



## **Programme Specification**

# **Specialist Practice (District Nursing) {Apprenticeship-UWE} [Glenside]**

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Specialist Practice (District Nursing) {Apprenticeship-UWE}  
[Glenside]

**Highest award:** PGDip Specialist Practice (District Nursing)

**Interim award:** PGCert Specialist Practice

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** Yes

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CHSS School of Health and Social Wellbeing, College of Health, Science & Society

**Professional, statutory or regulatory bodies:**

Nursing and Midwifery Council (NMC)

**Apprenticeship:** ST1419 Community Nurse Specialist Practitioner (NMC 2022)

**Modes of delivery:** Full-time

**Entry requirements:**

**For implementation from:** 01 September 2024

**Programme code:** B71S12

## Section 2: Programme Overview, Aims and Learning Outcomes

## Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** The 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) Standards of proficiency for Community Nursing Specialist Practice (SP) in District Nursing (NMC 2022).

The programme aims to equip nurses with the advanced skills, knowledge and understanding to meet the diverse and complex needs of people requiring care in their own homes and in the community.

Areas of study align closely to the NMC's standards of proficiency for registered nurses, and fall under 7 Platforms (NMC 2018):

Platform 1: Being an accountable, autonomous professional and partner in care

Platform 2: Promoting health and wellbeing and preventing ill health

Platform 3: Assessing people's abilities and needs, and planning care

Platform 4: Providing and evaluating evidence-based care

Platform 5: Leading, supporting and managing teams

Platform 6: Leading improvements in safety and quality of care

Platform 7: Care co-ordination and system leadership

As learners progress through the programme, they will gain the behaviours, knowledge and critical thinking skills needed to lead and advocate for high quality person centred, holistic and compassionate care and services in community nursing.

**Features of the programme:** Apprentices undertaking this programme will be employed in practice as District Nursing apprentices. Successful completion of the PGDip enables apprentices to claim the NMC recordable qualification of Community Nursing Specialist Practice in District Nursing (SPDN) and to achieve the ST1419 Community Nurse Specialist Practitioner (NMC 2022) apprenticeship (Institute for Apprenticeships and Technical Education). Please note: the interim exit award of PGCert Specialist Practice is not eligible for the NMC qualification of Community

## Nursing Specialist Practice in District Nursing (SPDN).

This is a postgraduate award, students are encouraged to complete all modules at academic level 7. Where students have covered equivalent module content at academic level 6, it may be possible to recognise this and use some academic level 6 credit towards the award. There are limits on the amount of level 6 credit that can be used towards a postgraduate award under UWE regulations; students who have previous relevant study should discuss with the programme leader if their previous study may be used towards this PGDip.

This apprenticeship is 90 weeks long (full time) and includes theory and practice learning. Learners need to achieve 400 hours of protected learning time in practice during the course of this programme. They will need to complete an average of 6 hours off the job training per week to meet apprenticeship standard requirements.

Learners are supported in practice by Practice Assessors and Practice Supervisors who supervise and assess the learner's practice learning and work with Academic Assessors. Protected learning hours need to be confirmed by a Practice Assessor. Practice Assessors must have current knowledge and experience relevant to the DNSPQ proficiencies and programme outcomes (Standards for Students Supervision and Assessment (SSSA) NMC 2018). Tripartite meetings to review learner progress will also be performed in line with current apprenticeship standards and funding requirements.

Academic Assessors, who are part of the UWE Programme Team, collate and confirm the learner's achievement of proficiencies and programme outcomes in the academic environment (NMC SSSA 2021).

The programme culminates with a period of practice learning (NMC Standards for Post Registration Programmes 2022) whereby learners undertake consolidated practice in an alternative place of work, allowing them to enrich and broaden their experience of professional practice.

Service user involvement in the design and delivery of education programmes for

professionals is key to ensuring a responsive and person centred approach, and there is an 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 modules and programme in a number of ways. For example, a representative from UWE's HUB \* group has been a member of the DNSPQ Design Team, where programme curricula, structure and content are developed. Service users and carers have also been part of the teaching team for a number of modules and this is expected to continue.

The programme includes the Independent and/or Supplementary Prescribing module, successful completion of which enables learners to be recognised as independent prescribers with the NMC. (Note that the registration and certification costs for this module are not covered by apprenticeship funding, and incur a separate cost for employers.)

Students may only prescribe once their prescribing qualification has been annotated on the NMC register, and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

Students taking the Independent Prescribing as part of Specialist Practice: District Nursing (SPDN) Programme must successfully complete the SPDN programme of study to be awarded the Independent Prescribing qualification. More details can be found in the SPDN Programme handbook.

On successful completion of the apprenticeship learners will have option to use the academic credits gained to accredit towards the (non-apprenticeship) MSc Specialist Practice (District Nursing).

\* The Hub Group is a group of people with lived experience of disability, learning disability, mental health and family caring who contribute to professional education and research at the University of the West of England in health and social work programmes.

**Educational Aims:** Apprentices undertaking the programme will develop the knowledge and skills required to achieve the standards of proficiency for Community Nursing Specialist Practice - District Nursing, as set out by the NMC (2022) and the Knowledge, Skills and Behaviours required by the ST1419 Community Nurse Specialist Practitioner (NMC 2022) apprenticeship standard.

The programme will support registered nurses who wish to become District Nurses to advance their clinical, leadership, research and educative practice within District Nursing. Learners will develop the higher level skills and knowledge to enable greater clinical autonomy, independent decision making and leadership in complex and high-risk situations for the benefit of people and services in the community (NMC 2022).

Successful completion of the programme includes a recordable qualification on the NMC register as a Community Nurse Specialist Practitioner - District Nurse. In addition, it will enable learners to gain the necessary skills and knowledge to practise as safe, competent and autonomous prescribers, and to be recorded with the NMC (2023) as an independent prescriber (V300).

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Practice autonomously as a District Nurse demonstrating a comprehensive understanding of complex and specialist knowledge and skills which align to the NMC Standards of Proficiency.
- PO2. Demonstrate a systematic understanding and critical evaluation of current issues within community nursing, using and sharing new knowledge in innovative, appropriate, and professional ways.
- PO3. Critically apply advanced knowledge and skills required for autonomous and independent decision making, demonstrating creativity and originality in tackling and solving problems in complex and dynamic situations.

- PO4. 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.
- PO5. Be independent, reflective, self-aware, and emotionally intelligent practitioners, who have the ability to question and challenge policy, practice and evidence, with confidence and courage.
- PO6. Work in partnership with service users, carers and their families to promote health and wellbeing and develop high quality person and family centred holistic care.
- PO7. Demonstrate a comprehensive understanding and evaluation of quality improvement and research methodologies, displaying originality of thought related to service improvement and development.
- PO8. Apply leadership skills and strategies to establish and nurture positive and collaborative relationships with team members and other colleagues, disciplines and agencies across a range of organisations and settings.

**Assessment strategy:** The assessment strategy has been designed to test the programme learning outcomes.

Assessments have been chosen firstly for their relevance to each module's content, and secondly, to provide a variety of approaches to assessment across the programme that will allow students to demonstrate their knowledge and understanding in a range of settings, mediums and formats. Skills in academic writing and presentation are valued as core skills within District Nursing.

Assessments are designed in relation to the module learning outcomes and the teaching approaches (pedagogy) so that students are learning and preparing for their assessment throughout the module. Formative assessment is a key part of the modules' design. They give students the opportunity to demonstrate their developing knowledge and skills through a small scale assessment activity such as peer feedback. In this case, students work in small groups to clarify and develop their learning, and at the same time, practising the communication of that learning in readiness for their assessment.

Summative assessments count towards the module mark . This may take the form of

an essay, a presentation, an OSCE, or a different activity that will enable students to demonstrate the extent to which they have met the learning outcomes.

**Student support:** The university works together with students through a system of student representatives who will meet programme staff in regular meetings to promote the student voice in the overall running of the programme, and to develop and enhance their experience.

Student representatives will also be involved in the Programme Management Group and in school forums and the university more generally. Student feedback is welcome and encouraged and takes a number of forms, for example, module and programme feedback / evaluations and Tripartite and Academic Personal Tutor meetings. The university recognises the value of this feedback and evaluation, as this contributes to shaping the programme both informally and formally through year meetings and student consultations.

Students will have an Academic Personal Tutor (APT) for the duration of the programme and students will meet with their named tutor at least twice a year. APTs are there to encourage students to be able to reflect on their progress and to identify where they may need further support. The programme team are committed to early intervention and timely support for students. A key role of a tutor is to provide support for academic development. If students need support on an administrative or non-academic welfare matter, the personal tutor will signpost students to Student Support Advisers who will be able to direct them to the relevant university services.

Further student support is offered in the following ways:

#### Induction

On commencing the programme students will take part in a comprehensive induction, in which they will have opportunities to meet other students and programme staff, and previous (alumni) students who will share their experiences. Basic principles of group work will be introduced, and ground rules for working



together and supporting each other will be developed. The range of student support services will be outlined.

Widening participation:

The programme is supported by the university to promote equality of opportunity. The programme team aim to understand the particular learning needs of students, and for those from a minority ethnic background, the team aim to understand the experiences students may have studying at university and the challenges they may have to face. The staff team are committed to being inclusive in their approach to teaching, learning and support. The overall aim is to ensure equity of opportunity and to reduce any historic gaps in attainment that students from minority ethnic backgrounds might have experienced. The university offers a range of services to support Black, Asian and minority ethnic students during their studies, including promoting a wide range of personal and professional development opportunities.

For students with a disability, including a specific learning need such as dyslexia and dyspraxia, support is available through the Disability Service. Resources may be provided, such as specialist software, and reasonable adjustments made to the pattern or form of study with the university. The staff team also takes a wide, inclusive approach to teaching and learning, providing advance materials, recording lectures and encouraging peer learning and development.

Partnership with employers:

Tripartite meetings are an important part of student support. They involve a 3 way meeting between the student, Practice Assessor and Academic Assessor to review student progress in practice and the achievement of the NMC proficiencies for community nursing specialist practice. Tripartite meetings are also a chance to raise any concerns or queries to ensure successful completion of the programme. Tripartite meetings will take place twice a year for full time students and once a year for those studying part time or more often as required.

### Practice support net

Students and their Practice Assessors will have access to UWE's Practice Support Helpline and online support through PSNet. Practice Support Net offers guidance, documentation and key contact details to support students during their programme.

### Technology Enhanced Learning (TEL):

All modules will be supported by Blackboard (UWE's Virtual Learning Environment). The portfolio will use a web-based system. This will enable students to record evidence in achieving the NMC proficiencies and practice hours

## **Part B: Programme Structure**

### **Year 1**

Learners must take 60 credits from the modules in Year 1

#### Interim Award:

PGCert Specialist Practice: 60 credits at level 6 or above, of which not less than 40 are at level 7. NOTE: the interim exit award of PGCert Specialist Practice is not eligible for the NMC qualification of Community Nursing Specialist Practice in District Nursing (SPDN).

#### Target Award:

PGDip in Specialist Practice (District Nursing): 120 credits at level 6 or above, of which not less than 80 are at level 7. Achievement of all compulsory modules is required in order to be eligible to apply for the NMC recordable qualification Specialist Practitioner.

**Year 1 Compulsory Modules**

Learners must take 60 credits from the Compulsory Modules (Part Time) in Year 1.

NOTE: With the agreement of the Programme Leader, the following Level 6 modules can be used in lieu of their Level 7 equivalents:

UZTSVU-20-3 Leadership and Innovation

UZWK9B-20-3 Physical Assessment and Clinical Reasoning in Practice

If a student has taken module UZTRTV-40-3 Independent and / or Supplementary Prescribing no further level 6 modules can be used towards the PGDip.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZWK9C-20-M	Physical Assessment and Clinical Reasoning for Practice 2024-25	20
UZTYMW-20-M	Applying Evidence Based Practice in District Nursing 2024-25	20
UZTSVV-20-M	Leadership and Innovation 2024-25	20

**Year 2**

Learners must take 60 credits from the modules in Year 2

**Year 2 Compulsory Modules**

Learners must take 20 credits from the Compulsory Modules in Year

If a student has taken module UZTRTV-40-3 Independent and / or Supplementary Prescribing no further level 6 modules can be used towards the PGDip.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZTYMX-20-M	Advancing Professional Practice in District Nursing 2025-26	20

### Year 2 Optional Modules

Learners must take 40 credits from the Year 1 Optional Modules (Full Time). The student may be permitted to take the Level 6 rather than the Level 7 module shown below with Programme Leader approval only.

NOTE: if the level 6 version of the module below is taken then no other level 6 modules can be used to achieve the PGDip; the maximum Level 6 credit permitted is 40 credits out of the 120 credit total.

Module Code	Module Title	Credit
UZTRTU-40-M	Independent and / Or Supplementary Prescribing 2025-26	40
UZTRTV-40-3	Independent and / or Supplementary Prescribing 2025-26	40

### Part C: Higher Education Achievement Record (HEAR) Synopsis

This is a post registration professional practice programme for those students working in the community who wish to achieve the NMC community nursing specialist practitioner qualification in District Nursing and ST1419 Community Nurse Specialist Practitioner (NMC 2022) apprenticeship . Successful completion of the programme also enables students to achieve the independent and/or supplementary prescribing qualification, recordable with the NMC (2023).

The programme relates to the NMC (2022) Standards for post-registration programmes with students being supported in practice by Practice Assessors and Supervisors. The theoretical component includes both attendance at UWE and blended learning activities.

### Part D: External Reference Points and Benchmarks

The design of the PGDip in 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, Institute for Apprenticeships and Technical Education ST1419 Community Nurse Specialist Practitioner (NMC 2022) 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 2030:

UWE Strategy 2030 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 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 (2018) Standards framework for nursing and midwifery education

Nursing and Midwifery Council (2018) Standards for student supervision and assessment

Nursing and Midwifery Council (2023) Standards of proficiency for nurse and midwife prescribers

Royal Pharmaceutical Society (2021) A Competency Framework for all Prescribers

Nursing and Midwifery Council (2022) Standards of proficiency for community nursing specialist practice qualifications

Institute for Apprenticeships and Technical Education ST1419 Community Nurse Specialist Practitioner (NMC 2022)

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 Care and Excellence (2012) Patient Experiences in

Adult NHS Services QS15, London: NICE.

NHS England (2019) The Long Term Plan [www.longtermplan.nhs.uk](http://www.longtermplan.nhs.uk)

**Part E: Regulations**

Approved to University Regulations and Procedures.