



University of
Hertfordshire **UH**



BUCKINGHAMSHIRE
NEW UNIVERSITY
EST. 1891



Pan London SCPHN Practice Assessment Document (School Nurse)

Context document for
Insert name of AEI

September 2023

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1. Introduction

The Specialist Community Public Health Nurse (SCPHN) Pan London Practice Assessment Document (PAD) has been designed by the Pan London group of Approved Education Institutions (AEIs) delivering SCPHN programmes to document the achievement of the proficiencies required by the NMC¹. The Pan London PAD is designed to enable some flexibility in how each AEI utilises it within the SCPHN programmes being offered. This context document provides the detail regarding local implementation in relation to university regulations and programme structure/requirements.

Introduce the types and length of programme you are validating (e.g. 1 year post-grad, Master's etc) and that you will be using the MORA to document achievement of proficiencies and assess the student's performance in practice.

2. Expectation of proficiency completion for each learning period and flexibilities permitted by the programme

The SCPHN PAD does not indicate specific proficiencies that should be achieved within each learning period of the programme. This is in line with the NMC outcomes focused approach¹ and recognises the local variation in programme structure and practice learning opportunities. However, to ensure that students are making sufficient progress towards meeting all proficiencies by the end of the programme, universities may put programme specific guidelines in place.

Students will take opportunities and experiences related to theory/practice to achieve their proficiencies throughout the programme. Guidance may be given related to the most optimal learning period in which to achieve a proficiency. However, this is designed to be flexible. **Therefore, students can complete the proficiencies at any time until the final sign off date at the end of the programme.**

Which proficiencies would you expect students to have demonstrated in each learning period, and how is this managed if students don't achieve? For example, this may be by ensuring that an action plan is utilised.

This needs to be mapped to the programme structure, module learning outcomes and indicative content for the programme. A statement about the PA assessments and communication with the AA during the programme might be helpful to reassure the NMC visitor that there are processes that prevent students 'slipping through the net' with few proficiencies achieved prior to the final learning period.

You could indicate which proficiencies you would anticipate the student to complete in which learning period using the table in Annex A. Remove the annex and refresh the table of contents if this is not required.

¹ [NMC \(2022\) Standards of proficiency for specialist community public health nurses](#)

3. Student progression

How many practice assessor reviews will there be in the programme/s?

What is the assessment cycle for each learning period?

When are the progress reviews with student, PA and AA scheduled to take place?

Complete table/insert or delete rows as required.

Learning Period	Learning Agreement	Practice Assessor Formative Assessment	Practice Assessor Summative Assessment	Progress Review
Learning Period 1				
Learning Period 2				
Learning Period 3				

Copy the table for each programme

4. Grading of practice

Will grading of practice be applied to your programme? If so, which marks are awarded to each of the descriptors? What proportion of the module credits/mark is awarded through the assessment?

If grading is to be applied, complete the following table **inserting the agreed figures for your AEI:**

Example: BSc

Outstanding	Excellent	Very Good	Good	Satisfactory	Unsatisfactory

Level 4-6 descriptors

Example: MSc

Excellent	Good	Satisfactory	Unsatisfactory

Level 7 descriptors

If grading is not applied, delete the tables and insert commentary and update the table of contents.

Annex A - Proficiency completion for each learning period and assessment flexibility

If required, use this annex to indicate when you expect students to be assessed for a proficiency in each of the learning periods (and potentially when the assessment is repeated in a later period).

In addition, AElS may use further colour coding to indicate where they expect students to be able to demonstrate the proficiency in a practice setting and where it could be achieved through alternative assessment strategies, e.g. simulation, role play (practice+).

Change the wording in the key below to reflect the requirements of your programme.

Practice: Proficiencies that students should aim to achieve and demonstrate in a practice setting, which could be in an alternative learning experience

Practice+: Proficiencies that may be achieved in a practice setting or via other assessment strategies such as simulation, role play, presentations, which may be followed by reflective discussion with the Practice Assessor

Sphere A: Autonomous specialist community public health practice

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
A.1 demonstrate the ability to practice with a high level of autonomy, entrepreneurship and innovation as a specialist community public health nurse			
A.2 be an effective ambassador, role model and compassionate leader, and a positive influence on the profession			
A.3 use an expanded knowledge of the links between global and national socio-economic and political strategies and policies and public health to drive and influence their own field of SCPHN practice			
A.4 select and apply relevant legal, regulatory and governance requirements, policies and ethical frameworks to their specialist community public health practice, differentiating between the devolved legislatures of the UK			
A.5 lead on the application of legislation, guidance and advice regarding sustainable development goals, including environmental factors and other pollutants that affect the health and wellbeing of people now and in the future			
A.6 influence and promote health as a fundamental human right and as a shared value through engagement, inclusion and participation			
A.7 make professional judgements and decisions, and work in complex, unfamiliar and unpredictable environments, proactively identifying actions and solutions to problems that may have many interacting factors			

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
A.8 lead and promote public health provision that is person-centred, anti-discriminatory, culturally competent and inclusive			
A.9 demonstrate critical awareness of stigma and the potential for bias, taking action where necessary to educate others and resolve issues arising from both			
A.10 recognise the need for and lead on action to provide reasonable adjustments for people, groups and communities, influencing public health policy change and best practice			
A.11 demonstrate the advanced numeracy, literacy, digital and technological skills required to meet the needs of people, communities and the wider population, to ensure safe and effective specialist public health nursing practice.			

Sphere B: Transforming specialist community public health nursing practice: evidence, research, evaluation and translation

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
B.1 assess the impact and benefits of local and national health and other policies on the health and wellbeing of people, communities and populations			
B.2 identify, evaluate and proficiently use multiple sources of evidence and research relevant to people, communities and populations to inform specialist community public health nursing practice			
B.3 identify gaps in research, evidence and policy that impact on public health nursing practice and influence how to address these			
B.4 utilise and effectively participate in new areas of research across interdisciplinary and interagency teams related to public health priorities and interventions			
B.5 use reliable data, statistics and informatics to lead on and support policies and programmes that improve the health outcomes of people, communities and populations			
B.6 identify where insufficient information and data is available to inform public health priorities and national intervention strategies and how this may be addressed by refining data sets or in recognising the need for further study			
B.7 critically appraise epidemiological research and demonstrate its use in evidence-based specialist public health nursing practice			
B.8 synthesise and apply knowledge from research, evaluation, audit and global innovation that leads to improvements in the health of people, communities and populations and addresses health inequalities			
B.9 apply the evidence base theory and principles of public health and nursing practice to support innovative approaches to influence people's motivation, choices and behaviours			

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
B.10 critically appraise the evidence that informs new innovations in public health programmes, including genomics, and evaluate early success measures and impact on population health outcomes			
B.11 share outcomes and lessons learned from audit, research and evaluation in specialist public health nursing practice locally and nationally and across sectors through professional and peer reviewed processes			

Sphere C: Promoting human rights and addressing inequalities assessment, surveillance and intervention

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
C.1 critically analyse the factors that may lead to inequalities in health outcomes and health inequity and take appropriate action to mitigate their impact on people, communities and populations			
C.2 demonstrate compassionate leadership in applying human rights, equality, diversity and inclusion, to improve the health and wellbeing of people, communities and populations			
C.3 appreciate the legal, ethical, moral and spiritual needs and challenges that may be faced when promoting population health, helping to mitigate barriers that enable people and families to live to their full potential			
C.4 assess the impact of complexity and comorbidity and their impact on people, communities and populations, in order to share knowledge and lead on person-centred public health approaches			
C.5 develop, promote and support opportunities to educate individuals on the risks to themselves and others of the abuse of tobacco, alcohol and other substances and potentially addictive behaviours			
C.6 conduct, interpret and evaluate health assessment and screening, surveillance and profiling checks and interventions, and immunisation and vaccination programmes for people, communities and populations			
C.7 ensure equitable and accessible services for all through improved health literacy communication and networking			
C.8 consult with, listen to and support people, communities and populations when assessing, planning and co-producing public health interventions			
C.9 use models, evidence and concepts to plan, conduct and evaluate population level interventions to address specific public health issues			
C.10 apply understanding of determinants of health to develop culturally responsive and inclusive public health interventions with people, communities and populations			
C.11 lead on identifying vulnerable people, families, communities and populations and take action to support, safeguard and protect them, and coordinate timely care and other responsive support when needed.			

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
C.SN1 proactively promote, support and improve the health and wellbeing of school-aged children and young people, recognising the rights of the child at all times			
C.SN2 evaluate the relationship between school, life, mental and physical health and ill health and lead on proactive approaches to promote and protect health and wellbeing of school-aged children and young people in and outside of school			
C.SN3 lead evidence-based interventions that are holistic, inclusive and responsive to the needs of school-aged children and young people			
C.SN4 evaluate the impact of intergenerational cycles of dependency and adversity on school-aged children and young people, and how protective factors, early help, and interventions improve health outcomes			
C.SN5 apply an evidence-based approach to identify vulnerability and inequality within the school-aged population, identifying those needing support and those at risk			
C.SN6 safeguard and prioritise support for school-aged children and young people most at risk, escalating concerns and provide specialist expertise for safeguarding and child protection pathways			
C.SN7 use specialist evidence-based knowledge of capacity, consent, and confidentiality to safely manage challenges and potential conflicts when applying safeguarding and child protection pathways to individual school-aged children and young people			
C.SN8 assess the risk for vulnerability in school-aged children and young people and families that are impacted by changes to their circumstances, to maximise access and support from relevant services			
C.SN9 foster positive relationships and facilitate inclusion, recognising the potential impact of stigma, bias and assumptions that people may make about school-aged children and young people			
C.SN10 demonstrate knowledge and understanding of the factors that influence identity and support school-aged children and young people to develop their identity			

Sphere D: Population health: enabling, supporting and improving health outcomes across the life course

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
D.1 recognise, critically evaluate and monitor trends in global and national strategies and programmes for preventative interventions and promotion of health to inform specialist public health practice locally, nationally and globally			
D.2 recognise and accommodate any future developments in the application of genomics into their SCPHN practice to support prevention and early intervention in the health of the population across the life course			

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
D.3 appreciate and use community assets and resources to support positive health and wellbeing of people, communities and populations			
D.4 in partnership with people, adopt a life course approach when assessing the public health needs of people, communities and populations			
D.5 empower people, communities and populations to connect effectively with local initiatives, support networks, community assets, programmes and resources that support their health and wellbeing			
D.6 apply specialist knowledge of social prescribing to support individual, community and population health outcomes			
D.7 critically apply knowledge of behavioural, psychological and social sciences to the health of people across the life course, and to communities and populations, to enhance collaborative, strength-based therapeutic relationships			
D.8 appreciate the importance of medicines management with respect to administration, optimisation and reconciliation, and the positive impact of correct medicines management on people's current and future health outcome			
D.9 assess the health status and health literacy of populations across the life course and their related determinants of health			
D.10 use culturally appropriate, evidence-based approaches to assess, support and monitor the health and wellbeing of people, and appropriately refer to specialist services if necessary			
D.11 critically apply knowledge of populations, places, communities and determinants of health to inform key areas of specialist public health practice			
D.12 in partnership with communities, develop and implement plans for local communities and populations to positively affect public health outcomes			
D.13 lead on and contribute to policy and reporting into environmental, social-structural factors, and individual behaviours that impact on the health of people across the life course			
D.14 use data and observation to evaluate the effectiveness and acceptability of services that seek to improve health outcomes of their intended users, and be able to identify trends or a need for improvement.			
D.SN1 apply specialist knowledge of the healthy development of school-aged children and young people and use of validated tools to deliver holistic health assessments and programmed development reviews that aim to improve individual, community and population health outcomes			
D.SN2 critically analyse and apply specialist knowledge of the biopsychosocial, moral and spiritual development of school-aged children and young people at all key phases in the life course			
D.SN3 evaluate how age and biopsychosocial development influence communication skills in the school-aged population, using advanced communication techniques to facilitate positive, trusting relationships with schoolaged children and young people, parents, carers and families			

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
D.SN4 evaluate how biopsychosocial influences in adolescent years impact on behaviour, life skills and transition to adulthood, recognising adolescence as a distinct stage of the life course			
D.SN5 assess the impact of key transition periods and events for school-aged children and young people including starting and leaving school, change of care provider, illness and bereavement, and apply appropriate intervention to support their development of selfmanaging behaviours			
D.SN6 use a range of evidence-based interventions to support young people’s safe transition to adulthood			
D.SN7 optimise positive behaviours in parents, carers, families and peers and, through evidence-based interventions, promote trust and self-efficacy to improve health and wellbeing for school-aged children and young people			
D.SN8 support school-aged children and young people, parents and families to develop motivation and self-advocacy when raising awareness of opportunities for local grants, financial support and other local community assets and services			
D.SN9 use evidence-based observations, assessment and apply professional judgement when taking action to prevent and minimise the risk of adverse childhood experiences and build on protective factors to support and guide school-aged children and young people, parents and carers			
D.SN10 demonstrate knowledge and understanding of schoolaged children and young people’s emotional literacy, cognitive ability, wellbeing and resilience skills when observing, assessing and making decisions on the appropriate intervention			
D.SN11 use professional judgement to assess for early signs of low mood and anxiety in school-aged children and young people, and provide early interventions to support emotional and mental health and wellbeing			
D.SN12 evaluate how evidence-based interventions help school aged children and young people consider the impacts of and risks associated with specific behaviour choices related to social media, alcohol/substances, violence, exploitation and gang culture			
D.SN13 evaluate the effects of trauma on children and young people’s development and adjustment and use culturally appropriate, evidence-based, trauma-informed approaches to assess, support and monitor, using professional judgement when making decisions to refer to specialist services			

Sphere E: Advancing Public Health services and promoting healthy places, environments and cultures

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
E.1 critically appraise and apply strategies and initiatives that improve home, community and workplace cultures and environments to enhance the health and wellbeing of people and communities in the places they live, learn and work			
E.2 critically appraise the use of new and assistive technologies that support and influence people’s choices for their own health and wellbeing, and assist with access to services			
E.3 demonstrate professional business and financial acumen when developing and presenting business cases to create investment for change and value for money			
E.4 tailor nationwide programmes or commission new services that promote healthy cultures, environments and behaviours for local implementation and evaluate their effectiveness			
E.5 lead and support a culture of learning and continuous professional development for colleagues, and with interdisciplinary and interagency teams			
E.6 recognise individual abilities and learning needs when applying the standards of education and training for pre- and post-registration nursing, midwifery and nursing associate students, in order to educate, supervise and assess effectively			
E.7 promote and lead effective public health workplace cultures that benefit people, communities and populations			
E.8 advance public health through identifying sustainable development goals and prepare to take action on risks to the environment and its impact on the health and wellbeing of people			
E.9 share information regarding communicable diseases and approaches necessary for communicable disease surveillance, infection prevention and control, including immunisation and vaccination programmes			
E.10 know how to assess and manage major incidents and outbreaks including contamination and communicable disease across local or wider boundaries			
E.11 know how to identify, critically analyse and manage new and enduring hazards and risks to health at local, national and global levels			
E.12 plan for emergencies and pandemic threats to population health taking account of the direct and wider risk, impacts and hierarchy of controls on health and wellbeing and service provision.			
E.SN1 use community and population profiling to identify and assess health and wellbeing needs and priorities for school-aged children and young people			
E.SN2 lead, support and advocate for collaborative cultural and community developments that improve health and wellbeing in the school-aged population			
E.SN3 lead, co-design, provide and evaluate local health education, health promotion and safety campaigns aligned			

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
to key public health priorities for school-aged children and young people			
E.SN4 recognise the impact of the school environment, its culture and relationships that school-aged children and young people form and their effect on their health, wellbeing and achievement			
E.SN5 raise awareness of the impact of socio-economic disadvantage including digital poverty, and work with others to facilitate policy changes that support schoolaged children and young people to achieve their potential			
E.SN6 evaluate lived experiences which may impact on schoolaged children and young people’s behaviour, health and wellbeing, ensuring that their needs, rights and safety remain paramount and central to all planning interventions			
E.SN7 respect parents’ and carers’ need for autonomy and control with sensitivity to a wide range of attitudes, values, beliefs, expectations, faiths, cultures and approaches to parenting, using a transparent approach whilst simultaneously safeguarding the welfare of school-aged children and young people at all time			

Sphere F: Leading and collaborating: from investment to action and dissemination

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
F.1 lead public health services that promote and improve the health and wellbeing of people, communities and populations			
F.2 lead teams that are effective in delivering public health services, both on their own and in collaboration with others			
F.3 assess service requirements influencing and leading on policy development and strategic planning to address population health needs incorporating approaches for prevention and risk management			
F.4 monitor and report on the outcomes of strategy and policy implementation and make recommendations for improvement including changes to commissioning			
F.5 evaluate the efficacy of service provision by triangulating information obtained from audit, continuous improvement activity, governance, risk management and performance monitoring			
F.6 compassionately lead and support a culture of critical reflection and continuous professional development that promotes team and interdisciplinary learning			
F.7 build alliances and partnerships that support equality, diversity and inclusion, collaboration and sharing of new ideas and innovations and be able to agree shared goals and priorities			
F.8 use a range of advanced communication skills with people, communities, peers and interdisciplinary and interagency colleagues, including use of digital and other			

<i>At the point of registration, the Specialist Community Public Health Nurse will be able to:</i>	Learning Period 1	Learning Period 2	Learning Period 3
modalities to support communication in virtual and remote environments			
F.9 communicate simple and complex public health information in a variety of formats, tailored for different community and population audiences			
F.10 use a range of techniques to influence, challenge, and persuade peers and senior stakeholders in relation to public health strategies and policies that affect people, communities and populations			
F.SN1 synthesise data, information and intelligence related to home, school and community environments, and apply professional judgement to determine how this intelligence can be widely reported to positively influence policy and strategy to improve health and wellbeing			
F.SN2 evaluate existing services to identify gaps in available support for school-aged children and young people and develop strategies to maximise support and access to relevant services according to age and maturity			
F.SN3 advocate for school-aged children and young people in public health services, ensuring their voice is heard, supporting co-production, co-design and development at universal, targeted and specialist service levels			
F.SN4 design and lead the delivery and evaluation of evidence based school nursing services, educational campaigns and co-produced interventions aligned to regional and national public health initiatives to protect and promote the health and wellbeing of school-aged children and young people			
F.SN5 use specialist public health knowledge, skills and evidence when influencing and advocating and making decisions for the safety and wellbeing of school-aged children and young people at interagency meetings and hearings			
F.SN6 capture the lived experience and lived existence of school-aged children and young people and evaluate how this and other sources of evidence influences and informs current and future specialist practice, policy decisions and school nursing service design			
F.SN7 lead and promote visibility of school nursing services and ensure accessibility through engagement with school-aged children and young people, parents, carers, families, school staff, other professionals and voluntary sector organisations			
F.SN8 use specialist skills and knowledge to design school nursing services which recognise and respect children and young people's privacy and dignity			
F.SN9 critically analyse the opportunities, benefits and risks for school nursing services when communicating with school-aged children and young people face to face and via social media and virtual platforms			
F.SN10 work in partnership with relevant professionals and services to ensure the transition of support for school-aged children and young people to adult services mitigates risks and is positive, seamless and effective			