

## Programme Specification: Undergraduate

For students starting in Academic Year 2019/2020

### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	BSc (Hons) Specialist Community Nursing (District Nursing pathway)
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full-time and part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Duration</b>	1 year full-time or 2 years part-time  The full-time programme is required to have an overall length of 52 weeks (of which 45 are programmed weeks). The programme may be delivered full time, or part-time.  Guidance: in order to ensure that sufficient time is spent in practice to achieve the standards of proficiency for safe and effective practice, the NMC will not accept less than 45 programmed weeks (NMC).
<b>Location of study</b>	Keele University Clinical Education Centre at Royal Stoke University Hospital
<b>Accreditation (if applicable)</b>	This subject/programme is accredited by the Nursing and Midwifery Council (NMC). For further details see the section on Accreditation.
<b>Regulator</b>	Nursing and Midwifery Council (NMC)
<b>Tuition Fees</b>	This is an NHS-commissioned programme with no student-tuition fees.
<b>Additional Costs</b>	Please refer to the Additional costs section

***NB: Please note that these programme details may change during 2019 due to Nursing and Midwifery Programme re-approval relating to new NMC Standards for practice assessment due to take place prior to September 2019.***

***How this information might change:*** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

### 2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on Nursing. It enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

### 3. Overview of the Programme

The philosophy of this course 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 students develop skills of analysis and critical evaluation, is viewed as fundamental to undergraduate education. 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 (UKCC, 2001).

This Programme reflects the aspirations shared across the University to equip students completing our programmes with a set of distinctive attributes. These include: independent thinking, synthesising information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of their programme of study. In this way our graduates and postgraduates are equipped to make a difference in their work and communities, make the most of their potential and to make a positive and valued contribution in the complex and rapidly changing environment of practice and society more generally.

The process of teaching and learning within the curriculum will be underpinned by an adult learner approach; this approach emphasises the importance of students, and it recognises the facilitative role of the teacher in order to assist the learner to learn at this level. Students entering this programme will already have a sound knowledge base in general practice areas, typically developed during 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 their professional knowledge, clinical experiences, technical and life skills. The curriculum will incorporate different ways of encouraging students 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 them to learn will encourage deep approaches to learning. Engaging the learner in this way will seek to develop the student in order that they can expedite appropriate change in their own practice and ultimately enhance care for their client group either in health or social care settings. In order to achieve this, the student will be empowered to develop individual responsibility for their 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 and believes that there will be a need for students to develop critical consciousness of self, evidence based practice, theory and practice knowledge in order to enable them to work in partnership with and respond to people's needs in a variety of contexts.

Specific to the District Nursing pathway, a new vision developed for District Nursing Care in local communities: a new vision and model for district nursing (DH 2013) will underpin the content and delivery of the programme with a focus on 'Compassion in Practice' underpinning the new model focusing on:

- Population and Case load management
- Support and care for patients who are unwell, recovering at home and at end of life
- Support and care for independence

#### **4. Aims of the Programme**

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 their specialised area of practice, through 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 (UKCC 2001) for those aspiring to work within the field of:

- District Nursing

Each award pathway, as developed, will be designed to develop and enhance the individual practitioner's application of specialist theory to their practice area.

#### **5. What you will learn**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes, including skills that are transferable to the world of work:

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

- 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.
- 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 and 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

### **Transferable / Key Skills / Employability Skills**

Upon successful completion of the programme, the Specialist Community Nurse will have acquired:

- Information technology skills
- Numeracy skills
- Written communication skills
- Verbal and non-verbal communication skills
- Team working skills
- Problem solving skills
- Research skills
- Learning to learn skills

### **Keele Graduate attributes**

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten 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. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

## **6. 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, the student 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 their practice are essential for competent practice.

In addition to the University Learning Resource Centre and Library facilities, the School of Nursing & Midwifery benefits from an Inter-professional Clinical Education Centre, providing excellent facilities. The multi-disciplinary Health Library at the Clinical Education Centre provides a range of information services to support the learning, teaching and research needs of both the University and the local NHS communities. The library's specialist stock of health and health-related material currently includes 32,000 books, 550 current journal subscriptions, and collections of CD and video material. Facilities include a Help Desk, a quiet study area, and four self-service photocopiers. The Library Staff offer a number of information skills training and academic writing skills sessions. An open access IT Suite offers 100 PC workstations which provide access to a wide range of electronic databases, full-text journals and other web-based resources. The Library and IT Suite are open for 72 hours each week, throughout the year (excluding Bank Holidays).

Lectures will be used to impart information, stimulate interest and provide a medium for the considered application of theory to practice. Discussions, seminars and small group presentations will be used to explore the dynamics of clinical practice and small group work/ action learning sets will be facilitated to promote independent study in achieving the learning outcomes. Learning and teaching hours are identified for each module within the module specification documentation.

Tutorials will be arranged as both individual and small group sessions with an emphasis on individual student development and opportunity given to:

- Explore specific learning intentions and /or any difficulties
- Provide formative feedback and clarification of learning
- Create a climate for learning through structured reflection on practice and the inter- relationship with knowledge and research
- Provide effective support for students

The Keele Virtual Learning Environment (KLE) will be utilised to support and complement the blended - learning approach of the curriculum. Module content will be developed utilising the KLE where appropriate, in readiness for each module presentation as the course is developed and implemented over time. Additionally, KLE will be used to house programme pathway discussion groups. The blended - learning approach adopted in this programme will meet the needs of students, managers and the organisations in which they work as the emphasis on traditional, classroom - based learning is reduced.

Learning and teaching methods used within the programme vary according to the subject matter, focus and content of the module: they vary also in recognition of students' individual learning needs, pace of learning and learning styles.

Learning and teaching methods include:

- **Lead lectures:** where the lecturer provides students with a framework and context for further reading and independent study.
- **Tutored tutorials:** where the lecturer focuses on a topic of interest and relevance to the module to be discussed in depth within a small group.
- **Student-led tutorials:** where the student leads the discussion on a topic of interest and relevance to the module within a small group or on a one to one basis.
- **Problem-solving scenarios:** where case based scenarios are used to focus students' attention and develop their problem solving skills.
- **Case study presentations:** where the lecturer and/or students present a specific case and use this as a

vehicle for discussion and critical analysis.

- **Small group work:** where students work together in small groups to discuss and evaluate practice and associated evidence, then share group summaries in a final plenary session.
- **Experiential learning:** where students reflect on and critically appraise their experiences in practice.
- **KLE and blended learning approaches:** where the University's virtual learning environment is used to facilitate on line discussions, 'blogs', conditional release tasks and access to a wide range of learning resources and research tools.
- **Independent study:** where students are self-directed in relation to the various study demands of each module and its assessment. This is particularly relevant to portfolio development.

These learning and teaching methods enable students to achieve the programme learning outcomes in a variety of ways. For example:

Lead lectures and independent study enable students to broaden and deepen their existing professional knowledge and understanding of the core principles of their specific area of practice.

Lecturer and student-led tutorials and small group work enable students to explore a topic to considerable depth and to rationalise their opinions and actions within the safe, but challenging company of their peers. This further develops students' confidence, competence and communication skills.

Case studies and case-based problem-solving scenarios facilitate linking of theory and practice; they encourage critical analysis and evidence-based discussion as students are drawn into the rhetoric / reality debate that such scenarios often generate.

Web-based learning facilitates breadth and depth of learning as participants engage in critical and challenging discussion with a large, multi-professional audience. Furthermore, communication skills are enhanced as students learn the nuances of web based communication with practitioners from a variety of disciplines.

Evidence-based learning and teaching is incorporated into all learning and teaching methods; this, alongside the Evidence Based Practice module imbues students with the knowledge, understanding, critical application and evaluation of evidence used to underpin practice in the clinical settings and thus develops their confidence and ability to use evidence prudently and effectively within their workplace.

In addition to the aforementioned methods of learning and teaching, students can access lecturers for individual tutorials, support, advice, guidance and feedback at their request.

Unique to the School of Nursing and Midwifery is the Student Support and Guidance Lecturer who provides additional support for all students, and in particular for those who have additional learning needs.

## 7. Teaching Staff

The teaching staff involved with BSc Specialist Community Nursing consists of lecturers with specialist expertise in District Nursing, Intermediate Care Community Nursing, Social Work, and Prescribing.

Many members of staff have higher degrees in disciplines relating to the compulsory 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 Institutions.

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

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

### 8. What is the Structure of the Programme?

This Programme is based on 120 Level 6 credits for an undergraduate honours degree award. The BSc Specialist Community Nursing programme, a registerable award with the NMC, comprises of six modules, an overview of the structure of the modules is provided in the table below.

The professional nature of the programme development has necessitated that some of the following modules are compulsory, with some optional modules, creating two different routes depending on individual / service requirements.

A summary of the credit requirements is as follows:

Level	Compulsory	Optional		Electives	
		Min	Max	Min	Max
6	60	60	60	0	0

Students can choose from two options as routes through the programme:

#### Module lists

##### **Compulsory modules for all routes:**

Compulsory modules	Module Code	Credits	Semester
Evidence Based Practice	NUR-30149	15	1
Clinical Leadership	NUR-30157	15	2
Specialist Community Nursing Practice	NUR-30199	30	1-3

##### **Modules for route 1:**

Optional modules	Module Code	Credits	Semester
Community Practitioner Nurse Prescribing (V100) OR optional Level 6 module if Prescribing already achieved such as:	NUR-30177	15	2
Mental Health Assessment for non-Mental Health settings	NUR-30198	15	2
Supporting People with Long-Term Conditions	NUR-30160	30	1-2
Public Health & Social Policy	NUR-30176	15	1

##### **Modules for route 2:**

Optional modules	Module Code	Credits	Semester
Community Practitioner Nurse Prescribing (V100) OR optional L6 module if Prescribing already achieved such as:	NUR-30177	15	2
Mental Health Assessment for non-Mental Health	NUR-30198	15	2

settings OR Public Health & Social Policy	NUR-30176	15	1
Working in Partnership to Support People with Long-Term Conditions	NUR-30200	15	1
Holistic Health Assessment	NUR-30164	30	2-3

## Learning Outcomes

The learning outcomes for the programme remain the same, irrespective of the route that students opt to take. However, the locus of these outcomes varies slightly depending on the chosen route. These are indicated in the tables below:

### Route 1

<b>Level Outcome (N.B. All of these are Level 6 (Year 3) learning outcomes)</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
Demonstrate effective self-management and leadership skills to effect change in community nursing, health and well-being.	NUR-30157 Clinical Leadership  NUR-30199 Specialist Community Nursing Practice  NUR-30176 Public Health & Social Policy	Essay  Portfolio Practice Document Reflective Analysis  Project
Promote and enhance their skills of critical reflection, evaluation and professional decision - making to inform best practice.	NUR-30199 Specialist Community Nursing Practice	Portfolio Practice Document Reflective Analysis
Promote effective collaborative, interdisciplinary and interagency working practices.	NUR-30160 Supporting people with long-term conditions	Essay
Demonstrate the development and enhancement of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving.	NUR-30160 Supporting people with long-term conditions	Essay
Contribute effectively to the development of innovative care delivery, within specialist community nursing, through the development of knowledge, skills, and attitudes and behaviours	NUR-30199 Specialist Community Nursing Practice	Portfolio Practice Document Reflective Analysis
Contribute to the advancement of evidence - based practice and research within the context of contemporary professional and public policies.	NUR-30149 Evidence Based Practice	Literature Review
Demonstrate critical awareness and understanding of the ways in which personal and professional values and organisational structures affect	NUR-30157 Clinical Leadership	Essay

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.	NUR-30160 Supporting people with long-term conditions	Short Paper
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-30199 Specialist Community Nursing Practice	Portfolio Practice Document Reflective Analysis
Demonstrate understanding and enrichment of knowledge for practice, and demonstrate competency within specialist community nursing.	NUR-30199 Specialist Community Nursing Practice  NUR-30177 Community Practitioner Prescribing (V100)	Portfolio Practice Document Reflective Analysis  Exam Practice Document

### Route 2

<b>Level Outcome (N.B. All of these are Level 6 (Year 3) learning outcomes)</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
Demonstrate effective self-management and leadership skills to effect change in community nursing, health and well-being.	NUR-30157 Clinical Leadership  NUR-30199 Specialist Community Nursing Practice  NUR-30176 Public Health & Social Policy	Essay  Portfolio Practice Document Reflective Analysis  Project
Promote and enhance their skills of critical reflection, evaluation and professional decision-making to inform best practice.	NUR-30199 Specialist Community Nursing Practice	Portfolio Practice Document Reflective Analysis
Promote effective collaborative, interdisciplinary and interagency working practices.	NUR-30200 Working in partnership to support people with long-term conditions	Essay
Demonstrate the development and enhancement of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving.	NUR-30200 Working in partnership to support people with long-term conditions	Essay
Contribute effectively to the development of innovative care delivery, within specialist	NUR-30199 Specialist Community Nursing Practice	Portfolio Practice Document Reflective Analysis



community nursing, through the development of knowledge, skills, and attitudes and behaviours		
Contribute to the advancement of evidence - based practice and research within the context of contemporary professional and public policies.	NUR-30149 Evidence Based Practice	Literature Review
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-30157 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-30200 Working in partnership to support people with long-term conditions	Short Paper
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-30199 Specialist Community Nursing Practice	Portfolio Practice Document Reflective Analysis
Demonstrate understanding and enrichment of knowledge for practice, and demonstrate competency within specialist community nursing.	NUR-30199 Specialist Community Nursing Practice  NUR-30177 Community Practitioner Prescribing (V100)	Portfolio Practice Document Reflective Analysis  Exam Practice Document

## 9. Final and intermediate awards

Credits required for each level of academic award are as follows:

<b>Honours Degree</b>	120 credits	You will require at least 120 credits at level 6  On successful completion of all assignments and all modules students will exit with BSc (Hons) 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.

### **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.

### **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  
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.

### **Clinical nursing practice**

- 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**

- 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.



NMC District Nursing Standards Mapping - Level 6 - Option route 2

N M C	Holistic Health Assessment										Long-term Conditions (15 credits)					Specialist Community Nursing Practice				Evidence –based Practice					Clinical Leadership					Community Nurse Prescribing (V100) (optional module not mapped)								
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9				
S T A N D A R D S	13.1	✓	✓								✓				✓	✓	✓	✓							✓													
	13.2				✓											✓	✓	✓	✓																			
	13.3															✓	✓	✓	✓							✓												
	13.4			✓								✓			✓	✓	✓	✓																				
	13.5															✓	✓	✓	✓																			
	13.6																✓	✓	✓	✓							✓											
	13.7																✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	13.8								✓							✓	✓	✓	✓																			
	13.9								✓							✓	✓	✓	✓																	✓		
	13.10															✓	✓	✓	✓																			
O F P R O F I C I E N C Y	13.11				✓			✓							✓	✓	✓	✓																				
	13.12					✓									✓	✓	✓	✓																				
	13.13															✓	✓	✓	✓																			
	13.14															✓	✓	✓	✓																			
	13.15					✓				✓	✓					✓	✓	✓	✓																	✓		
	13.16															✓	✓	✓	✓																			
	13.17															✓	✓	✓	✓																			
	13.18															✓	✓	✓	✓		✓																	
	13.19															✓	✓	✓	✓						✓	✓	✓	✓	✓									
	13.20															✓	✓	✓	✓						✓	✓	✓	✓	✓							✓		
13.21															✓	✓	✓	✓						✓	✓	✓	✓	✓										
13.22															✓	✓	✓	✓						✓	✓	✓	✓	✓										
13.23															✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											
13.24															✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											
13.25															✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											
13.26															✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											
13.27															✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											
28.1	✓	✓										✓			✓	✓	✓	✓							✓	✓												
28.2												✓			✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
28.3			✓	✓											✓	✓	✓	✓																				
28.4															✓	✓	✓	✓						✓	✓	✓	✓	✓										
28.5												✓		✓	✓	✓	✓							✓	✓	✓	✓	✓										
28.6															✓	✓	✓	✓							✓	✓	✓	✓	✓									

## 10. How is the Programme assessed?

The wide variety of assessment methods used within Specialist Community Nursing at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Specialist Community Nursing:

- **Essays:** these vary according to the module, but they are generally 3,000 words in length. Students may have a choice of essay focus or this may be prescribed. Essays test students' ability to write coherently and analytically using relevant literature to support their discussion, and to integrate and synthesise their arguments in relation to the essay question. Essays are utilised to enable students to examine and analysis issues related to specialist community nursing practice.
- **Reflective analysis / accounts:** these are used to develop and test students' ability to reflect critically and analytically on their 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 students' competence and confidence in generating and maintaining a comprehensive portfolio of their professional and personal progress; combined with the skills of reflection and reflective writing, students are enabled to present appropriate practice based evidence in support of their continuing development.
- **Examinations:** the exam is used in this programme to test student's knowledge around community prescribing practice and it is a professional requirement (NMC 2006) 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.
- **Clinical Assessment of Competence in Practice:** 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 dependent upon the pathway that each student is following. Students will be allocated a named Practice Teacher who is responsible for assessing their 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. 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.

The Programme Lead, Module Leaders, and Practice Teachers have experience in working with students from a wide range of backgrounds and personal circumstances, and will support them to become independent learners throughout the programme. Students 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. Little and Nixon's (1995) earlier work, noted that the veracity of assessment of practice-based learning can be enhanced by drawing on several sources of evidence and using a variety of assessment methods. 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 and Practice Teachers 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).

Marks are awarded for summative assessments designed to assess students' achievement of learning outcomes. Students are also assessed formatively to enable them to monitor their own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how students can improve the quality of their work, is also normally provided on all summative assessments within five working weeks of submission, and more informally in the course of tutorial and seminar discussions.

### Programme progression points

There are formative progression points at the end of semesters one and two and a final summative progression point within semester 3. These ensure that students are achieving the required level of clinical practice development and academic achievement for the stage of the programme. This will also allow for calculation of credits achieved should the student step off the programme.

Final determinations on students passing or failing the placement block are only made at the end of the block at the final summative progression point.

## **11. Contact Time and Expected Workload**

The Specialist Practice programme comprises 50% theory and 50% practice with 120 days spent on each. A typical week is 2 days practice, 1 day directed study and 2 days theory, with a block of 10 practice weeks at the end of the programme.

Contact Time is intended to provide potential students with an indication of the type of activity they are likely to undertake during their programme. The data is compiled based on learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what a student is likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are calculated based on a standard measure of 1,200 hours of student effort each year for full-time students on degree courses.

<b>Activity</b>	<b>Year 1 (Level 6)</b>
Scheduled learning and teaching activities	21%
Guided independent Study	32%
Placements	47%

## **12. Accreditation**

This subject/programme is accredited by: the Nursing and Midwifery Council (NMC). Please note the following:

**Module Selection:** Students should note that to be awarded Registration with the Nursing and Midwifery Council they must pass all of the assessments within all of their modules and achieve a minimum standard of a pass grade or 40%.

**Regulations:** Your programme has professional accreditation and there are specific regulations, which you have to agree to abide by, which are detailed in the following section.

## **13. Regulations**

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

## **Nursing Regulations**

The following is a deviation from University Academic regulation C3 Section 14:

- There will be no award of pass (Unclassified degree)
- Student must be successful in all summative assessments
- All modules must be successfully completed

No compensation is permitted for modules within the BSc (Hons) Specialist Community Nursing programme (NMC QA Framework 2013 Annex 1).

## **Professional Registration**

To be awarded the relevant BSc (Hons) Specialist Community Nursing award and to be eligible to apply for entry to Part 3 of the NMC Professional Register, the student must have received a declaration of good character signed by the Named person with NMC due regard.

## **Compulsory Modules**

A common set of preparation and specific modules. The compulsory modules shall consist of no less than one third and no more than two thirds of the total programme (NMC 2001).

## **Fitness to Practice**

Students are required to inform the School of any change in their physical or mental health status following their initial assessment as fit to practise. The School may refer any student whose fitness to practise is in doubt to the University's Occupational Health Unit for reassessment in partnership with the Organisation sponsoring the student. Such students may also be subject to the School's Health and Conduct arrangements.

## **14. 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 (District Nursing Pathway: Registered Adult Nurse)
- Diploma of Higher Education (Dip HE) Award in related subject or academic equivalent
- Applicants without a Dip HE or equivalent may be considered on an individual basis through the APCL and APEL process.
- 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 V100 Community Practitioner Nurse Prescribing Module.

- The student intends to practise in an area of clinical need for which prescribing from the Community Practitioner Formulary will improve patient/client care and service delivery.
- The student has the support of their employer to undertake the prescribing programme and has a Practice Teacher who is a registered Community Practitioner Prescriber and also a Sign Off Mentor, who has agreed to provide supervision for the duration of the Prescribing Module.

## **15. How are students supported on the programme?**

Student support arrangements are as follows:

- Module leaders: will provide support for academic issues related to their module.
- An Award leader who will act within the Personal tutor role will be assigned to each student at the beginning of the course.
- Peer support.
- Practice Teacher within the community setting.
- All modules are compulsory thus students' choice of modules does not apply. However, students may choose which 'group' of modules to study



Additional support is available from:

- Head of Continuing Professional Development who also has disciplinary responsibility
- School Student Support Officer - in addition to support from Personal Tutors, you can also access advice and guidance from the Student Support Officer.
- School Disability Liaison Officer - The Disability Liaison Officer can advise you on matters relating to disability, including Dyslexia/Specific Learning Difficulties
- Keele University provides support, guidance and advice for all its students via the following departments:
  - Learning Support and Academic Guidance;
  - Disability Services;
  - English Language Unit;
  - Student Advice at Keele (ASK);
  - Student Support and Counselling Department
  - Occupational Health Department / University Health Centre.
- The local NHS Trusts also provide Counselling services.

## 16. Learning Resources

The Clinical Education Centre, which opened in September 2004 within what was the University Hospital of North Staffordshire site, and now the Royal Stoke Hospital, part of University Hospitals of North Midlands NHS Trust which opened in September 2004, houses not only facilities for student doctors, but also incorporates the School of Nursing & Midwifery, and Postgraduate Medical Education. The seminar rooms, extensive clinical skills laboratories, inter-professional Health Library and IT laboratories, not only provide state of the art teaching facilities, but also allow and encourage multidisciplinary learning and team-working. This multi-professional approach is seen as key to developing the workforce of the NHS. At the Clinical Education Centre, there are three clinical skills laboratories each individually designed to provide a wide range of clinical skills. Current additional facilities are the intermediate and advanced skills laboratories. In the IT Suite on the ground floor, adjacent to the Health Library, there are computers for student use, together with scanners and printers. The Library itself has photocopying facilities and computers in a central area.

Generally, all students will have access to:

- School Course Handbook
- Course plan
- Module Handbooks
- Library and study skill packages
- Support for blended, distance and on-line learning
- Library and other learning resources and facilities at Keele University (at both main campus and health campus)

Students will also have the following to support their learning:

- Access to learning resources in their practice workplace.
- Allocated personal tutors (pathway leaders) whose role is to provide pastoral support and academic guidance.
- Nominated Practice Teachers - Qualified specialist community nurses who have completed further education to support specialist students in practice as outlined by the NMC (2008)
- Module tutors who will give guidance / tutorials on coursework.
- Feedback (verbal and written) on coursework.
- Access to student counsellors on the Keele University main campus site.
- Access to Teaching and Learning Support Services, which provide assistance and guidance e.g. dyslexia support.
- Access to Disability Support Services.

## **17. Other learning opportunities**

Study Abroad is not available to Nursing students.

The programme consists of 50% placement learning and as such students will be supported, taught and assessed by a practice teacher (as above) during the length of the programme in the workplace. All placements are audited and monitored as per School of Nursing and Midwifery policy.

The Faculty and wider university have a strong tradition of inter-professional learning and working and this will be accessed within this programme. For instance, some of the modules are already shared between the School of Medicine, School of Health and Rehabilitation and also the School of Pharmacy (all within the Faculty of Medicine & Health Sciences).

Arrangements are planned for shared learning with other student groups, e.g. Social Work, within the School of Professional Public Policy, where joint sessions with students of other disciplines will enhance learning for both groups and encourage multi-disciplinary perspectives.

## **18. Additional costs**

Travel will be funded as per seconding Trust policy.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further additional costs for this undergraduate programme.

## **19. Quality management and enhancement**

The School of Nursing and Midwifery Specialist Practice Award Management Committee will be responsible for monitoring the programme. The Specialist Practice Course Committee is responsible to the School of Nursing and Midwifery Learning and Teaching Committee, which in turn is responsible to the School Executive Committee. Student feedback and evaluation will be gathered and considered in various ways, e.g. at the end of each module; through on-line questionnaires; and open forum for evaluative discussion with Award / Module Leaders. Such evaluation is analysed and the results and freehand student comments, i.e. quantitative and qualitative data, are discussed at regular meetings of the Continuing Professional Development Course Committee. The Committee responds to the evaluations and takes appropriate action. The results of student evaluation, and the responses to it, are regularly brought to the Student Staff Voice Committee, as required by University policy. The Student Staff Voice Committee reports directly to the Learning and Teaching Committee of the School of Nursing and Midwifery.

As required by the University, an annual review of the course is conducted and consists in reports for all modules which form part of the course; the outcome of student evaluation of any of the modules forming part of the course which have been delivered in the year under review; relevant statistical information, including student progression and mark distribution; first-destination statistics; admissions data; external examiners' reports; and reports of internal quality audits or external reviews. This annual review is sent to the Learning and Teaching Committee of the School of Nursing and Midwifery. Reports of these meetings feed into the University's Curriculum Annual Review and Development (CARD) process and may be requested as part of other institutional quality audits. The School of Nursing and Midwifery has regular quality monitoring inspections by the Nursing and Midwifery Council; and is periodically subjected to the University's Internal Quality Audit (IQA) process, which includes University revalidation of provision. Additionally, evaluative feedback will be available to the external stakeholders e.g. Health Education West Midlands (HEWM) and local NHS Trusts.

### **Monitoring and review**

In common with other programmes in the School, a number of mechanisms are employed for the review and evaluation of teaching, learning and assessment and for monitoring the curriculum and outcome standards:

- Module evaluations (via students' questionnaires and staff module reports).

- Annual course report prepared by Award Lead / Director of Postgraduate and post-qualifying studies.
- Considered by postgraduate course committee / Learning Beyond Registration committee.
- Annual staff appraisal.
- Peer teaching observation.
- Peer support groups.
- External Examiner reports
- Curriculum Annual Review and Development (CARD)

The following committees have responsibility for the monitoring and evaluation of quality and standards:

- Student Staff Voice Committee.
- Course Committee.
- Faculty Course Review and Development Committee.
- Board of Examiners.

### **Student representation**

There is student representation on course committee and at Faculty level. In particular, student's views are elicited through the following means:

- Student Staff Voice Committee.
- Students' Module Evaluations.
- School of Nursing & Midwifery Learning & Teaching Committee.
- Faculty of Medicine & Health Sciences Learning & Teaching Committee.

### **Keele Internal University Processes**

The quality and standards of learning in Nursing are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Nursing and Midwifery is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Specialist Community Nursing Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Nursing module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to Nursing Programmes from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students of Nursing Programmes is considered and acted on at regular meetings of the Programmes Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree

- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/ga/externalexaminers/currentexternalexaminers/>

## 20. The principles of programme design

The BSc (Hons) Specialist Community Nursing Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- Nursing & Midwifery Council Standards for Specialist Education and Practice: <http://www.nmc.org.uk/standards/additional-standards/standards-for-specialist-education-and-practice/>
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

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 assessment. The programme offers an intellectual challenge, and importantly reflects health and social care reforms, and breaking the boundaries of inter-professional 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 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 and Faculty/University Awards.

Students who have completed a Diploma in Nursing have expressed a need to develop their academic profile. This programme has been developed in response to stakeholder need within the regional NHS Trusts and we have received full collaborative support for the proposal from our senior partners. This programme meets the needs of professionals, provides personal fulfilment for the experienced practitioner, and is unique to the individual and relevant to professional practice. The programme is flexible, aligned with contemporary policy and practice in Specialist 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. Senior health care personnel have been actively involved in the Steering Group responsible for developing the programme.

## 21. Document Version History

**Date of first approved version (v1.0):** 4<sup>th</sup> October 2018

Revision history

Version number <sup>1</sup>	Author	Date	Summary of and rationale for changes

<sup>1</sup> 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University's Guidance on processes supporting curriculum changes)