

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele's Annual programme Review process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

Name of programme: **MSc / PgDip Specialist Community Nursing (District Nursing)**

Name of award: **MSc / PgDip Specialist Community Nursing (District Nursing)**

Mode of study – full time or part time: **Full-time, Part-time and apprenticeship route**

Single Honours/Dual Honours/Major-minor: **Single Honours**

Framework of Higher Education Qualification (FHEQ) level of final award: **7**

Duration of programme: **One calendar year (full-time) or two years part-time. The apprenticeship is only available as a two-year part-time programme.**

The programme is required to have an overall length of no less than one academic year of which a minimum of 32 are programmed weeks.

Details of professional, statutory and regulatory body (PSRB) (if appropriate):

<https://www.keele.ac.uk/qa/programmesandmodules/professionalstatutoryregulatorybodies/>

Nursing & Midwifery Council <http://www.nmc.org.uk/standards/>

External Examiner(s) names: <http://www.keele.ac.uk/qa/externalexaminers/>

1. What is the Philosophy of the Programme?

a. Educational aims

The philosophy of this programme recognises the dynamic nature of specialist community nursing and the need for education to be responsive to contemporary public policy. Indeed, fostering an intellectually challenging environment, within which you will develop skills of analysis and critical evaluation, is viewed as fundamental to this programme. Integral to achievement of the programme intended learning outcomes is the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a Specialist Community Nurse (NMC, 2001).

The process of teaching and learning within the curriculum will be underpinned by an adult learner approach; this approach emphasises the importance of you, the student, and it recognises the facilitative role of the teacher in order to assist you to learn at this level. On entering this programme, you will already have a sound knowledge base in practice areas, typically developed during your pre-registration education and subsequent post-registration practice and development, as well as from personal experiences.

Value is placed on the intrinsic differences between individual students with regard to your professional knowledge, clinical experiences, technical and life skills. The curriculum will incorporate different ways of encouraging you to learn and different sequences of material so that individual differences between learners can be fitted into the general goal of helping all students to learn. Presenting information, motivating students, and creating opportunities for you to learn will encourage deep approaches to learning. Engaging you, the learner, in this way will seek to develop you in order that you can expedite appropriate change in your own practice and ultimately enhance care for the client group either in health or social care settings. In order to achieve this, you will be empowered to develop individual responsibility for your learning within a framework of reflection, critical evaluation and clinical governance.

The programme team has taken account of the nature of developments within community nursing, education, research and clinical leadership. There will be a need for you to develop critical consciousness of self, evidence based practice, theory and practice knowledge in order to enable you to work in partnership with and respond to people's needs in a variety of contexts.

The pressures on the role of the District Nurse have changed substantially over recent years. District Nurses deliver care to patients with a range of complex clinical conditions; these caseload changes are largely as a result of demographic changes (Office of National Statistics (ONS), 2014). An increasingly ageing population and the proposed national shift in the preferred location of care to 'care closer to home' (Queens Nursing Institute (QNI), 2013; Department of Health (DH), 2014), has dramatically changed the complexity of the care the service delivers and the dependency of patients requiring such care. These changes have intensified demands on the District Nursing service (QNI, 2015).

The aim of this programme is to support the development and enhancement of essential knowledge and skills in the registered practitioner to equip them for a career in specialist community nursing. This will be actualised through building upon the theoretical and clinical basis of your specialised area of practice, through the delivery of a coherent programme of study. The award options will have a contemporary focus and initially serve to meet the NMC Standards for Specialist Education and Practice (NMC, 2001) for those aspiring to work within the field of District Nursing

The programme provides opportunities for you to develop and demonstrate knowledge and understanding, skills, qualities and other attributes.

b. Intended Learning Outcomes

Upon successful completion of the programme, the Specialist Community Nurse will be able to:

- Demonstrate the development and enhancement of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem solving.
- Contribute effectively to the development of innovative care delivery, within specialist community nursing, through the acquisition of appropriate knowledge, skills, attitudes behaviours.

- Contribute to the advancement of evidence based practice and research within the context of contemporary professional and public policies.
- Demonstrate critical awareness and understanding of the ways in which personal and professional values and organisational structures affect clinical decision making and integrated care delivery.
- Demonstrate the skills and practical knowledge surrounding communication through an individual and personalised approach, to work in partnership with service users, families and colleagues.
- Undertake critical analysis of their role and responsibilities within the community setting and acquire the skills and knowledge to respond to changing practice and expansion of roles.
- Demonstrate understanding and enrichment of knowledge for practice and demonstrate competency within specialist community nursing.
- Demonstrate effective self-management and leadership skills to effect change in community nursing, health and well-being.
- Promote and enhance their skills of critical reflection, evaluation and professional decision making to inform best practice.
- Promote effective collaborative, interdisciplinary and interagency working practices.
- Engage within an advanced programme of study, consolidating and extending theoretical knowledge and practice skills relevant to specialist community nursing practice, facilitating academic and professional development to enhance the delivery of quality care.

The purpose of the programme is to enable nurses who hold a nursing registration with the NMC and can demonstrate success at degree level study to complete a Masters' level qualification in Specialist Community Nursing to prepare them for a role of District Nurse. It will enable you to gain 120 credits and a Postgraduate Diploma in Specialist Community Nursing (District Nursing). You can, at a later stage, complete your full Masters' award by undertaking a 60-credit advanced project module. The programme is an approved NMC programme for specialist community nursing education and practice (NMC, 2001).

Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Learning Outcome) used
Demonstrate the development and enhancement of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving.	NUR-40032 Specialist Community Nursing Module NUR-40014 Health Assessment in Clinical Practice NUR-40042 Clinical Leadership	Portfolio Practice Assessment Document Case study, OSCE, VIVA, Practice Assessment Document Essay
Contribute effectively to the development of innovative care delivery, within specialist community nursing, through the development of knowledge, skills, attitudes and behaviours.	NUR-40032 Specialist Community Nursing Practice NUR-40047 Independent and Supplementary Nurse prescribing NUR-40014 Health Assessment in Clinical Practice	Portfolio Practice Assessment Document Essay Examination OSCE Case study, OSCE, VIVA, Practice Assessment Document

Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Learning Outcome) used
Contribute to the advancement of evidence - based practice and research within the context of contemporary professional and public policies.	NUR-40039 An introduction to Clinical Effectiveness	Essay
Demonstrate critical awareness and understanding of the ways in which personal and professional values and organisational structures affect clinical decision-making and integrated care delivery.	NUR-40042 Clinical Leadership	Essay
Demonstrate the skills and practical knowledge surrounding communication through an individual and personalised approach, to work in partnership with service users, families and colleagues.	NUR-40047 Independent and Supplementary Nurse prescribing NUR-40014 Health Assessment in Clinical Practice	Essay Examination OSCE Case study, OSCE, VIVA, Practice Assessment Document
Undertake critical analysis of their role and responsibilities within the community setting and acquire the skills and knowledge to respond to changing practice and expansion of roles.	NUR-40032 Specialist Community Nursing Practice	Portfolio Practice Assessment Document
Demonstrate understanding and enrichment of knowledge for practice and demonstrate competency within specialist community nursing.	NUR-40032 Specialist Community Nursing Practice NUR-40047 Independent and Supplementary Nurse prescribing NUR-40014 Health Assessment in Clinical Practice	Portfolio Practice Assessment Document Essay Examination OSCE Case study, OSCE, VIVA, Practice Assessment Document
Demonstrate effective self-management and leadership skills to effect change in community nursing, health and well-being.	NUR-40042 Clinical Leadership	Essay
Promote and enhance their skills of critical reflection, evaluation and professional decision-making to inform best	NUR-40032 Specialist Community Nursing Practice	Portfolio Practice Assessment Document

Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Learning Outcome) used
practice.		
Promote effective collaborative, interdisciplinary and interagency working practices.	NUR-40032 Specialist Community Nursing Practice NUR-40047 Independent and Supplementary Nurse prescribing NUR-40014 Health Assessment in Clinical Practice	Portfolio Practice Assessment Document Essay Examination OSCE Case study, OSCE, VIVA, Practice Assessment Document
Engage within an advanced programme of study, consolidating and extending theoretical knowledge and practice skills relevant to specialist community nursing practice, facilitating academic and professional development to enhance the delivery of quality care.	NUR-40032 Specialist Community Nursing Practice	Portfolio Practice Assessment Document

c. *Keele Graduate attributes*

Engagement with this programme will enable you to further develop your intellectual, personal and professional capabilities. At Keele, we outline Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Whilst you will undoubtedly have already developed these skills and abilities to varying degrees, such existing capabilities can always be deepened and enriched. Our educational programme and learning environment is designed to help you to develop further as well-rounded postgraduates who are capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life they engage in during and after their studies at Keele.

2. How is the Programme taught?

In order to prepare a practitioner who is able to contribute positively to delivering the health and social care needs of individuals and communities, the educational and learning process will concern itself with the integration and application of theory to practice. Consequently, you will develop the ability to reflect on practice and respond pro-actively to change, whilst maintaining quality within patient/client care. Critical - thinking skills and a sound evidence base to your practice are essential for competent practice.

The learning methods below are selected and used to support you to meet the stated learning outcomes by providing a balance of independent, supported study with choice in relation to topics of relevance and importance to individuals' teaching contexts, the provision of dialogic development of skills and knowledge through peer and expert support.

The principal learning and teaching methods used in the programme are:

- Seminars and Workshops: The core of each module delivery mode is a series of face to face tutor-led or group-led seminars or workshops.
- Observations and Supervised Practice: students will be supported in clinical practice by their Practice Supervisor and Practice Assessor (NMC, 2019) alongside their Academic Assessor. Tripartite meetings will be held at regular intervals (per semester) to reflect on your progress and to explore any requirements to provide additional experience or support that you may require.

- Web-based learning using the Keele Learning Environment (KLE), Blackboard. All modules on the programme maintain an active web presence where module details and learning materials can be accessed on campus and remotely.
- Group work and peer support. All modules use focused group work and class discussions within face to face tutor time.
- Directed study. Most of the study hours for each module comprise directed study, expecting you to add depth and breadth to your knowledge of topics, to practice skills and to reflect on critical incidents and your practice.

Throughout the period of study on the programme, you will be assigned a named personal tutor. The tutor will offer a regular infrastructure of meetings throughout your study period. They can discuss progression, achievement and offer pastoral support and guidance.

Apprenticeship route:

The PGDip District Nursing Apprenticeship is a programme of 120 credits achieved through on-programme learning and assessment. The End Point Assessment (EPA) is not integrated. This apprenticeship is aimed at nurses wishing to become Specialist Practitioners in District Nursing, equipped to meet the contemporary challenges of nursing in the community, using a wide variety of clinical and academic based learning and assessment of competence.

During the programme you will undertake 20% (one day) 'off job' per week to study and a second day (20%) undertaking clinical practice supported by your Practice Supervisor and/or Practice Assessor. The rest of the week will be spent in your role in clinical practice.

You will undertake both theory and practice modules to support your learning, and this will be monitored during tripartite meetings throughout the programme, where your Academic Assessor will meet with you and your Practice Assessor and/or Practice Supervisor to ensure that you are progressing well and are receiving the support you need to continue to make progress.

Teaching staff

The teaching staff involved with the Postgraduate Diploma in Specialist Community Nursing (District Nursing) consists of lecturers with specialist expertise in District Nursing, Intermediate Care Community Nursing, Social Work, staff with advanced clinical expertise and non-medical supplementary and independent prescribing.

Many members of staff have higher degrees and PhDs in disciplines relating to the core modules within the programme pathway and many members of staff are involved in clinical practice. The majority of staff members are active researchers and several of those have published extensively in national and international journals. All members of staff are registered with the appropriate Professional Body. The majority of staff have recognised and recordable teaching qualifications. Moreover, they have extensive experience of teaching at undergraduate and postgraduate level and many are External Examiners to undergraduate and postgraduate programmes in other Higher Education Institutes

Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme.

3. What is the Structure of the Programme?

Module Structure

The Postgraduate Diploma Specialist Community Nursing award – recordable with the NMC - comprises five taught modules and can be undertaken full time over one year or part time over two years (or as an apprenticeship route, part time over two years). Successful completion of the Postgraduate Diploma will lead to the NMC approved specialist recordable qualification 'Specialist Community Nursing (District Nursing)'.

Students who have met the requirements for the award of a Postgraduate Diploma will be eligible to complete a 60-credit advanced work based project to complete their Masters' award, subject to the rules of progression. The award of an MSc Specialist Community Nursing (District Nursing) requires successful completion of the Advanced Work Based Project. Some of the core modules are shared with other advanced programmes; this enhances Inter-professional learning with colleagues from a range of disciplines and clinical areas.

Postgraduate Certificate, Postgraduate Diploma, Specialist Community Nursing (District Nursing):

One-year full time and two-year part-time programme (and the apprenticeship route) will complete all 5 core modules. Optional routes are available for students who are able to RPL credits of these core modules.

EXIT AWARD:	POSTGRADUATE DIPLOMA SPECIALIST COMMUNITY NURSING (DISTRICT NURSING).	
Module 1	NUR-40047 Independent and Supplementary Nurse Prescribing Module	30 credits
Module 2	NUR-40039 An introduction to Clinical Effectiveness	15 Credits
Module 3	NUR-40032 Specialist Community Nursing Practice	30 credits
Module 4	NUR-40014 Health Assessment in Clinical Practice	30 credits
Module 5	NUR-40042 Clinical Leadership	15 Credits

Option to return to complete MSc Specialist Community Nursing (District Nursing).

EXIT AWARD:	MSc SPECIALIST COMMUNITY NURSING (DISTRICT NURSING).	
Module 6 (Dissertation)	NUR-40037 – Advanced Work-based Practice Project	60 Credits

PGDip District Nursing (apprenticeship route)

This two-year part-time apprenticeship programme consists of 120 credits of Level 7 modules; the students will complete the five core modules. Where prior knowledge is indicated in the Initial Needs Assessment, RPL will be available up to 50% of the programme. The EPA for the District Nursing Apprenticeship is not integrated and will be undertaken after the programme is successfully completed.

Content of programme education:

Content of programme of education:	Module in which this is delivered:	Principal forms of assessment:
14.1 health promotion, education and health need identification	NUR-40032 Specialist Community Nursing module	Portfolio, Practice Assessment Document (PAD), Reflective analysis
	NUR-40014 Health Assessment in Clinical Practice module	Case study, OSCE, VIVA, Practice Assessment Document
	NUR-40047 Independent and Supplementary Nurse Prescribing module	Essay, examination, OSCE
14.2 biological, behavioural, sociological and environmental studies	NUR-40014 Health Assessment in Clinical Practice module	Case study, OSCE, VIVA, Practice Assessment Document
14.3 development of the individual	NUR-40032 Specialist Community Nursing module	Portfolio, Practice Assessment Document, Reflective analysis
	NUR-40042 Clinical Leadership module	Essay
14.4 nature and causation of disease and/or conditions and their physical, emotional and social consequences	NUR-40032 Specialist Community Nursing module	Portfolio, Practice Assessment Document, Reflective analysis
	NUR-40014 Health Assessment in Clinical Practice module	Case study, OSCE, VIVA, Practice Assessment Document
	NUR-40047 Independent and	Essay, examination, OSCE

	Supplementary Nurse Prescribing module	
14.5 advanced pharmacology studies and nurse prescribing from a nursing formulary, where the legislation permit	NUR-40047 Independent and Supplementary Nurse Prescribing module	Essay, examination, OSCE
14.6 diagnostic, therapeutic, resuscitative and technological procedures and techniques	NUR-40014 Health Assessment in Clinical Practice module	Case study, OSCE, VIVA, Practice Assessment Document
14.7 ethics of professional practice and relevant literature/legislation	NUR-40032 Specialist Community Nursing module NUR-40014 Health Assessment in Clinical Practice module NUR-40047 Independent and Supplementary Nurse Prescribing module NUR-40039 An introduction to Clinical Effectiveness module	Portfolio, Practice Assessment Document, Reflective analysis Case study, OSCE, VIVA, Practice Assessment Document Essay, examination, OSCE Essay
14.8 care and case management	NUR-40032 Specialist Community Nursing module NUR-40014 Health Assessment in Clinical Practice module	Portfolio, Practice Assessment Document, Reflective analysis Case study, OSCE, VIVA, Practice Assessment Document
14.9 problem solving and decision making	NUR-40032 Specialist Community Nursing module NUR-40014 Health Assessment in Clinical Practice module NUR-40047 Independent and Supplementary Nurse Prescribing module NUR-40039 An introduction to Clinical Effectiveness NUR-40042 Clinical Leadership module	Portfolio, Practice Assessment Document, Reflective analysis Case study, OSCE, VIVA, Practice Assessment Document Essay, examination, OSCE Essay Essay
14.10 preventative strategies and intervention techniques for abuse and violence	NUR-40032 Specialist Community Nursing module	Portfolio, Practice Assessment Document, Reflective analysis
14.11 negotiation and person-effectiveness skills	NUR-40032 Specialist Community Nursing module NUR-40014 Health Assessment in Clinical Practice module NUR-40047 Independent and Supplementary Nurse Prescribing module	Portfolio, Practice Assessment Document, Reflective analysis Case study, OSCE, VIVA, Practice Assessment Document Essay, examination, OSCE
14.12 counselling, supportive, communicative and related	NUR-40032 Specialist Community Nursing module	Portfolio, Practice Assessment Document, Reflective analysis

therapeutic techniques		
14.13 quality assurance - evaluation of standards and outcomes of nursing, health and care interventions	NUR-40032 Specialist Community Nursing module NUR-40039 An introduction to Clinical Effectiveness	Portfolio, Practice Assessment Document, Reflective analysis Essay
14.14 leadership, management and resource management skills	NUR-40042 Clinical Leadership module NUR-40032 Specialist Community Nursing module	Essay Portfolio, Practice Assessment Document, Reflective analysis
14.15 health economics and policy	NUR-40032 Specialist Community Nursing module	Portfolio, Practice Assessment Document, Reflective analysis
14.16 community development skills	NUR-40032 Specialist Community Nursing module	Portfolio, Practice Assessment Document, Reflective analysis
14.17 research approaches, methodology and techniques and application to practice	NUR-40039 An introduction to Clinical Effectiveness	Essay
14.18 appreciation of information technology and its application to practice	NUR-40032 Specialist Community Nursing module	Portfolio, Practice Assessment Document (PAD), Reflective analysis
14.19 approaches to education and teaching skills	NUR-40032 Specialist Community Nursing module	Portfolio, Practice Assessment Document, Reflective analysis
14.20 clinical supervision of practice, peer review and peer assessment techniques	NUR-40032 Specialist Community Nursing module	Portfolio, Practice Assessment Document, Reflective analysis

Exit routes

You can exit from this programme at the following point:

Upon achieving 120 credits: Postgraduate Diploma Specialist Community Nursing (District Nursing)

Students, on completion of their PGDip in Specialist Community Nursing (District Nursing) can undertake and successfully complete the NUR-40037 Advanced Work-Based Practice Project (60 credits) and gain their MSc Specialist Community Nursing (District Nursing)

NMC Standards for specialist community nursing education and practice

Clinical nursing practice

- 13.1 assess the health and health related needs of patients, clients, their families and other carers and identify and initiate appropriate steps for effective care for individuals, groups and communities;
- 13.2 plan, provide and evaluate skilled nursing care in differing environments with varied resources. Specialist community nurses must be able to adapt to working in people's homes and also small institutions, health centres, surgeries, schools and places of work;
- 13.3 support informal carers in a partnership for the giving of care. The majority of care in the community is given by informal carers. They need guidance, support and resources to carry out tasks so that there is continuity of care for the patient;
- 13.4 assess and manage care needs in a range of settings. These are complex activities which call for informed judgement to distinguish between health and social needs recognising that the distinction is often a fine, but critical, one;
- 13.5 provide counselling and psychological support for individuals and their carers;
- 13.6 facilitate learning in relation to identified health needs for patients, clients and their carers;
- 13.7 prescribe from a nursing formulary, where the legislation permits;
- 13.8 act independently within a multi-disciplinary/multi-agency context and
- 13.9 support and empower patients, clients and their carers to influence and use available services, information and skills to the full and to participate in decisions concerning their care.

Clinical nursing practice: District Nursing

- 28.1 assess the health and health-related needs of patients, clients, their families and other carers and identify and initiate appropriate steps for effective care for individuals and groups;
- 28.2 assess, diagnose and treat specific diseases in accordance with agreed nursing/medical protocols and
- 28.3 assess, plan, provide and evaluate specialist clinical nursing care to meet care needs of individual patients in their own homes.

Care and programme management

- 13.10 advise on the range of services available to assist with care. The services may be at local, regional or national levels. Knowledge of these services will need to be kept up-to-date and advice given to people on how to access and use them;
- 13.11 recognise ethical and legal issues which have implications for nursing practice and take appropriate action;
- 13.12 identify the social, political and economic factors which influence patient/client care and impact on health;
- 13.13 stimulate an awareness of health and care needs at both individual and structural levels. Activities will include work with individuals, families, groups and communities and will relate to those who are well, ill, dying, handicapped or disabled. Those who are able should be assisted to recognise their own health needs in order to decide on action appropriate to their own lifestyle. Those who are not able will require skilled and sensitive help;
- 13.14 identify and select from a range of health and social agencies, those which will assist and improve the care of individuals, groups and communities;
- 13.15 search out and identify evolving health care needs and situations hazardous to health and take appropriate action. This is a continuous activity and involves being pro-active, it must not be dependent on waiting for people to request care;
- 13.16 initiate and contribute to strategies designed to promote and improve health and prevent disease in individuals, groups and communities;
- 13.17 empower people to take appropriate action to influence health policies. Individuals, families and groups must have a say in how they live their lives and must know about the services they need to help them to do so and
- 13.18 provide accurate and rigorously collated health data to employing authorities and purchasers through health profiles in order to inform health policies and the provision of health care.

Care and programme management: District Nursing

- 28.4 contribute to strategies designed to promote and improve health and prevent disease in individuals and groups;
- 28.5 manage programmes of care for patients with chronic disease and
- 28.6 play a key role in care management as appropriate.

Clinical practice leadership

- 13.19 act as a source of expert advice in clinical nursing practice to the primary health care team and others;
- 13.20 lead and clinically direct the professional team to ensure the implementation and monitoring of quality assured standards of care by effective and efficient management of finite resources;
- 13.21 identify individual potential in registered nurses and specialist practitioners, through effective appraisal system. As a clinical expert, advise on educational opportunities that will facilitate the development and support their specialist knowledge and skills to ensure they develop their clinical practice and
- 13.22 ensure effective learning experiences and opportunity to achieve learning outcomes for students through preceptorship, mentorship, counselling, clinical supervision and provision of an educational environment.

Clinical practice development

- 13.23 initiate and lead practice developments to enhance the nursing contribution and quality of care;
- 13.24 identify, apply and disseminate research findings relating to specialist nursing practice;
- 13.25 undertake audit review and appropriate quality assurance activities;
- 13.26 create an environment in which clinical practice development is fostered, evaluated and disseminated and
- 13.27 explore and implement strategies for staff appraisal, quality assurance and quality audit. Determine criteria against which they should be judged, how success might be measured and who should measure success.

14 Content of programme of education [these are mapped to the modules on page 6-8]

The content of the programme of education should be adapted to the area of specialist practice as appropriate:

- 14.1 health promotion, education and health need identification;
- 14.2 biological, behavioural, sociological and environmental studies;
- 14.3 development of the individual;
- 14.4 nature and causation of disease and/or conditions and their physical, emotional and social consequences;
- 14.5 advanced pharmacology studies and nurse prescribing from a nursing formulary, where the legislation permits;
- 14.6 diagnostic, therapeutic, resuscitative and technological procedures and techniques;
- 14.7 ethics of professional practice and relevant literature/legislation;
- 14.8 care and case management;
- 14.9 problem solving and decision making;

- 14.10 preventative strategies and intervention techniques for abuse and violence;
- 14.11 negotiation and person-effectiveness skills;
- 14.12 counselling, supportive, communicative and related therapeutic techniques;
- 14.13 quality assurance - evaluation of standards and outcomes of nursing, health and care interventions;
- 14.14 leadership, management and resource management skills;
- 14.15 health economics and policy;
- 14.16 community development skills;
- 14.17 research approaches, methodology and techniques and application to practice;
- 14.18 appreciation of information technology and its application to practice;
- 14.19 approaches to education and teaching skills and
- 14.20 clinical supervision of practice, peer review and peer assessment techniques.

PGDip District Nursing Apprenticeship route

The End Point Assessment (EPA)

The EPA is completed within the EPA period of 3 months (beginning when you, the apprentice, have passed the EPA gateway, ie. your employer is satisfied that you, the apprentice, is consistently working at, or above, the level of the occupational standard). English/ mathematics Level 2 has been achieved (this is required prior to admission on the programme but is evidenced at this point) and the Practice Assessment Document has been submitted and mapped to Knowledge Skills and Behaviours (KSBs) (typically, 1. Clinical nurse practice 2. Care and programme management 3. Clinical practice leadership 4. Clinical practice development 5. Content of programme of education 6. Clinical nursing practice – district nursing 7. Care and programme management – district nursing). In addition, you, the apprentice, must have successfully completed all elements of the PG Diploma for District Nursing and the integrated Nurse Prescribing.

Throughout the programme, you will be prepared for the EPA assessment during your tripartite meetings. These will be undertaken and modelled on this assessment.

Each professional discussion will be undertaken by a panel consisting of:

- Independent Assessor (the Chair)
- Programme Practice Assessor
- Programme Academic Assessor

The Independent Assessor is responsible for the final grade given for the End Point Assessment but will make the decision taking into account the views of the Programme Practice and Academic Assessors.

Apprenticeship Standard Information regarding the EPA

The two professional discussions must allow for an in-depth discussion that allows for a meaningful sample of KSBs across the areas to be explored and gives the apprentice the opportunity to present evidence that clearly demonstrates competence against the occupational standard. The two discussions combined should be between 60 – 120 minutes in duration, but long enough to ensure the domains are adequately assessed. The independent assessor may extend one or both by 10% if necessary, to allow the apprentice to complete their final answer. Each professional discussion will not be split, other than to allow comfort breaks if necessary. A break is permitted between professional discussions.

A professional discussion is not simply a question and answer session but a meaningful, in-depth two-way dialogue between the apprentice and the assessors. It allows the apprentice to use standardised questions and scenarios as a starting point to explore their own practice and experiences with the assessors to show how they demonstrate the occupation's KSBs and that they are occupationally competent. A professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the health sector.

Assessment method 1: Professional Discussion A

Assessment 1 will assess the KSBs linked to areas 1, 2, 3, 4 and 5. The assessors will ask 4 questions that will robustly cover the KSBs mapped to these 5 areas. The questions can either be competency-based (e.g. asking for examples of...), enabling the apprentice to explain how KSBs were personally achieved or scenario-based (e.g. asking for their response in/to a certain professional situation - how would you deal with.... what would you do if...). The questions can be area specific or written in a way that allows the apprentice to demonstrate the KSBs from across the five areas. If scenarios are used these must be 200 – 250 words

Assessment method 2: Professional Discussion B

Assessment 2 will assess the KSBs linked to areas 6 and 7. The assessors will ask 4 questions that will robustly cover the KSBs mapped to these 2 areas. The questions can either be competency-based (e.g. asking for examples of...), enabling the apprentice to explain how KSBs were personally achieved or scenario-based (e.g. asking for their response in/to a certain professional

situation - how would you deal with.... what would you do if...). The questions can be area specific or written in a way that allows the apprentice to demonstrate the KSBs from across the two areas. If scenarios are used these must be 200 – 250 words.

Performance in the EPA will determine the overall apprenticeship standard and grades of: Pass or Fail. All assessment methods are weighted equally in their contribution to the overall EPA grade i.e. both must be passed.

Apprenticeship Knowledge, Skills and Behaviours Knowledge

K1: The complex causes, signs, symptoms and impact of interacting physical and mental health conditions K2: The principles of delivering and evaluating safe and effective palliative and end of life care including the principles of managing symptoms and involving carers

K3: The principles, concepts and theories of evidence-based therapeutic interventions

K4: How to apply the principles of case management

K5: The principles of risk stratification

K6: How to recognise, manage and evaluate the deterioration of patients in order to decide effective anticipatory care

K7: The principles of managing long term conditions and interactions between long term conditions

K8: The complex risks to patients in transition between services

K9: How to use assessment and decision-making models and proactive case management for effective care planning

K10: Advanced communication skills to develop therapeutic relationships

K11: The principles of advocacy and acting as the patients advocate in complex situations whilst also respecting the patient's autonomy and ensuring ethical principles are upheld

K12: The local and national policies, regulatory frameworks and guidelines for care e.g. prescribing

K13: Pharmacotherapeutics relative to your scope of practice

K14: The range of advanced physical, psychological and population-based assessment methods and the application of pathophysiology to underpin assessment and diagnosis

K15: The principles of social prescribing

K16: The strategies and methodologies for effective teaching, learning and staff development

K17: The local and national policies and procedures within your role and the NMC code

K18: The principles and concepts of accountability in the role of District Nurse team leader and how to delegate responsibility

K19: The theories, techniques and models of leadership, management and team working and how these can be applied across professional boundaries in health and social care

K20: The principles of workload and workforce planning and application to practice including when to make the case for service changes

K21: How to avoid unnecessary admission and facilitate timely discharge when there are many interacting factors

K22: The range of appropriate places of care and how to facilitate and justify access to these

K23: The principles of consent and capacity in relation to the mental capacity act and deprivation of liberties K24: Core assessment skills to assess mental wellbeing within the scope of the role and the limits of competence

K25: The theories, methods and principles of health promotion and prevention

K26: The range of advanced health promotion tools available for use

K27: The theories, methods and principles underpinning self-care e.g. motivational interviewing and advanced communication skills

K28: The theories, methods and principles of quality assurance, service improvement and change management

K29: How to formulate specialist business cases for service change and improvement

K30: How to apply the audit process and change management theories related to district nursing practice

K31: How to critically analyse, interpret and evaluate data and information

K32: How to foster a culture of openness and learning

K33: The theories, methods and principles of leadership

K34: How to use the public health outcomes framework

K35: How to critically analyse, interpret and evaluate wider public health and demographic data

K36: How to create a community profile

K37: The complex range of evaluation and audit methods used in clinical practice

K38: Critical appraisal techniques and how to apply them to clinical practice

K39: The service evaluation and improvement methodology

K40: Research methodology and how to implement research

K41: The range of evidence-based strategies to manage risk in clinical practice and in relation to the different environments a district nurse works within

K42: The cost benefit and individual analysis of the risks, taking account of individual's views and responsibilities

K43: Relevant safeguarding policies and procedures

K44: How to apply the principles of confidentiality and information sharing policies

K45: How to influence and the importance of political awareness

K46: The principles of resilience and how this is built within yourself and others

Skills

- S1: Manage a caseload of patients in a variety of community settings using a person-centred approach including implementation of risk stratification and case management strategies to determine those at most risk of poor health outcomes
- S2: Use specialised skills to work collaboratively with the patient and the multidisciplinary team, to improve anticipatory care, self-management, facilitate timely discharges and reduce avoidable hospital admissions to enable care to be delivered closer to, or at home
- S3: Manage and co-ordinate programmes of care, for individuals with complex acute and long-term conditions, striving to make the patient journey seamless between mental and physical health care, hospital and community services and between primary and community care
- S4: Assess when a referral is required and maintain overall responsibility for the management and co-ordination of care
- S5: Manage the delivery of service whilst critically evaluating the capacity and demand and being mindful of patient and staff safety
- S6: Autonomously assess the complex health needs of people, families and other informal carers to formulate care plans, anticipatory care and care packages
- S7: Appropriately manage problems and make decisions in partnership with people, families and other informal carers using advanced communication skills
- S8: Use evidence based physical and clinical assessments of individuals with complex health care needs to make accurate diagnostic decisions, including prescribing
- S9: Lead and support the clinical team to provide community nursing interventions in a range of settings
- S10: Manage clear lines of accountability for the assurance of clinical governance and care quality
- S11: Manage the district nursing team within regulatory, professional, legal, ethical and policy frameworks ensuring staff feel valued and developed
- S12: Critically analyse, act on and evaluate trends and demands on the district nursing service to inform workload and workforce planning
- S13: Work with other services, teams and colleagues to support fewer unnecessary admissions and facilitate timely discharges
- S14: Assess and identify the mental capacity of people
- S15: Use specialised skills to work in partnership with individuals, formal and informal carers and other services to promote health education, self-care and patient-led care, to maximise the individual's independence and understanding of their condition(s)
- S16: Critically analyse, interpret and evaluate complex data and information to improve patient care
- S17: Determine and use specialised skills to influence and negotiate the development of operational plans for the service
- S18: Lead a team to deliver service improvement and change management that involves many interacting factors
- S19: Quality assure services and make service improvements
- S20: Determine and use specialised skills to influence and negotiate the development of public health initiatives
- S21: Collaborate with other agencies to analyse and evaluate public health principles, priorities and practice and implement these policies
- S22: Participate in the collation of a community profile to understand local assets
- S23: Utilise position within the organisation to influence position of community nursing teams in the provision of care for communities under their umbrella
- S24: Engage in research activity and develop evidence-based strategies to enhance the quality, safety, productivity and value for money of health and care
- S25: Lead improvements to care service delivery through the implementation of research findings, best practice, outcome of audits and patient feedback
- S26: Critically assess and evaluate risk using a variety of specialised tools across a broad spectrum of often interrelated and unpredictable situations, including staff, and people within their home environments
- S27: Formulate and implement risk assessment and management strategies that take account of people's views and responsibilities, whilst promoting patient and staff safety and preventing avoidable harm to individuals, carers and staff
- S28: Ensure all staff are able to recognise vulnerability of adults and children and understand their responsibilities and those of other organisations in terms of safeguarding legislation, policies and procedures
- S29: Lead the service change required to deliver services and evaluate the outcome
- S30: Develop, support and train the team to meet new and evolving requirements in patient care

Behaviours

- B1: Treat people with dignity at all times
- B2: Respect people's diversity, beliefs, culture and individual needs
- B3: Show respect and empathy for patients, their families and carer's and those you work with at all times
- B4: Be adaptable, reliable and consistent and have the courage to challenge areas of concern
- B5: Show flexibility, self-awareness and emotional intelligence when dealing with patients, carers, teams and self
- B6: Act as a positive role model for staff and teams

NMC District Nursing Standards Mapping - Level 7

NMC STANDARDS	NUR-40047 Independent and Supplementary Nurse Prescribing (30 credits)										NUR-40039 An introduction to Clinical Effectiveness (15 credits)					NUR-40032 Specialist Community Nursing Practice (30 credits)				NUR-40014 Health Assessment in Clinical Practice (30 credits)									NUR-40042 Clinical Leadership (15 credits)										
	ILOs	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	6	7	8	9	1	2	3	4	5				
13.1	X											x	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
13.2		X										x	x				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
13.3	x											x	x				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
13.4			X									x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
13.5	X							X				x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
13.6	x	X						x				x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
13.7	x	x	x	x	x	x	x	x	x	x	x							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
13.8	x	x	x	x	x	x	x	x	x	x	x	x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
13.9	x	x						x				x	x				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
1310	x							x				x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
13.11								x	X			x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
13.12									x	X		x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.13	x			X				x		X		x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.14									x	X		x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.15	x							X				x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.16	X											x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.17	x							X				x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.18	x	x	x	x	x	x	x	x	x	x	X	x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.19	x	x						x	x	x	X	x	x	x	x	x		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.20	x									X		x	x					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.21							X											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.22							X											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.23	x	x	x	x	x	x	x	x	x	x	X	x	x	x	x	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.24												x	x	x	x	x	x	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.25		x								X		x	x	x	x	x	x	x	x	x	x	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.26	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.27										X		x	x	x	x	x	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
28.1	X							x				x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
28.2	x	x	x	x	x	x	x	x	x	x	X	X	x	x	x	x	x	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
28.3	X											x	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
28.4	x	x	x	x	x	x	x	x	x	X		x	x	x	x	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
28.5	x		X					x				x	x	x	x	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
28.6	x	x	x					x	x			x	x	x	x	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

4. How is the Programme assessed?

Keele University Education Strategy (2019) has informed the development of assessments within this programme. The purpose of the assessments listed in the tables in section 3 is to measure your achievement of the programme learning outcomes. It is apparent from the table that the range of assessments used within the programme is considerable and varied. For example:

- **Essays:** these vary according to the module. You may have a choice of essay focus or this may be prescribed. Essays test your ability to write coherently and analytically using relevant literature to support your discussion, and to integrate and synthesise your arguments in relation to the essay question. Essays are utilised to enable you to examine and analyse issues related to specialist community nursing practice.
- **Reflective analysis / accounts:** these are used to develop and test your ability to reflect critically and analytically on your practice in order to learn from it.
- **Portfolios:** the majority of healthcare practitioners are required by their regulatory body to maintain a portfolio of professional development. This method of assessment facilitates your competence and confidence in generating and maintaining a comprehensive portfolio of your professional and personal progress; combined with the skills of reflection and reflective writing, you are enabled to present appropriate practice-based evidence in support of your continuing development.
- **Examinations:** the exam is used in this programme to test your knowledge around community prescribing practice and it is a professional requirement (RPS, 2016) that this is tested through examination.
- **Presentations:** these take the form of oral presentations within this programme. They test a variety of skills, namely; breadth and depth of knowledge; ability to interpret and use research / evidence; skills of critical analysis and synthesis; oral and written communication skills; non- verbal communication skills; planning and organisation skills and the ability to think logically and act appropriately when under pressure.
- **Practice Assessment Document (PAD):** specialist practice is defined by the NMC (2001) as 'the exercising of higher levels of judgement, discretion and decision making in clinical care' therefore clinical assessment of practice competence is important. Specific specialist community nursing competencies are identified for assessment. You will be allocated a named Practice Supervisor and Practice Assessor (NMC, 2019) who are responsible for supporting your learning and assessing your competence in practice. Together they will plan learning opportunities to facilitate achievement of the competencies and will use the criteria within the clinical assessment document to determine success or referral. This process will be supported by tripartite meetings with the Academic Assessor. Practice based assessment and learning facilitates the acquisition of breadth and depth of knowledge; evidence-based practice; communication skills; affective skills; reasoning; psychomotor skills; prioritising and problem-solving skills, inter-professional working, and organisation skills.
- For those undertaking the Apprenticeship route, the EPA must be completed within the EPA period of 3 months (beginning when the apprentice has passed the EPA gateway. The employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. English/ mathematics Level 2 has been evidenced. The Practice Assessment Document (PAD) submitted and mapped to KSBs

The Programme Lead, Module Leaders, Academic Assessor, Practice Supervisor and Practice Assessor have experience of working with students from a wide range of backgrounds and personal circumstances and will support you to become an independent learner throughout the programme. You will be supported through a clear articulation of what is to be assessed, how it will be assessed, who will be responsible for that assessment and the standards, criteria and marking schemes being applied. Opportunities will be structured to share ideas with fellow students in a supportive network and atmosphere. Discussion, debate and active learning will be encouraged. The Programme Lead, Module Leaders, Academic Assessor, Practice Supervisor and Practice Assessor will have a number of supportive roles: guiding and advising; appraising; role modelling, challenging, educating and coaching according to the needs and stages of development of individual

students. Further support will also be available through learning materials and discussion forum on the Keele Learning Environment (KLE).

In addition to the summative assessments identified above, you will be supported throughout the programme to acquire the skills necessary for you to engage with the assessment strategies and achieve the programme learning outcomes. This support involves a range of formative assessment processes that are non – mark – bearing; formal and informal feedback on an individual or small group basis. Feedback may be verbal or written and may be face to face or on-line. This is especially relevant to achieving practice competence as you will be working one-to one with your Practice Supervisor and Practice Assessor who will be able to provide direct formative feedback. Detailed, summative assessment feedback is available to all via their assignment feedback, but you may also obtain comprehensive analysis of your progress in personal tutorials if you require further clarification of assessed work.

5. What are the typical admission requirements for the programme?

Entry criteria for the programme would normally be:

- Current first level Professional Registration on Part 1 of the NMC Register (Registered Nurse)
- Degree in a related subject or academic equivalent
- Applicants without a Degree or equivalent may be considered on an individual basis through the RPEL and RPL process.
- Level 2 Maths and English.
- Sponsorship from an authorised NHS Trust/Organisation.

The selection process will normally be in association with the sponsoring NHS Trust/Organisation.

Additional Requirements Needed for the V300 Independent and Supplementary Nurse Prescribing NUR-40047 Module.

Module pre-requisites:

You must provide evidence that you meet the NMC's (2018) criteria for eligibility to undertake a nurse/midwife independent and supplementary prescribing programme.

The University together with the practice learning partners must;

1. ensure that you are a registered nurse (level 1)/registered midwife or a SCPHN/SDN before being considered as eligible to apply for entry onto an NMC approved prescribing programme.
2. provide opportunities that enable all nurse (level 1), midwife or SCPHN/SDN registrants (including NHS, self -employed or non-NHS employed registrants) to apply for entry onto an NMC approved programme.
- 3, confirm that the necessary governance structures are in place (including clinical support, access to protected learning time and employer support where appropriate) to enable you to undertake, and be adequately supported throughout the programme.
4. consider recognition of prior learning that is capable of being mapped to the RPS Competency Framework for all prescribers.
5. confirm on entry that any applicant selected to undertake a prescribing programme has the competence, experience and academic ability to study at the level required for that programme.
6. confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas; clinical/health assessment, diagnostics/care management, planning and evaluation of care.
7. ensure that applicants for the V300 independent and supplementary prescribing programmes have been registered with the NMC for a minimum of one year prior to application for entry onto the programme.

Traditionally, the BSc (Hons) and PGDip in Specialist Community Nursing (District Nursing) has included the Community Practitioner Nurse prescribing (V100) module NUR-40065. This will no longer be the case. To meet the requirements of advancing practice within District Nursing, this will be replaced by the Independent and Supplementary Nurse Prescribing (V300) NUR-40047 module. This more advanced module meets the learning outcomes of the V100 and is mapped below.

Mapping of V300 Non-medical prescribing to V100 community practitioner prescribing

Mapping Independent and Supplementary Nurse Prescribing (V300) NUR-40047 to V100 Community Practitioner Nurse Prescribing NUR-40065.

All course learning outcomes have been mapped to the Standards for Prescribing Programmes (NMC 2018).

Community Practitioner Nurse prescribing (V100) module NUR-40065 Learning Outcomes:

Students who successfully complete this module will be able to:

- 1 assess and consult with patients/clients, parents and carers;
- 2 undertake a thorough history including medication history, current medication (including over the counter, alternative and complementary therapies) to inform diagnosis, in consultation with patients and carers;

- 3 critically evaluate and apply the legislation relevant to the practice of community practitioner prescribing;
- 4 critically appraise and use sources of information, advice and decision support in prescribing practice;
- 5 critically analyse and demonstrate the ethical management of prescribing practice;
- 6 evaluate and apply knowledge of drug actions in prescribing practice;
- 7 critically analyse and review the roles and relationships of others involved in prescribing, supplying and administering medicines;
- 8 prescribe safely, appropriately and cost effectively;
- 9 practice within a framework of professional accountability and responsibility in relation to community practitioner nurse prescribing.

Independent and Supplementary Nurse Prescribing (V300) NUR-40047 Learning Outcomes:

Students who successfully complete this module will be able to:

- 1 Demonstrate safe and effective consultation with the patient/carer/family to complete a holistic assessment, to inform critical decision making towards a diagnosis and management plan, including monitoring and review.
- 2 Synthesise and critically apply knowledge of pharmacology, therapeutics and drug interactions to prescribing situations, including how to deal with unforeseen consequences and the effects of co morbidities; both physical and psychological.
- 3 Critically evaluate and analyse the implications of polypharmacy and adverse drug reactions (ADRs), plus how to report ADRs through local and national policies.
- 4 Critically debate and synthesise information around cost effective independent and supplementary prescribing; considering alternative management strategies, which may not necessarily include the prescribing of medications but maintaining clinical effectiveness.
- 5 Synthesise information, critically analyse and debate the legal, professional and ethical concepts of independent and supplementary prescribing/non prescribing to practice and ensure shared information and understanding of all involved (patient/family/carer/health care professional).
- 6 Critically appraise, synthesise and debate sources of evidence base, information, policies, local/national guidelines and formularies (including public health policies), in all decision-making processes for independent and supplementary prescribing practice.
- 7 Critically analyse and synthesise a range of contemporary information around influences that can affect the independent and supplementary prescribing role from patients/families/carers/health care professionals and outside agencies, and demonstrate the ability to manage these, ensuring communication and record keeping are maintained with all concerned and supporting others in such situations through effective multidisciplinary team (MDT) working.
- 8 Critically analyse, debate and demonstrate generic/branded prescribing, off label prescribing and prescribing of controlled drugs, as well as safe storage and transport of medication.
- 9 Demonstrate safe prescription writing and development of clinical management plans (CMPs) for supplementary prescribing only), and the process of audit and review of data to improve efficiency or prescribing.
- 10 Demonstrate competence in the ability to perform numeracy skills related to safe drug/dosage calculations.

Mapping of V100 to V300 prescribing standards (NMC 2018)

	V100 Advancing Community Practitioner Prescribing ILOs								
	1	2	3	4	5	6	7	8	9
V300 Non-Medical Prescribing ILOs	x	x					x		x
1	x								
2	x								
3	x					x			
4						x			
5			x						
6				x					
7		x			x				x
8					x		x		
9								x	x
10								x	

Recognition of Prior Learning (RPL)

Recognition of prior certificated learning (RPL) and recognition of prior experiential learning (RPEL) will be permitted along the following lines.

RPL will be allowed where a module has been completed prior to registering on the PGDip, whose content and learning objectives are equivalent to those of a module within the MSc. These credits must have been earned sufficiently recently that they are deemed to be 'current' (which will be judged in relation to the subject matter and disciplinary context).

The module offered for RPL must have a credit rating at least as large as that of the Keele module against which it is offered, and the maximum credit value that can be contributed by an individual module offered for RPL is the credit rating of the Keele module against which it is offered.

Extent of RPL Permissible

Within this programme the maximum permissible RPL credits are:

Postgraduate Certificate: 30 Credits

Postgraduate Diploma or Degree: 60 Credits

RPL is not possible within the MSc dissertation stage.

If, prior to registering on a programme, a student has taken one or more Keele modules that are specified modules on the programme, accreditation of these modules will not normally count towards the maximum permissible RPL.

Further detail can be found at:

[https://www.keele.ac.uk/media/keeleuniversity/sas/qa/rpl/Recognition%20of%20Prior%20Learning%20\(RPL\)%20Policy.pdf](https://www.keele.ac.uk/media/keeleuniversity/sas/qa/rpl/Recognition%20of%20Prior%20Learning%20(RPL)%20Policy.pdf)

RPL for Apprenticeships

For apprentices commencing a programme there will be an initial needs assessment (INA) that the main training provider will carry out. The initial assessment must be completed before the apprenticeship can begin and it will consider any prior learning achieved by the applicant against the knowledge, skills and behaviours set out in the apprenticeship standard.

Where RPL has been approved the content, duration and price of the apprenticeship will be amended accordingly. The minimum duration of an apprenticeship is 12 months with at least 20% of the time spent in off-the-job training. If an apprentice has prior learning that exceeds these criteria, then they are not eligible for an apprenticeship.

Fees: If an application for RPL is successful the tuition fee and period of study will be adjusted to take account of the module exemptions. This will be calculated by the School assessing the RPL application and communicated clearly to the applicant when they are informed of the outcome.

The University does not charge applicants/students a fee for making an RPL application. Any costs incurred through obtaining officially certified translations of certificates, transcripts or other relevant documents are the applicant's responsibility.

6. How are students supported on the programme?

The Course Handbook provides key information and guidance on structure, content and assessment, including dates for submission of assignments. The current year's handbook also includes the module dates.

The course complies with University policy on student pastoral and academic support.

The Course Administrator is based on-site and is available to deal with your queries by phone, email or in person.

Primarily the Programme Lead will undertake the role of your Academic Assessor. In practice, you will be supported by your Practice Supervisor and Practice Assessor. Tripartite meetings will be coordinated with, ideally, all members present. You have an important role in liaising closely with all partners involved in the programme.

Module Leaders will provide additional support within the taught modules. The Programme Lead and Module Leader will meet with you as required and will be contactable by email, phone or via the Keele Learning Environment.

The University has a range of support services which are detailed on the Keele Website.

7. Learning Resources

You will have access to the Library and IT Services on the Main Keele Campus and also at the Clinical Education Centre [CEC].

Keele University Library: <https://www.keele.ac.uk/library/>

Library information

The Library operates from two sites; the Campus Library which also houses IT Services and the Health Library in the Clinical Education Centre at the Royal Stoke site. The Health Library is available to everyone who works for or with the NHS in North Staffordshire, all students and staff of Keele University and others with a need for health information. Students will have access to the clinical skills laboratory for simulated sessions. The Keele Learning Environment (KLE) will be used for a range of learning information and activities. Students will be given a Programme Handbook and a specific Module Handbook as relevant to their studies.

8. Other learning opportunities

The programme consists of 50% placement learning and as such you will be supported, taught and assessed by a Practice Supervisor and Practice Assessor during the programme in the workplace. All placements are audited and monitored as per School of Nursing and Midwifery policy.

Learning is enhanced by the provision of an inter-professional learning environment. A blended learning approach is utilised including Keele Learning Environment (KLE) delivered by a combination of classroom and web-based activities and resources.

9. Quality management and enhancement

a. Programme management

The School of Nursing and Midwifery Specialist Practice Management Committee is responsible for monitoring the Specialist Community Nursing (District Nursing) programmes at Level 6 and Level 7. This, in turn, is responsible to the School Education Committee, which is then responsible to the Executive School Committee. The School has robust, rigorous and responsive review and evaluation processes that take account of the views of students, mentors, teaching staff, stakeholders, External Examiners and regulatory bodies.

These processes include:

- Students' evaluation of individual modules
- Compilation of a module report by the relevant module leader
- Students' individual and anonymous evaluations for each iteration of the module
- Report of actions from module evaluation reports are presented at School Education Committee
- Quality management of assessments
- Management of assessments is overseen by the School's Director of Education
- Assessment titles align with module aims and learning outcomes
- Titles and markers' guides are scrutinised by the relevant External Examiner prior to implementation
- Submitted work is marked and moderated by academic staff, and these processes are scrutinised and approved by the External Examiner
- Written assessments are anonymous to the marker unless otherwise specified in the Module Proforma Quality monitoring processes
- All clinical placement areas are audited by School staff in collaboration with clinical colleagues
- Partnership meetings take place with the School, representatives of the commissioning body and local health care provider partners
- External Examiner's report on each module's assessment and annually on the conduct of assessments
- Programmes are approved by the Nursing and Midwifery Council, where required
- University's Internal Quality Audit (IQA)
- Annual Programme Review process
- User and Carer Involvement Group (UCIG) – on-going strategic service user involvement and action planning Committees with responsibility for monitoring and evaluation of quality and standards
- Examination Boards
- Student Voice Committee
- School Education Committee
- Practice Partnership Meetings

10. The principles of programme design

This programme focuses upon the need for driving forward expert practice and the professional role development of the practitioner, underpinned by higher academic study. The programme will have unique features such as inter-professional learning, tripartite collaboration and innovative assessment. The programme offers an intellectual challenge, and importantly reflects health and social care reforms, and breaking the boundaries of interprofessional roles and organisations in specialist community nursing practice. It reflects on the interface of care (for example, primary and

secondary, health and social, voluntary and private sector) and the challenges in sustaining a person-centred approach. A blended learning approach will be incorporated into this programme as offering a stimulating, exciting and challenging approach to programme delivery.

The School of Nursing & Midwifery embraces the University's Education Strategy and further addresses specific learning needs of professional practitioners undertaking part time study. Keele Virtual Learning Environment (KLE) will be utilised to support and complement the blended learning approach of the curriculum and the importance of inter-professional learning. The programme is flexible, aligned with contemporary policy and practice in community nursing, promotes andragogy and is attractive to sponsors and future employers. This programme meets the needs of their future workforce as it is grounded in service development and evaluations.

11. Date on which programme specification was written or revised

This programme specification was written on 26th April 2013, submitted to the School of Nursing & Midwifery Learning & Teaching Committee, revised on 20th May 2013, further revised on 28th June 2013 and transferred to the University's new template for programme specifications on 9th July 2013.

Revision made June 2015 to clarify time limits (NMC 2015).

Revision replacing Research Methods in Health module with Evidence-based Practice module agreed at SLTC and with QA - August 2015

Revision adding a choice of Leadership module agreed at SLTC and with QA – May 2016 (agreed NMC May 2016)

Revision adding a choice of Long Term Conditions Module at SLTC and with QA – August 2016 (agreed NMC September 2016)

Revision changing NUR-30177 Community Practitioner Nurse Prescribing (V100) for NUR-4**** Community Practitioner Nurse Prescribing (V100) – date to be confirmed.

Major modification: addition of Non-medical prescribing module, removal of the Long Term Conditions module and adding the apprenticeship route. In addition, the programme has been aligned with NMC Standards for Student Supervision and Assessment (NMC, 2019).

12. Faculty approval information

The Faculty of Health Undergraduate and Postgraduate Programme Development Subcommittees approved the content of this programme specification on 4th June 2013 and again, following minor revisions, on 4th July 2013.

Further minor revisions made following the joint University / NMC Approval Event on 25 July 2013.

Revision made June 2015 to clarify time limits (NMC 2015).

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