



## ACADEMIC SERVICES

## 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	BSc (Hons) Specialist Practice (District Nursing)
Default Award Title	None
Interim Award Titles	BSc Specialist Practice
UWE Progression Route	
Mode(s) of Delivery	<i>FT / PT</i>
ISIS Code	<b>ISIS2:</b>
For Implementation from	September 2017

Part 2: Description
<p>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 <i>NMC (2001) Standards for Specialist Education and Practice</i> the programme is required to have a 50:50 split between theory and practice.</p> <p>The aims of the programme are to:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Produce graduates who have the knowledge and skills necessary to practice competently in their</li> </ol>

**Part 2: Description**

- specific field of specialist practice (District Nursing)
3. Enable students to demonstrate knowledge and understanding of current issues in community nursing, using this knowledge to enhance practice.
  4. 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.
  5. Enable students to develop the knowledge and skills required for autonomous and independent decision-making.
  6. Support students to work in partnership with service users and carers, and to develop user and family centred holistic care.
  7. 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.
  8. 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.
  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 maximise their potential for learning and the development of critical thinking skills.

## Distinctive features:

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 & UZTS7N-20-M), one of the compulsory modules.

**Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

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

**Part 2: Description**

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.

**Regulations**

Approved to [University Regulations and Procedures](#)

**Part 3: Learning Outcomes of the BSc (Hons) Specialist Practice Programme (District Nursing)**

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas

	Compulsory Modules	Current Issues in Community Practice UZT S7M -20-3	Evidence and Research in Practice UZW R38-20-3	Leadership and Innovation UZTSVU-20-3	Community Specialist Practice Code UZTSWL-20-3	V100 UZVRU5-20-3	Optional modules	Fundamental Principles of Dementia Care UZTRWL-20-3	Physical Assessment and Clinical Reasoning UZWRWV-20-3	Advancing Practice in Long Term Conditions UZWSVQ-20-3	Complexities of caring for older people UZTRWM-20-3	End of Life Care UZTRGY-20-3
<b>Knowledge and Understanding</b>												
To meet the required NMC standards of proficiency, exercising higher levels of judgement, discretion and decision making in the following areas: <ul style="list-style-type: none"> <li>Clinical practice</li> <li>Care and Programme Management</li> <li>Clinical Practice Development</li> <li>Clinical Practice Leadership</li> </ul>		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
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.		✓		✓	✓			✓	✓	✓	✓	✓
Demonstrate knowledge and understanding of leadership and management strategies and identify their impact on the efficiency and effectiveness of care delivery.		✓		✓	✓							
Provide evidence to demonstrate an awareness of legal and ethical implications for care in the specialist area of practice		✓		✓	✓	✓		✓	✓	✓	✓	✓
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.		✓		✓	✓							

Demonstrate knowledge of research processes and evidence based practice, including the ability to: <ul style="list-style-type: none"> <li>Search the evidence base and make a judgement about the validity and reliability of evidence</li> <li>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.</li> </ul>		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
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.		✓		✓	✓			✓		✓	✓	✓	
<b>Intellectual</b>													
Develop critical thinking, problem-solving and reflective skills in order to enhance and challenge professional practice.		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Synthesise information from a range of disciplines and from professional experience in order to gain a coherent understanding of theory and practice		✓	✓	✓	✓			✓	✓	✓	✓	✓	
<b>Subject /Professional/Practical Skills</b>													
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.		✓		✓	✓	✓		✓	✓	✓	✓	✓	
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 effective caseload management, co-ordinating, managing and delivering programmes of care for people with complex and enduring health and nursing needs.		✓		✓	✓	✓		✓		✓	✓	✓
Demonstrate effective skills when leading and managing a team to enable: <ul style="list-style-type: none"> <li>The provision of a supportive work environment for staff and students, role modelling the values expected in Compassion in Practice (2014)</li> <li>Effective systems for ongoing supervision and learning for all staff, including strategies to develop resilience and problem solving.</li> <li>The continual professional development of team members and participation in performance review within scope of own practice.</li> </ul>				✓	✓							
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).		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
<b>Transferable Skills and other attributes</b>												
Demonstrate effective communication and inter-personal skills (including use of information technology) with service users, carers, agencies and other members of multi-disciplinary team.		✓		✓	✓	✓		✓	✓	✓	✓	✓
Reflect on own performance and respond positively to feedback, modelling openness and a willingness to learn with and from others.				✓	✓							

#### Part 4: Programme Structure.

The BSc (Hons) Specialist Practice (District Nursing) programme 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. 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 sign off mentor / practice teacher as required by the NMC (Standards for learning and assessment in practice NMC 2008).

The programme comprises of six 20 credit modules, five of which are compulsory:

- Current Issues in Community Practice (UZTS7M-20-3)
- Evidence and Research in Practice (UZWR38-20-3, **no exemptions apply**)
- V100 Prescribing Practice (UZVRU5-20-3)
- Leadership and Innovation (UZTSVU-20-3)
- Community Specialist Practice (UZTSWL-20-3)

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

- Physical Assessment and Clinical Reasoning (UZWRWV-20-3)
- End of Life Care (UZTR6Y-20-3)
- Fundamentals of Dementia Care (UZTRWL-20-3)
- Complexities of Caring for Older People (UZTRWM-20-3)
- Advancing Practice in Long Term Conditions (UZWSVQ-20-3)

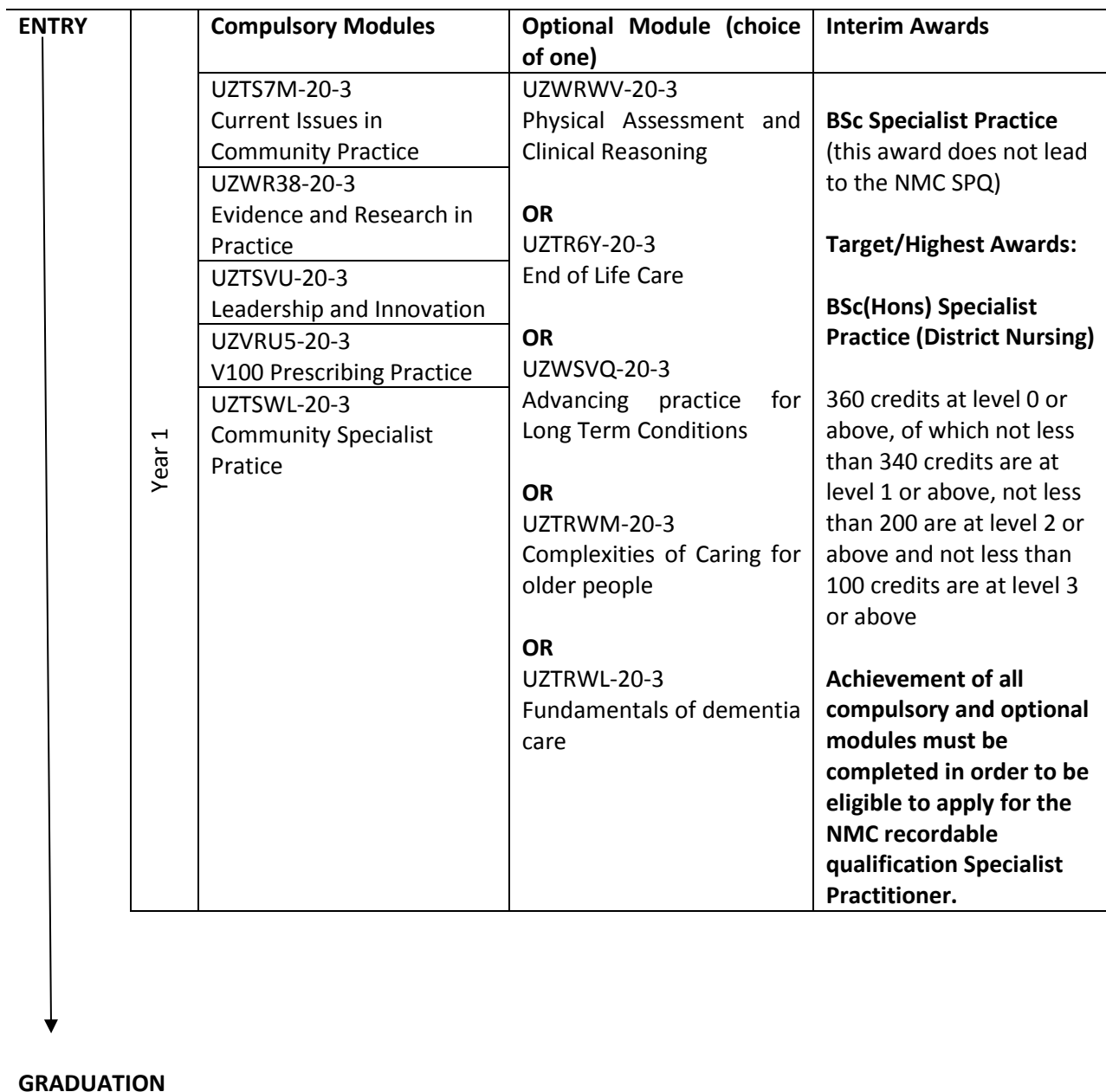
Negotiation with the student, their employing organisation and the Programme Lead will help ensure appropriate optional module selections are made that are relevant to existing experience and meet SPQ learning requirements and workforce needs. The V100 (community prescribing qualification) is mandatory 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

**Part 4: Programme Structure: BSc (Hons) Specialist Practice (District Nursing)**

This structure 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.





**Part 4: Programme Structure: BSc (Hons) Specialist Practice (District Nursing)****Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY	Year 1	Compulsory Modules	Optional Module (choice of one)	Interim Awards
		UZTS7M-20-3 Current Issues in Community Practice UZWR38-20-3 Evidence and Research in Practice UZTSVU-20-3 Leadership and Innovation		
Year 2	UZVRU5-20-3 V100 Prescribing Practice	UZTR6Y-20-3 End of Life Care  <b>OR</b> UZWSVQ-20-3 Advancing practice for Long Term Conditions	UZWRWV-20-3 Physical Assessment and Clinical Reasoning  <b>OR</b> UZTRWM-20-3 Complexities of Caring for older people  <b>OR</b> UZTRWL-20-3 Fundamentals of dementia care	<b>BSc(Hons) Specialist Practice (District Nursing)</b> 360 credits at level 0 or above, of which not less than 340 credits are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 credits are at level 3 or above  <b>Achievement of all compulsory and optional modules must be completed in order to be eligible to apply for the NMC recordable qualification Specialist Practitioner.</b>
	UZTSWL-20-3 Community Specialist Pratice			

**GRADUATION**

### Part 5: Entry Requirements

- Active first level registration (Adult Nurse) on Part One of the NMC Register
- 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.
- Be working in an appropriate environment and with an appropriate client group that enables students to meet the learning outcomes of the programme.
- Confirmation from employer that OH and DBS status is satisfactory (where this cannot be confirmed checking must be undertaken).
- 240 credits at level 1 and 2

#### Accelerated route to enter at level 3:

First level registered nurses who do not have sufficient credit can enter the programme at level 3 on successful completion of the Accelerating Learning for Professionals module (UZTR1D-20-2) Through individual application to the programme leader, practitioners will be acknowledged the equivalence of 120 level 2 credits, once the above criteria have been achieved in addition to providing evidence of their first level registration.

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 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](#)

### Part 6: Reference Points and Benchmarks

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.

### FOR OFFICE USE ONLY

First CAP Approval Date	May 2011			
Revision CAP Approval Date	1 March 2017	Version	7	<a href="#">Link to MIA10636</a> <a href="#">Link to RIA 11899</a>
Next Periodic Curriculum Review due date	2022			
Date of last Periodic Curriculum Review	2016			