

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	Glenside
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Nursing and Midwifery
Professional Statutory or Regulatory Body Links	Nursing and Midwifery Council
Highest Award Title	MSc Specialist Practice (District Nursing)
Default Award Title	None
Interim Award Titles	PG Cert Specialist Practice PG Dip Specialist Practice (District Nursing)
UWE Progression Route	
Mode(s) of Delivery	FT / PT
ISIS Code	ISIS2:
For Implementation from	September 2017

Part 2: Description

The MSc / PGDip Specialist Practice (District Nursing) is a professional practice programme for registered Adult nurses working in the community who wish to achieve the Nursing and Midwifery Council (NMC) Specialist Practitioner Qualification (SPQ) in District Nursing. The programme is modular, and students study either full or part time. In order to achieve the SPQ, students are required to complete six modules, five of which are compulsory. In line with the *NMC (2001) Standards for Specialist Education and Practice* the programme is required to have a 50:50 split between theory and practice.

The aims of the programme are to:

1. Provide a stimulating, supportive and sensitive learning environment which will enable students to maximise their learning and facilitate their development as self-directed and reflective learners.
2. Produce post graduates who demonstrate a comprehensive understanding of complex and specialist areas of knowledge and skills necessary to practice competently in their specific field of practice (District Nursing).
3. Enable students to demonstrate a systematic understanding and critical evaluation of current issues within community nursing, using new knowledge in innovative ways and to share this with a wider audience.
4. Enable students to develop the knowledge and skills required for autonomous and independent decision making, demonstrating creativity and originality in tackling and solving problems in the absence of complete data.
5. Support students to critically evaluate current research and advanced scholarship in order to effectively and efficiently lead, manage, plan and evaluate care delivery in a variety of complex and unpredictable contexts.
6. Support students to work in partnership with service users, carers and their families to develop person and family centred holistic care.
7. Enable students to become independent and self-critical reflective practitioners, who have the ability to question and challenge practice and evidence, with confidence and courage.
8. Enable students to demonstrate a comprehensive understanding and evaluation of the knowledge base related to change and service improvement, and to display originality of thought in initiating and leading service improvement and development.
9. Develop the skills and attitudes needed to establish and nurture positive and collaborative relationships with team members and other colleagues, disciplines and agencies.
10. Offer variety and flexibility in methods of teaching and learning, enabling students to maximize the potential for learning and the development of higher level critical thinking skills.

Distinctive features:

In accordance with Professional regulatory requirements (NMC 2001), the programme comprises a 50:50 theory/practice split. Students are supported in practice by practice teachers/mentors. The programme provides students with the opportunity to undertake a period of consolidated practice in an alternative place of work; this also includes an 'elective' placement allowing students to enrich and broaden their experience of professional practice.

Service user involvement in the design and delivery of education programmes for professionals is a key tenet of current policy (DH, 2009, Marmot, 2010, Munro, 2011, Francis, 2013) and there is an increasing

Part 2: Description
<p>expectation that Higher Educational Institution (HEI) programmes can demonstrate that service users have been involved in both their design and delivery. In response to these drivers, the programme team at UWE, Bristol have been working closely with service users and carers; their feedback has helped inform and shape the programme in a number of ways. For example, service users reviewed programme and module specifications and service users and carers are also part of the teaching team for Current Issues in Community Practice (UZTS7M-20-3 & UZTS7N-20-M), one of the compulsory modules.</p>
Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)
<p>This is a post registration professional practice programme for those students working in the community who wish to achieve the NMC Specialist Practitioner Qualification in District Nursing. The programme relates to the <i>NMC (2001) Standards for Specialist Education and Practice</i> and is required to have a 50:50 split between theory and practice, with students being supported in practice by practice teachers/mentors. The theoretical component includes both attendance at UWE and blended learning activities.</p>
Regulations
<p>Approved to University Regulations and Procedures</p>

Part 3: Learning Outcomes of the Programme													
Learning Outcomes:	Compulsory Modules	Current Issues in Community Practice UZTS7N -20-M	Health and Social Care Research Methods and Methodologies UZWRGO-20-M	Leadership and Innovation I UZTSVV-20-M	Community Specialist Practice UZTSWL-20-M	V100 Prescribing Practice UZVRU4-20-M	Dissertation UZWS4V-60-M or UZWS4W-40-M	Optional Modules	Principles of Dementia Care UZTRWR-20-M	Physical Assessment and Clinical Reasoning UZMRWLI-20-M	Advancing Practice in Long Term Conditions UZWSVR-20-M	Complexities of Caring for Older People UZTRWN-20-M	End of Life Care UZTSAE-20-M
A) Knowledge and understanding:													
Meet the required NMC standards of proficiency, exercising higher levels of judgment, discretion and decision making in the following areas: •Clinical practice •Care and Programme Management •Clinical Practice Development •Clinical Practice Leadership		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
Demonstrate in-depth knowledge and understanding of the social, political and economic factors which affect the health and social wellbeing of individuals, families and communities and critically apply this information during the holistic assessment of health needs and in the delivery of nursing care		✓		✓	✓		✓		✓	✓	✓	✓	✓
Provide evidence to demonstrate comprehensive knowledge and understanding of leadership and management strategies		✓		✓	✓								

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and identify their impact on the efficiency and effectiveness of care delivery.													
Provide evidence to demonstrate comprehensive awareness of legal and ethical implications for care in the specialist area of practice.		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓
Critically review a wide range of research and literature related to partnership and collaborative working, and outline ways in which this can be applied creatively when working with service users, carers, families, colleagues and organizations.		✓		✓	✓		✓						
Demonstrate enhanced knowledge of research processes and evidence based practice, including the ability to: <ul style="list-style-type: none"> Evaluate and synthesise a wide range of evidence, methodologies and theoretical frameworks. Apply and disseminate research findings relating to specialist nursing practice and use this to underpin assessment of need and delivery of care in a range of settings. 		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Critically evaluate the roles and contribution of institutions and organizations and the impact of an interdisciplinary and interagency approach to support the care of individuals, families and communities.		✓		✓	✓				✓		✓	✓	✓
(B) Intellectual Skills													
Develop enhanced critical thinking, problem-solving and reflective skills in order to improve and challenge professional practice, demonstrating self-direction and originality.		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
Critically appraise and synthesise emerging themes regarding the discipline in order to gain a comprehensive understanding of theory and practice		✓	✓	✓	✓				✓	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme

(C) Subject/Professional/Practical Skills													
Assess and manage the health and health related needs of patients, their families and other carers, and identify appropriate steps for effective care for individuals, groups and communities in a variety of settings.	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓
Demonstrate the ability to exercise higher levels of judgement, discretion and autonomous decision making to ensure continuous quality improvement in clinical care,	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
Assess and manage risk in complex situations, and in doing so, develop effective relationships with colleagues, service users/carers and other professionals based on trust and openness.	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓
Demonstrate effective inter-disciplinary and inter-agency team working, alongside the ability to work independently and accept professional accountability and responsibility.	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓
Demonstrate the application of innovative and effective strategies in caseload management and in coordinating, managing and delivering programmes of care for people with complex and enduring health and nursing needs.	✓		✓	✓	✓			✓		✓	✓	✓	✓
Demonstrate advanced leadership and management skills when leading and managing a team to enable: <ul style="list-style-type: none"> The provision of a supportive work environment for staff and students, role modelling the values expected in Compassion in Practice (2014) Effective systems for ongoing supervision and support for all staff, including strategies to develop resilience and problem solving. The continual professional development of team members and participation in performance review 			✓	✓									

Part 3: Learning Outcomes of the Programme													
within scope of own practice.													
Work and study in line with the code: Professional Standards of Practice and Behaviour for Nurses and Midwives (NMC 2015) and the Standards of Proficiency for Nurse and Midwife Prescribers (NMC 2006).		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
D) Transferable Skills and other attributes													
Demonstrate advanced communication and inter-personal skills (including use of information technology) with service users, carers, agencies and other members of the multi-disciplinary team.		✓		✓	✓	✓			✓	✓	✓	✓	✓
Reflect on own performance, demonstrating autonomy, responding positively to feedback, modelling openness and a willingness to learn with and from others.				✓	✓								
Competently manage information from a wide range of sources and undertake research activity with minimal guidance			✓				✓						

Part 4: Programme Structure

The MSc / PG Dip Specialist Practice (District Nursing) allows practitioners who have a first level registration in Adult Nursing with the NMC, to gain an NMC recordable Specialist Practice Qualification (SPQ) in District Nursing. Students are able to claim the SPQ at the interim award of PG Diploma in Specialist Practice (District Nursing)

This modular programme is undertaken in no less than 32 weeks. Students are expected to achieve a minimum of 16 weeks theory and 16 weeks of supervised practice during the programme. Practice hours need to be 'signed off' by a suitably qualified mentor. Mentors must be of due regard and be a trained mentor / practice teacher as required by the NMC (Standards for learning and assessment in practice NMC 2008).

The PGDip Specialist Practice (District Nursing) programme comprises of six 20 credit modules, five of which are compulsory:

- Current Issues in Community Practice (UZTS7N-20-M or UZTS7M-20-3)
- V100 Prescribing Practice (UZVRU4-20-M or UZVRU5-20-3)
- Health and Social Care Research Methods and Methodologies (UZWRGQ-20-M)
- Leadership and Innovation (UZTSVV-20-M or UZTSVU-20-3)
- Community Specialist Practice (UZTSWL-20-3)

Students can then choose one optional module from a list of five. These include:

- Physical Assessment and Clinical Reasoning (UZWRWU-20-M or UZTSVU-20-3)
- End of Life Care (UZTSAE-20-M or UZTR6Y-20-3)
- Principles of Dementia Care (UZTRWR-20-M or Fundamental Principles of Dementia Care UZTRWL-20-3)
- Complexities of Caring for Older People (UZTRWN-20-M or UZTRWM-20-3)
- Advancing Practice in Long Term Conditions (UZWSVR-20-M or UZWSVQ-20-3)

Students wishing to achieve the MSc Specialist Practice (District Nursing) are required to undertake the Dissertation module (UZWS4V-40-M / UZWS4W-60-M) and, depending on the credit value of the dissertation, a further optional module to gain the required 180 credits (see diagram below).

Negotiation with the student, their employing organisation and the Programme Lead will help ensure appropriate optional module selections are made that are relevant to existing experience and meet SPQ learning requirements and workforce needs. The V100 (community prescribing qualification) is mandatory for students wishing to gain an SPQ in District Nursing. Students who have the V300 Independent Prescribing qualification will need to demonstrate that they also meet the learning outcomes of the V100. A Portfolio will guide them through this process.

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student** including:

- level and credit requirements
- interim award requirements
- module diet, including compulsory and optional modules

Full time Programme Structure: PGDip/MSc Specialist Practice (District Nursing)

This diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements, interim award requirements, modules, including compulsory and optional modules.

		Compulsory Modules	Optional Module (choice of one)	Interim Awards
	Year 1	Current Issues in Community Practice UZTS7N-20-M or UZTS7M-20-3	Physical Assessment and Clinical Reasoning UZWRWU-20-M or UZWRWV-20-3 OR End of Life Care UZTSAE-20-M or UZTR6Y-20-3 OR Advancing practice for Long Term Conditions UZWSVR-20-M or UZWSVQ-20-3	PG Cert Specialist Practice (this award does not lead to the NMC SPQ) 60 credits at level 3 or above, of which not less than 40 are at level M PGDip in Specialist Practice (District Nursing) 120 credits at level 3 or above, of which not less than 80 are at level M
		Health and Social Care Research and Research Methodologies UZWRGQ-20-M		
		Leadership and Innovation UZTSVV-20-M or UZTSVU-20-3		
		V100 Prescribing Practice UZVRU4-20-M or UZVRU5-20-3	OR Complexities of Caring for older people UZTRWN-20-M or UZTRWM-20-3	Achievement of all compulsory modules and 20 credits of optional modules must be completed in order to be eligible to apply for the NMC recordable qualification Specialist Practitioner.
		Community Specialist Practice UZTSWL-20-3	OR Principles of dementia care UZTRWR-20-M or Fundamental Principles of	
		Dissertation UZWS4V-40-M / UZWS4W-60-M	Dementia Care UZTRWL-20-3 Additional optional module 20 credits	MSc Specialist Practice (District Nursing) 180 credits at level 3 or above, of which not less than 120 are at level M. Achievement of all compulsory modules is required in order to be eligible to apply for the NMC recordable qualification Specialist Practitioner.

GRADUATION

Part Time Programme Structure: PGDip/MSc Specialist Practice (District Nursing)

Part time: This diagram demonstrates the student journey from Entry through to Graduation for a **part time student over 2 - 3 years.**

	Compulsory Modules	Optional Module (choice of one)	Interim Awards
Year 1	Current Issues in Community Practice UZTS7N-20-M or UZTS7M-20-3	Physical Assessment and Clinical Reasoning UZWRWU-20-M or UZWRWV-20-3	PG Cert Specialist Practice (this award does not lead to the NMC SPQ) 60 credits at level 3 or above, of which not less than 40 are at level M PGDip in Specialist Practice (District Nursing) 120 credits at level 3 or above, of which not less than 80 are at level M Achievement of all compulsory and optional modules must be completed in order to be eligible to apply for the NMC recordable qualification Specialist Practitioner.
	Leadership and Innovation UZTSVV-20-M or UZTSVU-20-3	OR End of Life Care UZTSAE-20-M or UZTR6Y-20-3 OR Advancing Practice for Long Term Conditions UZWSVR-20-M or UZWSVQ-20-3 OR Complexities of Caring for older people UZTRWN-20-M or UZTRWM-20-3 OR Principles of Dementia Care UZTRWR-20-M or Fundamental Principles of Dementia Care UZTRWL-20-3	
Year 2 / 3	Health and Social Care Research and Research Methodologies UZWRGQ-20-M	Additional optional module 20 credits	MSc Specialist Practice (District Nursing) 180 credits at level 3 or above of which not less than 120 are at level M. Achievement of all compulsory and optional modules must be completed in order to be eligible to apply for the NMC recordable qualification Specialist Practitioner.
	V100 Prescribing Practice UZVRU4-20-M or UZVRU5-20-3		
	Community Specialist Practice UZTSWL-20-3		
	Dissertation UZWS4V-40-M / UZWS4W-60-M		

GRADUATION

Part 5: Entry Requirements

The University's Standard Entry Requirement apply.

Entry requirement for level M

1. A graduate (2:2 or above) in nursing or health related subject

Exceptionally, students without traditional degree level qualifications may be admitted to the programme, provided they can demonstrate that they can benefit from study at the appropriate level, and are likely, on the evidence presented, to achieve the required standard.

In addition:

2. Active first level registration (Adult Nurse) on Part One of the NMC Register
3. Have completed a period of experience of sufficient length to have consolidated pre-registration outcomes, and to have gained a deeper understanding in relevant professional practice.
4. Be working in an appropriate environment and with an appropriate client group that enables students to meet the learning outcomes of the programme.
5. Confirmation from employer that OH and DBS status is satisfactory (where this cannot be confirmed checking must be undertaken).

Recruitment is employer led. The Programme Team are keen to support the recruitment process and members of the Team who hold the SPQ (District Nursing), attend interviews when requested to do so by our service partners.

Part 6: Reference Points and Benchmarks

The design of the MSc Specialist Practice (District Nursing) has been developed with reference to a number of key guidelines, policies and strategies. External influences have been considered e.g. professional body requirements including NMC standards for Specialist Education and Practice (2001) Subject benchmarks, QAA benchmarks (2001), QNI and Department of Health policies.

[QAA UK Quality Code for HE](#)

- QAA (2001) Benchmark Statement Health Care Programmes: Nursing
- QAA (2008) Benchmark mapping for Higher Education The Framework for Higher Education Qualifications in England, Wales and Northern Ireland.
- QAA (2014) UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards PART A The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
- QAA (2015) Characteristics Statement. Master's Degree

[Strategy 2020](#)

UWE Strategy 2020 has four key priorities - outstanding student learning, ready and able graduates, research with impact and strategic partnerships, connections and networks.

Programme learning, teaching and assessment strategies relate to all four of these key priorities. A number of modules are run in partnership with clinical or business partners in the NHS and some teaching staff have joint appointments and strong links with practice. Secondly, the programmes offer a great degree of flexibility and students have the freedom to apply their own practice experiences to develop their service as part of the assessment strategies for the compulsory modules. Students are asked to consider the impact of their learning on the service they provide, identifying service

Part 6: Reference Points and Benchmarks

improvements and to investigate and apply research with impact to their practice.

University policies

The programme aligns to UWE's strategic ambition through ensuring that students experience outstanding learning and teaching. Specialist Practice graduates will be ready and able to make a positive contribution to society through their particular field of practice i.e. District Nursing.

University of the West of England (online) Vision and Mission. Available

<http://www1.uwe.ac.uk/aboutus/visionandmission>

PSRB Requirements:

- Nursing and Midwifery Council (2008) Standards to support learning and assessment in practice
- Nursing and Midwifery Council (2006) Standards of proficiency for nurse and midwife prescribers
- Nursing and Midwifery Council (2001) Standards for Specialist Education and Practice. London.
- Queens Nursing Institute (2014) 2020 Vision Five Years On
- Queens Nursing Institute (2015) The Value of the District Nurse Specialist Practitioner Qualification
- Queens Nursing Institute (2015) The Report on District Nurse Education in the United Kingdom 2014-15.

In addition, the following policies and reports have informed programme development:

- Great Britain. Department of Health (2013) Care in local communities: A new vision and model for District Nursing London: The Stationery Office
- Great Britain. Department of Health (2011) NHS Outcomes Framework 2012/13 London: Department of Health.
- Great Britain. Department of Health (2011) Healthy Lives, Healthy People: Our strategy for public health in England. London: The stationery Office (Cm. 7985)
- Great Britain. Department of Health (2012) Liberating the NHS: No decision about me without me. London: The Stationery Office.
- Kings Fund (2016) Understanding Quality in District Nursing
- National Institute for Clinical Excellence (2012) Patient Experiences in Adult NHS Services QS15, London: NICE.
- NHS England (2014) Five Year Forward View.

FOR OFFICE USE ONLY

First CAP Approval Date	May 2011			
Revision CAP Approval Date	1 March 2017	Version	6	Link to MIA10636 Link to RIA 11899
Next Periodic Curriculum Review due	2022			

date	
Date of last Periodic Curriculum Review	<i>2016</i>