



Programme Specification

Specialist Practice (District Nursing) {Top-Up} [Glenside]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Specialist Practice (District Nursing) {Top-Up} [Glenside]

Highest award: BSc (Hons) Specialist Practice (District Nursing)

Interim award: BSc 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)

Modes of delivery: Full-time, Part-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2018

Programme code: B7BX13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BSc (Hons) 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.

Features of the programme: In accordance with professional regulator 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 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 and UZTS7N-20-M), one of the compulsory modules.

Educational Aims: 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.

Produce graduates who have the knowledge and skills necessary to practice competently in their specific field of specialist practice (District Nursing)

Enable students to demonstrate knowledge and understanding of current issues in community nursing, using this knowledge to enhance practice.

Enable students to gain the key skills and knowledge needed to effectively and efficiently lead, manage, plan and evaluate care delivery in a variety of complex and unpredictable contexts.

Enable students to develop the knowledge and skills required for autonomous and independent decision-making.

Support students to work in partnership with service users and carers, and to develop user and family centred holistic care.

Enable students to critically analyse a broad range of policies, literature and evidence and to become reflective practitioners, able to question and challenge practice and evidence with confidence and courage.

Support students to develop the leadership skills required to respond to drivers for change, and to become enterprising change agents in their own area of specialist practice.

Develop the skills and attitudes needed to establish and nurture positive and collaborative relationships with team members and other colleagues, disciplines and agencies.

Offer variety and flexibility in methods of teaching and learning, enabling students to maximise their potential for learning and the development of critical thinking skills.

Programme Learning Outcomes:

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

Knowledge and Understanding

- A1. To meet the required NMC standards of proficiency, exercising higher levels of judgement, discretion and decision making in the following areas: Clinical practice, Care and Programme Management, Clinical Practice Development and Clinical Practice Leadership.
- A2. Demonstrate 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.
- A3. Demonstrate knowledge and understanding of leadership and management strategies and identify their impact on the efficiency and effectiveness of care delivery.
- A4. Provide evidence to demonstrate an awareness of legal and ethical implications for care in the specialist area of practice
- A5. Review the research and literature related to partnership and collaborative working, and outline ways in which this can be applied in practice when working with service users, carers, families, colleagues and organisations.
- A6. Demonstrate knowledge of research processes and evidence based practice, including the ability to: Search the evidence base and make a judgement about the validity and reliability of evidence, 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.
- A7. Demonstrate knowledge and understanding of the roles and contribution of institutions and organisations and the impact of an interdisciplinary and interagency approach to support the care of individuals, families and communities.

Intellectual Skills

- B1. Develop critical thinking, problem-solving and reflective skills in order to enhance and challenge professional practice.
- B2. Synthesise information from a range of disciplines and from professional experience in order to gain a coherent understanding of theory and practice

Subject/Professional Practice Skills

- C1. Assess and manage the health and health related needs of patients, their families and other carers and identify appropriate steps for the effective care of individuals, groups and communities in a variety of settings.

- C2. Demonstrate the ability to exercise higher levels of judgement, discretion and autonomous decision making to ensure continuous quality improvement in clinical care.
- C3. 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.
- C4. Demonstrate effective inter-disciplinary and inter-agency team working, alongside the ability to work independently and accept professional accountability and responsibility.
- C5. Demonstrate effective caseload management, co-ordinating, managing and delivering programmes of care for people with complex and enduring health and nursing needs.
- C6. Demonstrate effective skills when leading and managing a team to enable: 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 learning for all staff, including strategies to develop resilience and problem solving. and The continual professional development of team members and participation in performance review within scope of own practice.
- C7. 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).

Transferable Skills and other attributes

- D1. Demonstrate effective communication and inter-personal skills (including use of information technology) with service users, carers, agencies and other members of multi-disciplinary team.
- D2. Reflect on own performance and respond positively to feedback, modelling openness and a willingness to learn with and from others.

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

Student support: .

Part B: Programme Structure

Year 1

Full time students must take 120 credits from the modules in Year 1.

Part time students must take 60 credits from the modules in Year 1.

Achievement of all compulsory and optional modules must be completed in order to be eligible to apply for the NMC recordable qualification Specialist Practitioner.

Interim award (BSc Specialist Practice) does not lead to the NMC Specialist Practitioner qualification.

Year 1 Compulsory Modules (Full Time)

Full time students must take 100 credits from the modules in Compulsory Modules (Full Time).

Module Code	Module Title	Credit
UZTSVU-20-3	Leadership and Innovation 2026-27	20
UZTSWL-20-3	Community Specialist Practice 2026-27	20
UZTS7M-20-3	Current Issues in Community Practice 2026-27	20
UZWR38-20-3	Evidence and Research in Practice 2026-27	20
UZVRU5-20-3	V100 Prescribing Practice 2026-27	20

Year 1 Compulsory Modules (Part Time)

Part time students must take 60 credits from the modules in Compulsory Modules (Part Time).

Module Code	Module Title	Credit
UZTSVU-20-3	Leadership and Innovation 2026-27	20
UZTS7M-20-3	Current Issues in Community Practice 2026-27	20

UZWR38-20-3	Evidence and Research in Practice 2026-27	20
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Year 1 Optional Modules (Full Time)

Full time students must take 20 credits from the modules in Optional Modules (Full Time).

Module Code	Module Title	Credit
UZWYBV-20-3	Advancing Practice in Long Term Conditions 2026-27	20
UZTRWM-20-3	Complexities of Caring for Older People 2026-27	20
UZTR6Y-20-3	Complexities of Supportive, Palliative and End of Life Care 2026-27	20
UZWRWV-20-3	Physical Assessment and Clinical Reasoning 2026-27	20
UZTRWL-20-3	Principles of Dementia Care 2026-27	20

Year 2

Part time students must take 60 credits from the modules in Year 2.

Achievement of all compulsory and optional modules must be completed in order to be eligible to apply for the NMC recordable qualification Specialist Practitioner.

Interim award (BSc Specialist Practice) does not lead to the NMC Specialist Practitioner qualification.

Year 2 Compulsory Modules (Part Time)

Part time students must take 40 credits from the modules in Compulsory Modules (Part Time).

Module Code	Module Title	Credit
UZTSWL-20-3	Community Specialist Practice 2027-28	20
UZVRU5-20-3	V100 Prescribing Practice 2027-28	20

Year 2 Optional Modules (Part Time)

Part time students must take 20 credits from the modules in Optional Modules (Part Time).

Module Code	Module Title	Credit
UZWYBV-20-3	Advancing Practice in Long Term Conditions 2027-28	20
UZTRWM-20-3	Complexities of Caring for Older People 2027-28	20
UZTR6Y-20-3	Complexities of Supportive, Palliative and End of Life Care 2027-28	20
UZWRWV-20-3	Physical Assessment and Clinical Reasoning 2027-28	20
UZTRWL-20-3	Principles of Dementia Care 2027-28	20

Part C: Higher Education Achievement Record (HEAR) Synopsis

The BSc (Hons) Specialist Practice (District Nursing) 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 NMC (2001) Standards for Specialist Education and Practice and is required to have a 50:50 split between theory and practice, with students being supported in practice by mentors/practice teachers. The theoretical component includes both attendance at UWE and blended learning activities.

Part D: External Reference Points and Benchmarks

The design of the BSc (Hons) 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

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 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 is available at <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.

Part E: Regulations

Approved to University Regulations and Procedures.