PS work in partnership with the award team to support the learner with their practice learning and achievement. It is important as assessors that you know the SCPHN standards and use these in your conversations with learners. It is also important as assessors that you maintain the NMC Standards for Supervision and Assessment (2018, 2023).

The Practice Assessment Document (PAD)

The learner has protected status (previously supernumerary) for the duration of the award. An ongoing achievement record of practice learning is recorded in the Practice Assessment Handbook (PAD). There is a PAD available for each of the fields and a template can be found on the UWE Practice Support Net. To find this you can search UWE PRACTICE SUPPORT NET. No log in is required.

As an assessor it is important that you access the PAD document to ensure familiarity and remain up to date. It is designed to record evidence that the learner meets the required

proficiencies and outcomes for the Specialist Community Public Health Nurse programme of study. There are several areas that require your input, feedback, signatory and sign off. A summary of what is required is provided in Appendix 2.

Records of meetings and any important communications are also in the PAD. The PAD document is substantial and there needs to be some discussion around how this is managed and completed in practice or placement time. It is not expected that learners complete the PAD in university study days, although there is a recognition that the reflections may sit outside practice time. Some designated PAD time is timetabled into the programme.

Personal Tutor

Each learner is also allocated a Personal Tutor (PT). The Personal Tutor (PT) is a faculty member and is linked to a sponsoring organisation. The PT will not ordinarily change across the duration of the programme. The PT maintains a relationship with the practice education leads in the sponsoring organisation and is the person the learner can go to for any pastoral related matters e.g., unplanned disruptions to learning and, or challenges in practice.

Programme Learning Outcomes

The learning outcomes are included here for the MSc programme and module overviews. This is to support your understanding of the programme.

- Achieve autonomous practice as a SCPHN with the ability to assess, evaluate and tailor interventions to the diverse and changing health and wellbeing needs of people, communities and populations in schools, workplaces, and communities. (Aligned to Sphere A)
- Critically evaluates and synthesises multiple sources of evidence, including theoretical concepts, research, audit, and statistics to improve the health and well-being of people across the life course and optimise public health service provision, recognising gaps in evidence, and influencing how to address these. (Aligned to Sphere B)
- Participates in critical debate on the issues and factors that may lead to inequalities in health and the associated concepts of human rights, social justice, inclusion, and equity. (Aligned to Sphere C)
- Critically applies theoretical knowledge to identify and advocate for vulnerable individuals and populations, planning, leading, and evaluating interventions which uphold human rights, address inequalities and are accessible, person-centred, culturally responsive, and inclusive (Aligned to Sphere C)
- Uses advanced specialist communication strategies to establish therapeutic relationships, tailor health information, enable and support individuals and populations to improve health outcomes across the life course. (Aligned to Sphere D)
- Critically analyses barriers to effective interagency working and develops ways of working effectively in partnership with agencies and professions to safeguard individuals, manage risk

in complex situations and implement plans to positively affect public health outcomes. (Aligned to Sphere D and E)

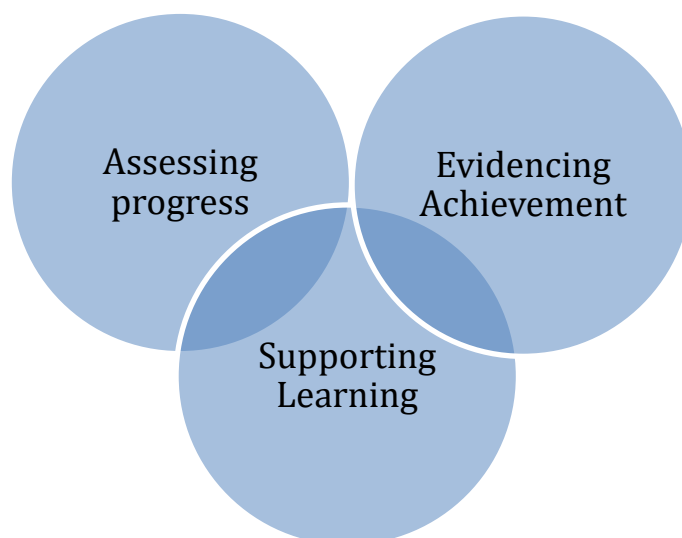
- Critically analyses how policy influences public health nursing practice and appraise and apply strategies and initiatives which advance public health services and promote healthy places, environments, and cultures. (Aligned to Sphere E)
- Applies knowledge of collaborative, compassionate leadership to lead, promote and support effective public health teams and services and influence strategic planning, creating workplace cultures which value individual contributions and build partnerships. (Aligned to Sphere F)

The programme commences with a full week practice induction followed by a university induction of three days in the second week. The programme continues with a mix of 50% theory and 50% practice. All modules are core. An outline of the modules and content can be found in appendix one. For more information you can access the Programme Handbook on the UWE Practice Support Net.

Objectives of the PAD

All learners are expected to complete the PAD, to enable them to identify learning needs, develop strategies and provide evidence of how they have achieved the learning outcomes. This is required to meet the identified standards of proficiency (NMC, 2022) and the course learning outcomes. The Practice Document serves three objectives:

- To provide a tool to support learning.
- To provide an assessment tool.
- To provide evidence of achievement



As a learning tool the PAD will facilitate the identification of the learners' learning needs, monitor their progress, and evaluate learning outcomes. During this developmental process, the PAD enables the learner to use practice experience as a source of learning and encourages

critical reflective writing. The NMC (2020) have emphasised that self-directed learning and critical reflection are integral components of the education process. These skills underpin the development of the document and promote a lifelong learning approach.

As an assessment tool the PAD will provide a record of the learner's progression throughout and demonstrate the extent to which the learner has been able to synthesise theory and practice in achieving the learning outcomes. The conceptual framework for assessment utilised by the SCPHN programme is Steiner and Bell's Experiential Taxonomy (1979). During the programme experiences can be linked to several experiential categories within the framework. By the end of the programme there is a requirement to demonstrate that you are confident in your own abilities and can adapt to unforeseen and complex situations as described by the category 'internalisation'.

The Practice Assessor and Supervisor's Roles and Responsibilities

The next section provides some support for you as the PA. Please also see the NMC Standards for Student Supervision and Assessment (2018, 2023) as referred to earlier in the document.

The role of the PA is to promote and develop the learner's professional role. PA and PS can use Steiner and Bell's (1979) Experiential Taxonomy as a theoretical framework/ philosophy to structure their assessment of learners increasing competence and proficiency in practice. The PA and PS will observe, facilitate, and guide the learner, observing general capability, skill and knowledge application expected of a post-graduate learner to meet the SCPHN standards (NMC, 2022).

If SCPHN learners have a PS in their practice placement they must work in partnership with a PA. Supervisors work under the direct supervision of the named PA and it is therefore necessary for the learner, PA, and PS to meet regularly to discuss progression and map this against the SCPHN standards (NMC, 2022). In addition, the PA should be readily contactable for both supervisor and learner and cover arrangements put in place should the PS be unavailable for a period.

Practice Supervisor

An NMC practice supervisor (PS) is a registrant who, following successful completion of an NMC approved preparation programme or comparable preparation that has been accredited by a Higher Education Institute as meeting the NMC requirements – has achieved the knowledge, skills, and competence required to meet the defined outcomes (NMC, 2023). It is also a requirement by the NMC that supervisors and assessors are entered on a local register (held by employers who provide the practice placement).

Supervisors facilitate the practice experience needs of learners under the advice and guidance of a practice assessor who assesses the learner and the practice documents. The PA, PS, and learner meet regularly to discuss progress against the competency framework and ensure that practice experience needs are met. If there are any concerns identified with the learner

or the practice placement, those concerns must be escalated to the academic assessor immediately.

Preparation for your role

It is important that you have undertaken appropriate preparation to take on a role supporting a SCPHN learner. All Practice Supervisor's must have completed their preceptorship as a SCPHN practitioner before acting as a PS. All Practice Supervisors and Assessors must have completed at a minimum UWE's Supporting Students in Practice package prior to supporting UWE students.

The Programme Team strongly recommend that SCPHN Practice Assessors complete the [Practice Assessor CPD module](#) before taking on the role. The module has been designed to meet the SSSA standards and to meet the needs of SCPHN Practice Assessors and educators supporting other post registration nurses.

There may be funding available for you to complete this, please con your line manager or link tutor for more information.

Practice Assessor Forums and Keeping up to Date

All PA and PS are encouraged to attend practice assessor forums. These forums are held twice a year and enable you to keep up to date with teaching, learning, and assessing as well as programme updates. They also provide a supportive network that shares areas of good practice.

To access the forums, you can contact professional development pd@uwe.ac.uk and book onto a place. As an assessor and/or supervisor, it is important that you consider how you keep your own practice up to date.

SCPHN Practice Assessors and Supervisors can also attend Practice Educator updates run by UWE's School of Health and Social Wellbeing for those supporting undergraduate nursing and nursing associate students. Details of these updates are available of the school's [Practice Support Net](#)

Requirements for Practice Placements

The following criteria should be considered when selecting a PA as identified in Standards for Student Supervision and Assessment (NMC, 2018; 2023).

- He/she has recent experience as a Specialist Community Public Health Nurse and is registered on Part 3 of the NMC Register.
- Holds a Nursing and Midwifery Council (NMC) Practice Assessor (or equivalent) qualification (NMC, 2023) and/or is equipped with the skills necessary to assess post registration learners.
- Hold a relevant academic qualification to that of the learner's programme / field of practice.

The Practice Assessor must be:

- ❖ Willing to supervise the learner and assist them to meet the required standards of proficiency for the Specialist Community Public Health Nurse (NMC, 2022).
- ❖ Able to accommodate the learner for the number of practice related days necessary to meet the requirements of the programme.
- ❖ Finally, learners will experience a consolidated period of practice at the end of the course (Learning Period 3); during this period in practice learners will be working independently within a team with supervision (practice assessor).

The integration and application of theory and practice underpins the management and provision of a quality programme. A checklist has been provided here to support you in the role as PA.

To support a learner on the programme you need to:

Activity	Comments	Met
Complete the Placement Audit.		
Discuss the learner's learning needs through the self – assessment e.g. Strengths, challenges, opportunities, and barriers (SCOB) This should provide the basis of an initial discussion with your learner to build on their strengths, identify learning opportunities and address barriers to develop the learner's full potential. This may also help in your discussions around the public health alternative experience days (Appendix 3 outlines suggestions for these.)		
Support the learner with the learning agreement in the PAD and complete an action plan ONLY if required, for example when performance requires additional support This will help to frame and structure their learning experiences throughout the practice placement and can be used to review progress (end of Learning Period 1 and 2)		
Create a learning environment that facilitates the development of learners' knowledge, skills, and attitudes appropriate to specialist community		

public health nursing; ensuring the learner has appropriate provision of protected learning time		
Provide formal supervision to enable the learner to reflect and analyse current practice and consider the potential for development and change (Learning Period 1, 2 & 3). This may help to frame the Observed Structured Practice Assessment, an assessment to support personalised learning		
Support the learner to be able to relate academic study to practice with a range of client groups		
Produce feedback at the formative and summative review identifying the learner's progress and highlighting any areas of development. The summative for Learning Period 2 and 3 relates to achievement of the proficiencies in line with the Steinaker and Bell (1978) experiential framework. ❖ Achieve Participation – Learning Period 1 ❖ Achieve Identification – LP 2 ❖ Achieve Internalisation - LP 3		
Evaluate evidence provided by the learner to assess achievement. The standards are not developed chronologically to provide flexibility for you and your learner to identify which are most appropriate to their needs as practice/course progresses. However, all standards must be achieved fully by the end of the award.		
Notify concerns If any concerns are raised and because the learner is an NMC registrant, please notify the learner's line manager and the AA. An unsatisfactory assessment of any element will require immediate discussion with learner and		

an agreed action plan within a short time frame. If unresolved a referral is made to the line manager and AA and the Programme Lead is notified.		
Write an overall summative report that should include verification of the achievement of all practice outcomes and confirmation that the learner has successfully met the NMC standards requirement for SCPHN (HV/SN).		

Protected Learning Time

During Year 1 (up to the PG Dip Interim Award point) SCPHN learners will have an entitlement to protected learning time in practice to support them to fulfil the requirements for the professional learning aspects of the programme. The aim is to provide students with the experience, knowledge, learning, skills for their chosen field of practice within specialist community public health nursing. This is an NMC requirement.

Protected learning time consists of shadowing and observation opportunities, supervised practice, alternative public health practice experiences, progress meetings and professional discussions and portfolio completion.

During Year 2 learners have no automatic right to protected learning time, they may be able to negotiate some study time with the employing organisation.

Protected learning time in practice supports learners to be able to apply their knowledge and learning from the academic modules and to develop skills and understanding to demonstrate progress towards and ultimately achievement of the NMC Standards of Proficiency for SCPHNs (NMC, 2022).

If you have any concerns about the provision of Protected Learning time in practice for students or about their progress, please contact the Academic Assessor.

Progress Review Meetings

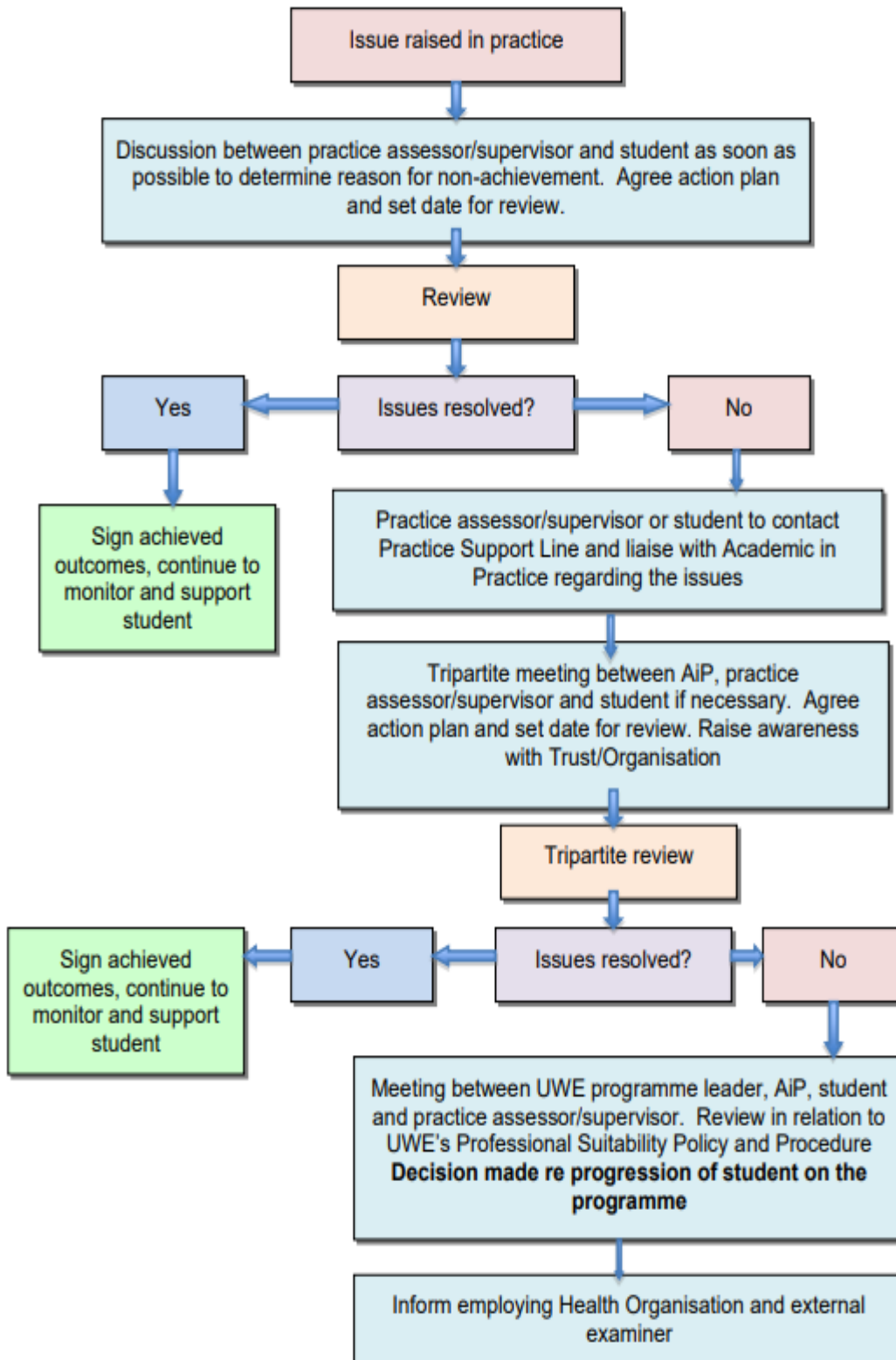
An academic assessor will meet the learner and their PA and if required PS at the end of each Learning Period (LP) at Progress Reviews. The purpose of this meeting will be to:

- assess and review learner progress. Please note the formative and summative assessments completed by the assessor can be explored and confirmed at this meeting.
- monitor and review the experiences the learner has gained.
- facilitate learning in the clinical setting
- discuss any issues relating to the placement or the programme.
- offer support to the learner and practice assessor/supervisor.

Concerns in Practice

If the learner is having difficulty achieving a satisfactory standard in practice the PA will contact the AA immediately. A visit to the placement area will be arranged to develop a joint plan of action to facilitate learner progression. The concerns will be discussed openly with all parties and a clear plan of action and review date will be agreed and documented. If the issue cannot be resolved through the meetings, then the sponsoring or seconding Trust/Organisation manager will be contacted. The process below will need to be followed:

PROCESS OF SUPPORT FOR STUDENTS EXPERIENCING ISSUES IN PRACTICE



Serious Concerns Line

If you have urgent concerns about the welfare of a learner or need support yourself, please contact one of the following numbers for support.

Please call the 24/7 Learner Support and Triage Team via the Serious Concerns Line on [+44 \(0\)117 32 84000](tel:+441173284000) any time (day or night).

If you have a [Safeguarding](#) concern about a learner, including any concerns about extremism or radicalisation. Please call the 24/7 Learner Support and Triage Team via the Serious Concerns Line on [+44 \(0\)117 32 84000](tel:+441173284000) any time (day or night).

Concerns about Practice

Learners also have a professional duty to report any concerns from placement or university regarding an individual's safety. The code (NMC, 2018) states.... "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 in the NMC's raising concerns: Guidance for nurses and midwives (NMC, 2015) available at:

[NMC's raising concerns: Guidance for nurses and midwives \(NMC, 2015\)](#)

Details about the university's processes for raising and escalating concerns can be found here: [Raising and Escalating Concerns](#)

#SpeakUp Report and Support Tool

We want to create an inclusive campus where diversity is celebrated, antisocial attitudes and behaviours are challenged and any type of harassment, assault and discrimination are not acceptable. We want learners to [#speak-up](#) if they see or hear something that is not right and be an active bystander. Please direct learners to our [Report and Support tool](#)

Practice Support Line (PSL)

There is also a confidential helpline for nursing and midwifery supervisors/assessors and learners

Telephone: +44 (0)117 32 81152 in practice.

Email: hscpsl@uwe.ac.uk

Practice absence reporting

All students are required to report their absence from both academic days and practice placement. Students follow their organisational policies for sick and carers leave if needed. There is a telephone answer service and an email address for learners in practice placement to record their sickness and absence.

Practice Absence Line Telephone: +44 (0)117 32 83283
Email: practiceabsence@uwe.ac.uk

Attendance at all timetabled theory sessions is essential and **100%** attendance is expected unless a student is sick. All students are required to sign a paper register both morning and afternoon as evidence of attendance.

Monitoring Of Absence – Reporting Process

Repeated absence and high levels of sickness during the programme will, in the first instance be followed up by the Personal Tutor to discuss the nature of the absence. Repeated unauthorised absence could lead to the involvement of the Programme Leader and possibly an investigation under the Professional Suitability and Professional Conduct Policy.

Assessment of Proficiency Steinaker and Bell's Experiential Taxonomy (1979)

The conceptual framework for assessment utilised by the SCPHN programme is Steinaker and Bell's Experiential Taxonomy (1979). During the programme learners will demonstrate their progress in relation to the experiential categories. By the end of the programme learners are required to evidence the achievement of the skills and proficiencies that relate to the stage of internalisation where they are confident in their own abilities and can adapt to unforeseen and complex situations.

Steinaker and Bell's Experiential Taxonomy (1979) of five experiential categories

Level of Proficiency	Activity
Exposure	➤ Learner is exposed to the public health experience ➤ Shows an awareness but lacks knowledge and skills ➤ Listens, observes, asks questions ➤ Reacts to the experience and recognises own responsibilities ➤ The learner is willing to engage in the learning experience
Participation Learner Achieved end of LP 1	➤ Learner can reproduce the activity of public health encountered at the exposure level ➤ Begins to articulate underlying rational skills for the activity ➤ Shows recall of ideas and concepts ➤ Introduces and discusses background information ➤ Practices under supervision in a standardised way ➤ Responds to constructive criticism.
Identification Learner Achieved end of LP 2	➤ Learner can carry out the activity in public health competently ➤ Recognises and explains situations where the activity is applicable ➤ Able to assess own strengths and limitations ➤ Utilises theory and research in relation to carrying out the activity ➤ Can classify apply and evaluate data relevant to the experience ➤ Beginning to show initiative, recognises standards, values and qualities required
Internalisation Learner Achieved end of LP 3	➤ Learner identifies with the activity of public health so that it becomes second nature ➤ Shows confidence in own activity, adapts to unforeseen and complex situations ➤ Able to reflect on experiences in an objective manner ➤ Able to apply new knowledge to new situation ➤ Shows creativity ➤ Utilises research in relation to the activity ➤ Learner compares with role model
Dissemination	➤ Learner acts as a role model, informing others and promoting the experience to others ➤ Competent and demonstrates the ability to teach others ➤ Illustrates motivational abilities in relation to others ➤ Can carry out the activity in complex unfamiliar surroundings ➤ Acts as a role model ➤ Can discuss the wider influences political, social, and economic and how these impact on practice

Professional Responsibility and Accountability

It is important that PA and PS recognise their role in public protection and update themselves regularly in relation to the standards for learner supervision and assessment (NMC, 2023). Both PA and PS play a key role in assessing learners, so they are fit for practice, purpose, and professional standing. This will include:

Continuous assessment of NMC Standards of Proficiency which will be in relation to safe practice.

Inform the academic assessor immediately where a learner is not seen to be achieving a satisfactory standard of practice or appears unsafe in practice for a joint plan of action to be devised.

Study Skills

UWE Library services have a wide range of tools and resources to support the development of learner's study skills. Prior to commencing the programme SCPHN students will be directed towards a bespoke SCPHN study skills package directed towards the specific needs of students who have not studied for some time or not at Level 7.

Study skills development sessions are planned in Induction and the early part of the programme. We strongly recommend that learners take some time to explore the [Study skills](#) resources available.

Neurodivergence, Disability and mental health study support

UWE offers a wide range of support for learners. SCPHN students will be given information about this in joining instructions, induction and the Programme Handbook. For learners with specific learning needs, please encourage them to make contact with our specialist [Learning Strategies team](#)

Learners can find out about [Disability Support](#) available from UWE before they start your studies. If learners feel they may need reasonable adjustments for either their academic or practice learning we encourage them to make contact with [Disability Support services](#) as soon as possible. WE also encourage learners who may need reasonable adjustments to contact occupational health services within their employing organisation who will be able to support. Please contact the student's personal tutor or AA for further support.

Health and Wellbeing

At UWE Bristol, we know that the [Health and Wellbeing](#) of our university community is fundamentally important in enabling people to engage, perform and flourish. It is key to how our university feels as a place to learn and underpins the success of those who study and work here.

We provide the support learner's need to thrive. Whether it is a listening ear, accessing medical care or 24/7 crisis support. We have several different [services](#) at the University that are related to mental health and wellbeing. These services include workshops, counselling support and drop-in sessions. We offer a range of 24/7 support for learners including an out-of-hours on-call support team.

[Crisis Support and Serious Concerns](#)

24/7 Crisis Textline offers crisis support to UWE Bristol learners across the UK.

If in distress, UWE Bristol learners can text 'UWE' to 85258. Trained volunteers answer all texts, with support from experienced clinical supervisors.

Contact with the University:

The Personal Tutors and Academic Assessors can be contacted by email.

Gloucestershire

Joanne Seal Joanne.Seal@uwe.ac.uk +44 (0)117 32 88510

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South Glos and Swindon

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All Occupational Health Nurses

Patricia Poole Patricia.Poole@uwe.ac.uk

Cornwall - -To be Confirmed.

REFERENCES

NMC (2018, 2023). Standards for Student Supervision and Assessment [Standards for student supervision and assessment - The Nursing and Midwifery Council \(nmc.org.uk\)](https://www.nmc.org.uk/standards/standards-for-post-registration/standards-of-proficiency-for-specialist-community-public-health-nurses2/)

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Appendix 1 Overview of Modules

Title of module (Core)	Brief description of content	Teaching and Learning
Health Promotion: Theory, Evidence and Practice UZVRWP-20-M	Learners critically examine and apply key concepts, models, and approaches within health promotion. These include, but are not limited to, the wider determinants of health, socioecological models, community assets and placed-based interventions and tackling inequalities.	Delivered by a multidisciplinary teaching team from the Public and Environmental Health programme teams. Delivery is through a mix of face to face and online teaching and provides opportunities for independent enquiry, the expansion of digital skills and the application of health promotion knowledge to real-world scenarios.
Principles of Evidence Based Public Health UZVSDK-20-M	This module introduces learners to a range of issues and concepts relating to evidence-based public health. Topics include an introduction to research methods and how evidence of health and disease can be estimated through epidemiological and research methods, role of evidence in the policy process, ethical issues and how such data and evidence are appraised and critiqued. The role of evidence in relation to major incidents and the dissemination and communication of evidence and role of the media are also explored.	Delivered by a multidisciplinary teaching team from the Public and Environmental Health programme teams. Delivery is through a mix of lectures and seminars, both face to face and online. Directed learning includes an e-learning resource 'Using Health Research,' subject-specific quizzes, and self-directed study.
Addressing Inequalities, Diversity, and Inclusion UZVRUQ-20-M	In this module learners examine the structural forces, such as poverty and racism, that underlie health and social disparities and consider how bias, discrimination and oppression impact the individuals, families, and communities that specialist community public health nurses work with. Learners consider values and ethical frameworks and explore evidence-based approaches to working alongside individuals, families, and communities to tackle inequalities in their chosen field of practice and to identify gaps in research and policy.	Teaching will take place in lectures, seminars, and other group learning activities such as panel discussions or debates. Learning from experts by experience and discussing key case studies will be used to consider how to apply relevant theory and research to decision-making.
Compassionate and Collaborative Leadership in Public Health UZVRUR-20-M	The focus is on leading change with an emphasis on service user involvement and interdisciplinary working. Key to the module is the opportunity to experience a lead role and try out skills in influencing and challenge in a safe learning environment. Module content includes leadership theory, organisational culture, critical discussions around compassion, collaboration with colleagues and service user's and building on	Delivery is through a mix of lectures and seminars, self-directed learning, learning in practice is linked with reflections on planning a small service improvement project part of the key learning

Title of module (Field Specific)	Brief description of content	Mode of delivery
Promoting Health in the Early Years UZVRWQ-20-M	The module focuses on the early years and infant and child development from pre-birth to 5 years. Content includes neuroscience, attachment, genomics, supporting transition to parenthood, promotion of infant mental and emotional health, adverse childhood experiences, trauma informed approaches to working with families	Delivery is through a mix of lectures and seminars, both face to face and online. Directed and self-directed study will be set on the university digital platform.
Promoting School Aged Health and Wellbeing UZVSEX-20-M	The module will explore key contemporary issues in promoting health for children and young people aged 5-19. It will consider the rights of school-aged children and young people and how by working collaboratively across agencies, practitioners can advocate for optimum health for all school-aged children and young people enabling a safe transition towards adulthood. Content includes Mental and emotional health in children and young people, promoting sexual health, encouraging healthy school environments, addressing risk taking behaviours in adolescence.	Delivery is through a mix of lectures and seminars, both face to face and online. Directed and self-directed study will be set on the university digital platform.
Work based health and wellbeing. UZVS5E-20-M	During this module, the learner will consider the workplace as a setting for health promotion, explore the evidence base and theoretical frameworks for workplace health and wellbeing programmes. The learner will also evaluate the evidence base and guidance for the management of the health and wellbeing of employees (e.g. long-term health conditions, neurodiversity, sickness absence) and explore workplace health interventions to address these issues as well as current Health and Safety and employment law and their application in organisations.	Delivery is through a mix of lectures and seminars, both face to face and online. A variety of subject experts contribute to this module. Directed and self-directed study will be set on the university digital platform.
Specialist Practice in Occupational Health Nursing UZVRR6-20-M	The syllabus focuses on developing learners who are competent and effective practitioners, able to work in partnership with other professionals, sector experts, employers, and employees to lead workplace health initiatives that are responsive to the needs of individuals and organisations. The emphasis on “how” learners undertake this work and build effective relationships and services that are person centred, anti-discriminatory and inclusive will underpin skills in assessment, planning, implementation and review of public health interventions and services. Foundational to this is experiential learning in placements with the named practice	Face-to-face contact days include large and small group teaching. The small group teaching will comprise activities that enable critical discussions and collaborative approaches to specialist practice occupational health nursing scenarios. This enables individuals to build, develop prior learning, identify new learning, and current challenges. Integrated into the module is the use of a practice assessment document (PAD) to support reflection, monitor

	supervisors and assessors in line with the Standards for Learner Supervision and Assessment (NMC, 2018, 2023). Learners will undertake activities and tasks in practice that draw on learning from the classroom and support the achievement of the core and field specific SCPHN occupational health nursing proficiencies (NMC, 2022).	development, learning and progression.
Specialist Practice in School Nursing UZVRR7-20-M	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 Learner Supervision and Assessment (NMC, 2018, 2023). Learners will undertake activities and tasks in practice that draw on learning from the classroom and support the achievement of the core and field specific SCPHN school nursing proficiencies (NMC,2022).	Face-to-face contact days include large and small group teaching. The small group teaching will comprise activities that enable critical discussions and collaborative approaches to specialist practice school nursing scenarios. This enables individuals to build, develop prior learning, identify new learning, and current challenges. Integrated into the module is the use of a practice assessment document (PAD) to support reflection, monitor development, learning and progression.
Specialist Practice in Health Visiting UZVRLH-20-M	The syllabus focuses on developing learners who are competent and effective health visitors, able to work in partnership with children, families, and carers to improve health and social outcomes. The emphasis is on “how” learners undertake health visiting 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 families, using current evidence. Foundational to this is experiential learning in placements with the named practice supervisors and assessors in line with the Standards for Learner Supervision and Assessment (NMC, 2018, 2023). Learners will undertake activities and tasks in practice that draw on learning from the classroom and support the achievement of the core and field specific SCPHN health visiting proficiencies (NMC,2022).	Face-to-face contact days include large and small group teaching. The small group teaching will comprise activities that enable critical discussions and collaborative approaches to specialist practice health visiting scenarios. This enables individuals to build, develop prior learning, identify new learning, and current challenges. Integrated into the module is the use of a practice assessment document (PAD) to support reflection, monitor development, learning and progression.

Year 2

Research and Project Management Skills UZVYBY-15-M	This module introduces master's and doctoral level learners to project management skills particularly orientated towards developing a dissertation or thesis. It explores the key stages of developing a theoretical framework, developing a research question, crafting the research design, navigating research ethics and governance issues, and disseminating research or evaluation outputs.	The module is taught drawing upon a range of pedagogic approaches, with approximately two thirds of the teaching time allocated for active, dialogic learning including interactive discussion and group activity. The ethos of the module is to encourage and facilitate collaboration and co-creation through discussion, debate and problem solving.
Dissertation UZVSMT-45-M	The Dissertation is a self-directed learning experience that provides the opportunity for learners to evaluate, reflect upon and research a complex public health issue, problem, practice, or intervention. It builds upon learning acquired from the Year 1 curriculum, allowing learners to integrate and apply their knowledge and understanding and demonstrate exploratory, analytical, organisational and communication skills.	The module is supported by group tutorials early in the module, self-directed online learning resources and one-to-one academic supervision throughout the module.

Appendix 2 Summary of Requirements

Term 1	Term 2	Term 3	Throughout the programme
SCOB Analysis Learner Agreement Service User Feedback A review and discussion of SCPHN Hull attributes Formative Review: PA & Learner Summative Review: PA & Learner Progress Review: AA, PA & Learner	SCOB Analysis Learner Agreement Service User Feedback One piece of reflective evidence A review and discussion of SCPHN Hull attributes Formative Review: PA & Learner Observed Structured Practice Assessment (OSPA): PA & Learner Summative Review: PA & Learner Progress Review: AA, PA & Learner	SCOB Analysis Learner Agreement Service User Feedback One piece of reflective evidence A review and discussion of SCPHN Hull attributes Formative Review: PA & Learner Observed Structured Practice Assessment (OSPA): PA & Learner Summative Review: PA & Learner Progress Review: AA, PA & Learner End of Programme Sign-off	A minimum requirement: -8 days of Public Health Alternative Practice Experience to meet learners needs -850 hours across 1 year (296 hours/8 weeks of which are consolidated practice) Record of practice hours Assessment of proficiencies across the 6 spheres throughout the programme Action plans: Action plan required when a student's performance requires additional support (See pg X of PA Handbook) Reflective journal: Reflection in practice, or any additional evidence to support progression and achievement (Learner led in discussion with PA)

Appendix 3 Public Health Alternative Experience Examples for all SCPHN learners

SCPHN practitioners who undertake various aspects of the role, including Occupational Health Nurses

Specialist practitioners, e.g. for obesity or smoking cessation

GP and practice nurses

Public health directorate

Drug and alcohol services

Smoking cessation

Sexual health clinic

Citizens' Advice Bureau

Environmental health inspector

Pharmacist

MARAC meeting

Social services

Public gallery at a court of law

Refuge

Learning disability team

Community capacity building, e.g. with a local pressure group ('Mothers against Drugs'), or with an organisation that trains advocates (for instance in youth work), or with a local Children's Centre or charity (such as Barnardos) who are working with local people to make changes to improve health and wellbeing in the community.

For health visitor and school nursing learners:

Children's Centre

Nursery or playgroup

Child minder

After school club

Young parent group

Breastfeeding counsellor

Looked after children's nurse

Paediatric community dietician

Speech and language therapist

Audiology clinic

Community midwifery services

Paediatric nursing team

Child and adolescent mental health services

Pupil referral unit

Commissioners of children's and young people's services

School and family link workers

For occupational health nurses:

Any work centred health promotion events, e.g. employee wellbeing

Well person clinic

Travel health
Counselling services
TB clinic
Health & Safety Unit
Physiotherapist
Occupational health physician
Employment tribunal
Occupational therapist