

PROGRAMME SPECIFICATION



PRIFYSGOL GLYNDŴR WRECSAM
GLYNDWR UNIVERSITY WREXHAM

Awarding body/institution	Glyndwr University
Teaching institution	
Details of accreditation by a professional, statutory or regulatory body	Nursing and Midwifery Council
Final award/s available	Bachelor of Science with Honours
Award title	Community Specialist Practice (District Nursing) Community Specialist Practice (General Practice Nursing) Community Specialist Practice (Children's Community Nursing)
UCAS code	N/A
Relevant QAA subject benchmark statement/s	N/A
Other external and internal reference points used to inform the programme outcomes	FHEQ CQFW
Mode/s of study	Part-time only
Language of study	English
Date at which the programme specification was written or revised	July 2010 Updated July 2012

Aims of the programme

The aims of these programmes are to:

- 1) Broaden the student's understanding of key aspects of specialist practice in the community including acquisition of coherent and detailed knowledge at least some of which is at, or informed by, the forefront of care within that area of healthcare practice;
- 2) Prepare students for study and practice at a specialist level.

Intended learning outcomes of the programme*

A Knowledge and understanding:

By the end of the Honours Degree students should be able to:

A1 Demonstrate coherent and detailed knowledge of the principles and the ethical and legal frameworks which underpin specialist practice in the community;

A2 Critically analyse those principles and theories from the biological, social and behavioural sciences underpinning care delivery applicable to their area of practice and at a specialist level;

A3 Evaluate a range of techniques of analysis and enquiry within their discipline.

B Intellectual skills:

By the end of the Honours Degree students should be able to:

B1 Critically evaluate arguments, assumptions, concepts and data to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;

B2 Devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of specialist practice in the community setting;

B3 Describe and comment upon particular aspects of current research, or equivalent scholarship, in healthcare in the community;

B4 Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge;

B5 Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources.

C Subject and other skills:

By the end of the Honours Degree students should be able to:

C1 Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding;

C2 Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

C3 Competently assess, plan, implement and evaluate interventions for individuals based on systematically acquired knowledge of specialist practice in the community some of which is at the forefront of their area of professional activity.

Professional Skills and abilities and Employability Skills and abilities

By the end of the Honours Degree students should be able to:

D1 Exercise initiative and personal responsibility;

D2 Make decisions autonomously in complex and unpredictable contexts;

D3 Demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

D4 Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject being studied.

D5 Demonstrate competency in word processing and the presentation of data

Distinctive features of the programme

This programme is open to registered nurses only and leads to a recordable qualification with the Nursing and Midwifery Council. It is expected that students will enrol for a full award, but modules may be taken as 'stand alone' where professional requirements allow this. Students may choose to undertake these programmes on a full or part-time basis. From the perspective of the commissioner, the Welsh Assembly Government, student places are commissioned as follows: 1) full time, fully funded places with backfill, 2) part-time, fully funded places with backfill and 3) part-time modular funding, course fees only.

Teaching, learning and assessment strategies used to enable outcomes to be achieved and demonstrated

Teaching and learning strategies reflect the School's TLA strategy for the flexible delivery of professional and professional-related learning.

A variety of learning and teaching strategies are used in the classroom and in practice. Lectures by the course team and external experts, designed to allow the students to reflect on key information and supported by internet resources (Moodle) is a key strategy. Other methods include seminars, open learning materials, student presentations and debates. Lecturer-facilitated, student-led small group discussions support a problem-based/case-based learning approach. In some modules action learning sets are used. In clinical practice an experiential strategy, including observation, guided practice and observed independent practice, is used to meet the module outcomes and professional standards.

These programmes require students to undertake 50% of their learning in a practice placement under the supervision of a sign-off mentor. Practice based learning uses an experiential taxonomy involving observing, performing under supervision, performing autonomously and eventually disseminating/teaching.

Staff within the Nursing Academic Area are very experienced with supporting the kinds of students who will be accessing this programme – mature individuals, in full-time employment and with family commitments. Tutorial support may be provided at or near to their workplace as required and arrangements are in place for the submission of assessments to the site convenient for the student. When students experience difficulty in meeting assessment deadlines, every consideration is given to mitigation and all avenues explored to assist students to complete study.

Assessment regulations that apply to the programme

Regulations for undergraduate certificates, diplomas and degrees apply. A number of derogations also apply:

Regulations for Undergraduate Degrees	Derogation
Pass mark of 40%	<p>The Drug Calculation Test undertaken as part of the Community Nurse Prescribing qualification (V 100) must be passed at 100%. This grade will not contribute to the overall mark for the module but will be graded Pass/Refer. It must, however, be passed in order for the module to be passed. Students re-sitting the examination must also achieve 100%.</p> <p>The short answer and MCQ paper taken as part of the Community Nurse Prescribing qualification (V 100) must be passed at a minimum 80%. This grade will not contribute to the overall mark for the module, but will be graded Pass/Refer. It must, however, be passed in order for the module to be passed. Students re-sitting the examination must also achieve a minimum of 80%.</p>
Capping: Where modular assessment comprises more than one element, referral in one of those elements will result in the capping of the mark for the whole module	Where modular assessment comprises elements which require a pass mark in excess of 40% (as in the drug calculation test or MCQ) referral in that element will result in the capping of the overall modular mark but at 50% rather than 40%. Referral in other written pieces of work will, however, result in the capping of the overall module mark at 40%

Students are referred/failed on academic grounds only	Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.
Compensation	No compensation is allowed within in programmes or modules – all elements of assessment must be passed.
Number of attempts	Students are allowed only two attempts and any assessment i.e. one re-submission/re-sit as a matter of patient/client safety

Programme structures and requirements, levels, modules, credits and awards

These programmes are approved by the NMC. Successful completion leads to an NMC recordable qualification as a Community Specialist Practitioner in District Nursing, Children's Community Nursing or General Practice Nursing. The programmes must be a minimum of 32 weeks in length (excluding a 6 week period of consolidate practice which must be undertaken at the end of the programme) comprise 50% theoretical (600 hours) and 50% (600 hours) practice based learning and be no less that one third and no more that two thirds 'core' i.e. modules shared by all routes. All modules have theoretical and practice outcomes and are assessed in theory and practice. Students must complete all modules within the programme as illustrated.

Module Title	Level	Code	Credit value	Core/Option/ Specialist
Process of Enquiry	6	NHS601	20	C
Leadership and Professional Issues	6	NHS602	20	C
Foundations of Community Practice	6	NHS623	30	C
Community Nurse Prescribing (V100)	6	NHS6	10	C
Community Specialist Practice for District Nurses, General Practice Nurses and Community Children's Nurses	6	NHS6**	40	C

Criteria for admission to the programme

To be accepted onto this programme candidates must:

- i. Meet the professional requirements for the chosen route which are:
 - a. For the district nursing route: be registered on Part 1 of the UK Nursing and Midwifery Council Register (equivalent to Parts 1 or 12 of the UKCC Register)
 - b. For the general practice nursing route: be registered on Part 1 of the UK's Nursing and Midwifery Council Register (equivalent to Parts 1, 8, 12 or 15 of the UKCC Register)
 - c. For the children's community nursing route: be registered on Part 1 of the UK's Nursing and Midwifery Council Register (equivalent to Parts 8 or 15 of the UKCC Register)
- ii. Hold a diploma in higher education in nursing or 120 specific credits at L 4 and 120 specific credits at L 5; AND
- iii. Have a minimum of 2 years post-registration nursing experience; AND
- iv. Be employed in a community nursing role (i.e. district nursing, general practice nursing or community children's nursing) or Be able to secure a placement equivalent to the above; AND
- v. Have current registration or become registered with the Independent Safeguarding Authority (ISA).

AP(E)L within the BSc (Hons) in Community Specialist Practice

By agreement of the University any student undertaking the all-Wales *Foundations of Community Practice* module at this or any other University in Wales may have this module APL'd into these programmes,

Although core modules may be transferred into these programmes, where this is allowed within University regulations, there may be a requirement to complete additional portfolio work in relationship to these modules to meet professional outcomes. 'Specialist' modules may not be AP(E)L'd.

Admission Procedures:

Admission procedures involve a formal interview which is conducted jointly with service managers and, where possible, with service users. During this interview the student is advised of options available to them and the professional requirements of the programme. If a student is accepted, service managers agree to arrangements for a practice placement and mentorship of the student by an appropriately qualified and prepared Specialist Practice Mentor i.e. someone who meets the requirements of a sign-off mentor as specified in the *Standards to support learning and assessment in practice NMC standards for mentors, practice teachers and teachers* (NMC 2008)

Period of Registration

Full time registration BSc (Hons): Students must undertake this programme in no less than 38 weeks and no more than 2 years beyond this date.

Part-time BSc (Hons:) Students must complete this programme in no less than 76 weeks and no more than six years.

Indicators of quality

The Health Academic Area regularly undergoes both internal and external review of its provision. The recent internal Subject Review identified excellent aspects related to student support and external monitoring by the Nursing and Midwifery Council (NMC) highlighted areas of good practice in the development of simulation to support student clinical learning and the involvement of the External Examiner in visits to practice areas.

Methods for evaluating and improving the quality and standards of the programme

Evaluation is an ongoing activity within the Academic Area. All modules are evaluated by students and the end of teaching using the University's SPOM form, which when analysed feeds into Programme Boards and the Annual Monitoring Report (AMR). Likewise the comments of External Examiners are fed into this report and the Programme Leader formally responds to any comments made. The AMR gives rise to an action plan which is reviewed periodically throughout the year at Subject and School levels (School Board). In addition, lecturers are responsive to ongoing feedback from students and bring matters to the Programme Team Meetings which are held monthly. Although SSCC meetings are held within the Subject Area once per semester and representatives from other programmes attend, because of the part-time nature of programmes such as this, involvement of students, although promoted, is sparse. The Programme team meet regularly with their commissioners and produce evaluative data for their consumption.

Particular support for learning

There are well-established support mechanisms for students undertaking this programme comprising the following:

Programme Leader

The Programme Leader, in this instance, is responsible overall for all aspects of the operation and administration of several programmes. The Programme Leader is assisted by the other members of the Programme Team, in particular the Route Leaders.

Route Leaders

A Route Leader is responsible for the day to day organisation and management of the delivery of your programme.

Module Leaders

Module Leaders are responsible for the day to day administration and academic content of modules. In many cases the Module Leader will deliver most of the teaching on the module. They are also

responsible for academic support of students taking the module.

Personal Tutors

On modules leading to professional qualifications all students are allocated a personal tutor, whose role is both pastoral and 'clinical' in that he/she acts as the link to the student's clinical placement and visits that student at least once in practice during the module. This person also acts as the link for the practice mentor should any concerns about the student arise. Students studying on individual modules may use the Module Leader in this capacity in the first instance but are referred to the Programme Leader should the need arise.

Course Administrator

The Course Administrator is a key individual who ensures that tracking of students on such a flexible programme is of an excellent standard. There is a dedicated administrator based on both sites (Plas Coch and Ysbyty Glan Clwyd) where students study.

Study Skills Tutors

The School of Health Social Care, Sport and Exercise Sciences employs two Study Skills Tutors who are available to students experiencing difficulties with literacy and numeracy and with academic writing. Appointments with these individuals may be arranged through the Programme Leader.

Staff in the wider University provide students with guidance and advice about finance, about study skills about personal problems and many other matters. A central resource, the Student Information Desk (SID) in the Edward Llwyd Centre, can direct students to the services and guidance that they may need.

Equality and Diversity

Any student who meets the entry requirement may access this programme. All applicants will be considered solely on the basis of their merits, abilities and potential to succeed in their chosen course within the framework set by relevant external bodies and legislative requirements*.