

## PROGRAMME SPECIFICATION

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### PG Programme Directory

#### Award titles

##### Programme Title(s)

PG Dip Ymarfer Cymunedol Arbenigol Nyrsio Ardal

PG Dip Community Specialist Practice (District Nursing)

MSc Ymarfer Cymunedol Arbenigol Nyrsio Ardal

MSc Community Nursing Specialist Practice

##### Internal Programme Title(s) (if different to the title on the certificate)

MSc Community Nursing Specialist Practice (top-up award)

##### Programme to be included in Graduation Ceremonies

Yes

#### Delivery period

January 2025– September 2029 (accreditation is open ended NMC approval subject to annual monitoring)

#### Intake points

First intake in Jan 2025. Subsequent intakes in September each year

#### Regulatory details

Regulatory details
Awarding body
Wrexham University
Programme delivered by
Wrexham University
Location of delivery
Plas Coch Campus
Faculty/Department
Faculty of Social and Life Sciences
Exit awards available
Post Graduate Certificate in Community Practice

<b>Regulatory details</b>
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
<p>Nursing and Midwifery Council NMC (2022) Standards of proficiency for community nursing specialist practice qualifications</p> <p>Nursing and Midwifery Council (NMC 2018, updated 2023) Part 1 Standards framework for nursing and midwifery education</p> <p>Nursing and Midwifery Council (NMC 2018, updates 2023) Part 2 Standards for student supervision and assessment</p> <p>Nursing and Midwifery Council (NMC 2022, updated 2023) Part 3 Standards for post-registration programmes</p> <p>Nursing and Midwifery Council (NMC 2022) Standards of proficiency for community nursing specialist practice qualifications</p> <p>Nursing and Midwifery Council (NMC 2015, updated 2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</p> <p>Nursing and Midwifery Council (NMC 2020) Quality Assurance framework for nursing, midwifery and nursing associate education</p> <p>Nursing and Midwifery Council (NMC, 2022) Quality Assurance Handbook.</p> <p><b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b></p>
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement.</i></b>
<p>Students must complete all elements of theoretical and practice assessments to be awarded the NMC recordable qualification Post Graduate Diploma in Community Specialist Practice (District Nursing)</p>
<b>HECoS codes</b>
Community Nursing 100281
<b>UCAS code</b>
Not applicable
<b>Relevant QAA subject benchmark statement/s</b>
<p>There is no nursing Subject Benchmark Statement relevant to these Masters levels programmes. Students have met Subject Benchmark requirements on qualification/registration in their professional fields.</p> <p>The programme is mapped to QAA FHEQ (2018) and core module outcomes are mapped to award outcomes. The PGDip in Community Specialist Practice (District Nursing) is mapped to the Standards of proficiency for community specialist practice programmes (NMC, 2022)</p>
<b>Mode of study</b>
<p>Full time</p> <p>Part Time</p>
<b>Normal length of study for each mode of study</b>
<p>PG Diploma:</p> <p>Full Time – One academic year</p> <p>Part Time –Two academic years</p> <p><i>MSc Top Up:</i></p> <p><i>One academic year</i></p>

<b>Regulatory details</b>
<b>Language of study</b>
English The All-Wales Practice Assessment Document is available in Welsh.
<b>Transitional arrangements for re-validated provision if applicable</b>
Not applicable
<b>Repeat year students</b>
If any current students are repeating the year, they should remain on the original modules.
<b>The following University Award Regulations apply to this programme (highlight the appropriate ones and delete the others )</b>
<a href="#">Academic-Regulations-23-24.pdf (wrexham.ac.uk)</a>
General Regulations Section A – J Regulations for Taught Postgraduate Awards Section TPG A - M

OFFICE USE ONLY	
Date of validation event:	07 Nov 2024
Date of approval by Academic Board:	07 Nov 2024
Approved Validation Period:	
Transitional arrangements approved (if revalidation)	<i>Enter details from section 3 following validation event confirming what arrangements are</i>
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

## 1. Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

### Reasonable Adjustments

We welcome the early disclosure of any additional needs in order that reasonable adjustments can be put in place at the earliest possible opportunity. Applicants are encouraged to declare additional support needs as soon as possible in the admissions process to ensure reasonable adjustments can be made prior to enrolment whenever possible. Additionally, students who are struggling to achieve academic level, particularly those lacking study skills, will be referred to study skills tutors or the wider student support services.

Students are encouraged to disclose to their practice supervisor and assessor any identified additional learning needs or disabilities which may impact learning experience in practice, to ensure the optimum learning experience and the opportunity for reasonable adjustments. Once disclosed, a tripartite meeting may be arranged to facilitate a joint discussion and action plan, signposting to relevant support systems within the university where appropriate.

### Valuing Diversity

We wish to welcome applications from candidates from diverse backgrounds. We acknowledge the wide variety of styles and cultural contexts that enhance experience and can lead to greater success. The selection process will be sensitive to all applicants' backgrounds during the interview process.

### Welsh Language Preferences

Applications are welcome from Welsh language students; communication to applicants is offered in English or Welsh throughout the admission process and applicants are offered interviews in the medium of Welsh should they wish.

### Specific Entry Requirements

**The entry requirements for the Post Graduate Diploma in Community Specialist Practice (District Nursing)** are drawn up in accordance with the University's regulations (Wrexham regulations for taught post graduate awards (TPG) and the Standards for post-registration programmes (SPRP) (NMC, 2022).

**The MSc Community Nursing Specialist Practice is validated as a 'Top Up Award only'** enabling those students who have successfully completed the Post Graduate Diploma in Community Specialist Practice (District Nursing) to gain the remaining 60 credits to achieve the award of MSc Community Nursing Specialist Practice. To maintain programme currency, students must return to complete the "Top Up" award within three years of completing the Post Graduate Diploma in Community Specialist Practice (District Nursing). The "Top Up" award will not require RPL.

**Below are the entry requirements for the Post Graduate Diploma in Community Specialist Practice (District Nursing)**

### Non-Standard Entry requirements (SPRP 1.1)



- Current registration with the NMC as a registered nurse (level 1) (**SPRP R1.1.2**)
- Hold a current Full UK driving licence.

### **Graduate entry (SPRP R1.2)**

- Holds an honours degree at 2:2 or above in nursing or related subject awarded by an approved degree awarding body with evidence of successful level 6 or level 7 study, in a relevant subject area in the previous 5 years. (SPRP R1.2).
- Candidates whose honours degree exceeds 5 years and who have not undertaken other level 6 or level 7 study within the 5-year timeframe will be directed to complete, and successfully pass prior to programme commencement, an appropriate WU module at level 6 or 7 such as Principles of Wound Care, Management of Diabetes or Preparing for Academic Success or other equivalent post graduate nursing module (SPRP R1.2)
- Candidates without a full honour's degree at 2:2 or above will be directed to complete, and successfully pass prior to programme commencement, an appropriate WU module at level 6 or 7 such as Principles of Wound Care, Management of Diabetes or Preparing for Academic Success or other equivalent post graduate nursing module (SPRP R1.2)

### **Non-graduate entry (SPRP R1.2)**

- Hold a diploma qualification or pass degree in nursing, **and**
- Evidence of successful level 6 or level 7 academic study in a relevant subject area undertaken within the previous 2 years (SPRP R1.2). Candidates without an appropriate module in the last 2 years will be directed to complete, and successfully pass prior to programme commencement, an appropriate module at level 6 or 7 such as Principles of Wound Care, Management of Diabetes or Preparing for Academic Success or other equivalent post graduate nursing module (SPRP R1.2).

### **Other requirements:**

- Reference from current or most recent employer that confirms the candidate is capable of safe and effective practice at the level of proficiency appropriate to entry to the NMC specialist practice qualification (District Nursing (DN) community specialist practice programme (SPRP R1.1.2).
- Self-employed applicants must provide a reference from a current NMC registrant who is able to assess the candidate's capability for safe and effective practice appropriate to entry to the SPQ DN programme. This person should be independent of the applicant and able to declare no conflict of interest (SPRP R1.1.2).
- Successful interview demonstrating academic readiness for study at level 7 and capability for safe and effective SPQ DN practice (SPRP R1.1.2., R1.2).

### **NHS/HEIW funded applicants (SFNME R2.5, SPRP R1.4, R1.5)**

- Confirmation of NHS funding or Health Education and Improvement Wales (HEIW) funding
- Confirmation that the applicant and named practice learning partner can meet the governance requirements of Wrexham University for admission to the SPQ DN programme.

### **Non-NHS, self-employed and self-funded applicants (SFNME R2.5, SPRP R1.4, R1.5)**

Nurses who work outside NHS settings where clinical governance systems may differ or may not be applied in the same way, must ensure they comply with requirements to demonstrate their competence to practice. Students will be required to show in their “initial and supplementary application form” and provide written evidence at interview of:

- Confirmation of funding for academic and, where required, placement costs.
- Confirmation that the applicant and named practice learning partner are able to meet the governance requirements of Wrexham University for admission to the SPQ DN programme.
- How they audit their practice,
- Keep up to date with current guidance, and how they safeguard the patients in their care ensuring that patient safety and clinical governance will be addressed in order for the university to be assured that this is managed.
- Name and address of premises.
- Provide information if the placement area is currently being reviewed or has been recently reviewed by Health Inspectorate Wales (HIW) or Care Quality Commission (CQC) and date of last HIW or CQC inspection and outcome.
- Details of organisational structure
- Provide evidence at interview of the necessary governance structures in place (including clinical support, access to protected learning time and employer support where appropriate, membership of professional organisations) to enable applicant to undertake the programme.
- Provide two references with the application (1 x clinical and 1 x professional). The clinical reference must be from a registrant who has recent (within last 6 months) knowledge of the applicant’s clinical knowledge and must have current registration on the NMC professional register.
- Clinical and professional referee current professional registration number, job title, place of work, work address, telephone number, and email address of the referee must be provided for confirmation.

The programme team will gain assurance that the applicant will have access to appropriate governance structures by requesting this information as part of the application form. The information will be verified as part of the application process and interview process where this will be reviewed by the academic and service representative at the interview with the student.

### **Governance requirements for admission of applicants to Wrexham University SPQ DN programme**

- A signed practice partnership agreement between Wrexham University and the practice learning organisation confirming compliance with NMC current standards and requirements (SFNME R2.1, R2.3, R2.4, R2.5)
- An employment or honorary contract (as required) enabling students to undertake practice learning that supports achievement of the NMC (2022) Standards of Proficiency for SPQ DN (SFNME R2.2)
- Confirmation of signed employer or other placement provider support and protected learning time agreement for each applicant (SPRP R1.5)
- Confirmation of satisfactory enhanced disclosure and barring service (DBS) (SFNME R1.1, R2.11)
- Students must provide signed confirmation of health and good character and where required, undertake a satisfactory occupational health assessment (SPRP R1.1.2)

- Where an issue related to health or character is disclosed either through self-disclosure/enhanced DBS/occupational health; student admission will be subject to University Admissions Policies (SPRP R1.1.2)
- The selection process includes an interview conducted in partnership with the corresponding NHS or Private Provider (Non-NHS) and Wrexham University to ensure the suitability of the candidate to undertake the programme (SPRP R1.1.2)
- A current placement audit demonstrating suitable resources and opportunities for students to achieve NMC (2022) Standards of Proficiency for SPQ DN in the previous two years (SFNME R2.2, R2.4)
- Named practice assessor and practice supervisor that meet the requirements of the Standards for Student Supervision and Assessment (SSSA) (NMC, 2018)
- Named academic assessor that meets the requirements of the SSSA (NMC, 2018).

## 2. Record of Prior learning

Applicants may enter the programme with Recognition of Prior Learning (RPL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

For RPL to be considered the applicant must demonstrate that their prior learning can be mapped to the relevant module outcomes within the Post Graduate Diploma in Community Specialist Practice (District Nursing) and capable of being mapped to the NMC (2022) Standards of Proficiency for Specialist Practice qualification. For applicants who have completed part of an NMC approved Specialist Practice Qualification District Nursing Programme, RPL will be considered up to a maximum of 80 credits for modules studied at level 7, in line with WU Academic Regulations. Students who think they may be eligible for exemption from studying some modules on the programme because they have already undertaken previous study, need to submit a claim for the recognition of prior learning (RPL) with supporting evidence. This must be submitted within **one month** of enrolling on the programme. Claim forms and additional guidance can be downloaded from Student Support, Student Administration – Forms.

Students who are requesting RPL for modules already studied prior to enrolling on the Post Graduate Diploma in Community Specialist Practice (District Nursing) will be guided to complete the recognition of prior certificated learning (RPL) application for exemption form where relevant. RPL will be at the discretion of the Programme Leader who will assess if the module/ credits identified for RPL are relevant and current within the context of District Nursing. Students will need to provide additional evidence to support their RPL request such as transcripts of results/certificates. Students will not be permitted RPL against clinical practice.

One of the benefits of the All-Wales PAD is that it is portable between Universities within Wales. A student who has partially completed the NMC proficiencies at another university can retain the work within the All-Wales PAD and this will not need repeating. It is good practice for the Practice Assessor at the outgoing university to have an MS Teams meeting with the new Practice Assessor as a formal handover of the student. This will be encouraged, where possible. On commencement of the programme at Wrexham University the student will be enrolled onto the module “Specialist Practice Assessment Document” this is the clinical practice module and students cannot RPL into the module. (SPRP R1.6.2)



The MSc Community Nursing Specialist Practice is validated as a 'Top Up' award, therefore the entry requirement would be the Post Graduate Diploma in Community Specialist Practice (District Nursing), recorded with the NMC, this would not require RPL.

### 3. DBS Requirements

All applicants successful in being offered a place on the programme will be subject to a satisfactory enhanced DBS clearance undertaken by Wrexham University. The University is required to ensure that only suitable candidates are allowed to undertake programmes of study/placements involving regulated activity. The University uses the DBS Service to assess the suitability of such applicants and requires applicants to provide an enhanced disclosure for regulated activity. This involves completing a DBS form via the University's external service partner (Atlantic Data) and undertaking a verification of identity process (Wrexham University Policy for the Consideration of Criminal Convictions (WCCC, 5.5). Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

The University will only accept pre-existing DBS certificates requested by other organisations where they have been registered with the DBS Update Service. Where an individual is registered with the Update Service, named University staff can check the DBS certificate online. This only applies where the original certificate is produced for the University to verify and is for the same type of workforce (e.g. child workforce) and level of certificate (e.g. standard / enhanced / enhanced with barred list check) as per the conditions of the current offer of a place. (WCCC, 7.1)

An offer of a place on the programme described in this document is conditional upon a DBS disclosure being deemed satisfactory by Wrexham University. (SFNME R1.1, R2.11)

### 4. Suitability for Practice Procedure

The Community Specialist Practice (District Nursing) programme of study includes students who undertake placements or professional practice as part of their studies, and whose professional conduct and practice during the period of academic study is a key element of their satisfactory progress toward an award and toward professional recognition. Such programmes are designed to instil the professional standards that are required in practice. Where a District Nursing student does not attain those standards, they will not be eligible for the qualification to be awarded nor recorded as a Community Specialist Practitioner (District Nurse) on the NMC Register. The Suitability for Practice Procedure is invoked by staff in cases where the student has exhibited behaviour, which is inappropriate in terms of professional standards, leading to concern that they are unsuitable for their chosen profession. There may also be concerns in respect of the student's health (either physical or mental) and its impact on professional practice, which could lead to the implementation of the procedure. Information about the Suitability for Practice procedure is available on the [website](#), the VLE and in the Programme Handbook.



## 5. Aims of the programme

This programme enables students to become Community Specialist Practitioners in District Nursing with a recordable NMC qualification. To this end, the programme aims to develop Community Specialist Practitioners (District Nursing) who are able to:

- Become autonomous independent thinkers.
- Develop their ability to examine data to make informed decisions in the care they give.
- Act as compassionate leaders with compassionate practice.
- Work at a specialist level in managing the care that encompasses the diverse needs of people in the community.
- Develop their ability to problem solve and manage complex risks.
- Work collaboratively with other agencies and professionals to deliver person centred community nursing.
- Develop into reflective, resilient practitioners with a proactive approach to continuing professional development.

## 6. Distinctive features of the programme

It is important to recognise that students entering the programme will have a plethora of skills and expertise built up over their years as qualified nurses. Facilitating the transition of expert practitioners from one area of nursing practice to another involves recognizing their existing knowledge and skills while providing targeted support to navigate the challenges of acquiring expertise in a new domain. This programme utilises the Novice to Expert Continuum (Benner, 1984) to underpin our approach to teaching and learning.

An overview of our approach follows:

The early part of the curriculum focuses on understanding theoretical frameworks and building students' practical and academic skills, such as writing and critical thinking, communication, and problem-solving skills necessary for success in the programme. The Fundamentals of Community Nursing and The Enquiring Mind Modules introduce students to these elements, aiming to underpin a broad understanding of the scope and significance of specialist practice.

As students move through the curriculum to the Advanced Beginner Level (Benner, 1984), skills development becomes more targeted with learning designed to enhance knowledge and skills specific to specialist practice, enabling the students to justify the clinical judgements made in assessment and management of individuals with a range of complex care needs. Additionally, students will be equipped with specialist knowledge of epidemiology, demography and social determinants of health, maximising health promotion and empowerment of service users. Case Studies and Simulations will engage students in real-world scenarios designed to apply theoretical knowledge to practice, whilst placements continue to provide supervised practice to bridge theory and practice.

At the Competent Level of practice (Benner, 1984), students will be expected to explore more complex theories, methodologies, and specialised practice. They will be expected to make autonomous decisions around the care of their patients, progressing from being directly supervised to a more independent practice. They will be encouraged to focus on areas of interest and develop these within their research for their assessments (Polit *et al.* 2021).

At the Proficient and Expert Levels (Benner, 1984), students will be required to demonstrate mastery of knowledge and skills through comprehensive assessments in practice and in their

academic work. In practice, students will have intensive, hands-on experiences, supported by their Practice Supervisors and Practice Assessors to refine skills and decision-making abilities. Collaboration with other disciplines will enhance decision making to solve complex problems and gain diverse perspectives. The Contemporary Leadership and Compassionate Practice module will continue to develop their leadership skills, fostering a positive team culture and a problem-solving approach through collaborative discussion via Action Learning Sets. The skills and learning at this stage focus on the transition into autonomous practice as specialist practitioners, readying them to run their own caseloads. Reflective practice throughout ensures critical appreciation of decision making and application to practice (Tanguay *et al.* 2020). Students will reflect on their personal and professional journey of self-development, exploring their resilience whilst being exposed to learning opportunities to help them develop skills to overcome challenges within clinical practice.

Key to this approach is the development of assessment strategies throughout the programme which are aligned with each stage of the continuum, focusing on both knowledge acquisition and skill proficiency. Feedback and feedforward techniques aim to provide constructive feedback and opportunities for reflection to facilitate continuous improvement (Higher Education Academy, 2024), whilst the flexibility of teaching approaches allow for individualized learning pathways and opportunities for students to progress at their own pace. Throughout the student's journey, the integration of technology-enhanced learning tools and platforms support skill development and knowledge acquisition whilst the Novice to Expert Continuum (Benner, 1984) provides the framework underpinning the curriculum.

The Novice to Expert framework (Benner, 1984) consistently applies to both theory and practice across the programme. Within the All-Wales Practice Assessment Document (Once for Wales, 2024), students' clinical competence is assessed using Benner's (1984) framework. In accordance with Benner's criteria, students undertaking the Specialist Practice Qualification (SPQ) District Nursing (NMC, 2022) programme must achieve at least a "Competent level of practice" to pass the clinical components of the programme.

Benner's (1984) Novice to Expert Framework for Achievement of Standards of Proficiency (NMC, 2022) to which the Practice Assessment Document (PAD) is mapped.

### Ongoing Achievement Record of Standards of Proficiency for Community Nursing Specialist Practice Qualifications (NMC 2022)

Benner's Novice to Expert Framework		
Level of Competence	Score	Description
Novice	1	Little or no previous knowledge / skills experience of the issue described and would require considerable support / teaching to improve competence.
Advanced Beginner	2	Limited previous knowledge / skills – students can demonstrate marginally acceptable performance. Would require some support / teaching to improve competence.
Competent	3	Uses their knowledge and expertise to prioritise and can see their actions in terms of long-range goals. Able to work in an efficient and organised manner due to conscious, deliberate planning. Would seek occasional support / teaching to improve competence.
Proficient	4	Considerable knowledge / skill / experience of the issue and would need little or no additional support / teaching to improve competence. The proficient performer sees the situations as whole rather than in terms of aspects. Perception is the key word here.
Expert	5	Has a vast and specialist knowledge / skill / experience of the issue described and may act as an advisor or consultant to others. No longer relies on the analytic principle (rule, guideline) to connect their understanding of the situation.

## 7. Credit Accumulation and exit awards

### **Exit Awards**

#### **Postgraduate Certificate in Community Practice – 60 credits at Level 7**

Successful completion of 60 credits at Level 7 entitles the student to the exit award of Postgraduate Certificate in Community Practice. This is an exit award only and students cannot enrol directly onto this. This award is not intended to be the initial principal aim of the student. It is a fall-back exit qualification granted when the student for whatever reason is not eligible for a Postgraduate Diploma or MSc and can be gained after successful completion of 60 credits from the programme. It will not include credits that have been gained via RPL or the PAD module. Students will not be eligible to upload the district nursing SPQ qualification with the Nursing & Midwifery Council (NMC).

### **Intended Awards**

#### **Postgraduate Diploma 120 credits at level 7**

Successful completion of 120 credits at Level 7 entitles the student to the Post Graduate Diploma in Community Nursing Specialist Practice (District Nursing). This is a recordable qualification with the NMC and enables students to annotate their NMC registration in the field of district nursing (SPRP 2.4.3)

### **Top Up Award**

#### **Master of Science (MSc) 180 credits at level 7**

This is intended as a top up award, whereby students can return to complete the additional 60 credit dissertation module (NHS7C4). Students must have achieved 120 level 7 credits on the Postgraduate Diploma Community Specialist Practice (District Nursing). On successful completion the additional 60 credits at level 7 students will be awarded the MSc Community Nursing Specialist Practice Top Up Award. The classification of the Top Up Award will be based on the dissertation module only.

## 8. Programme Structure Diagram, including delivery schedule

### Full-time delivery – One Year Programme

#### District Nursing programme –Full Time 45 weeks

#### Theoretical Module delivery – One Year Programme

Weekly Structure: Students on the full-time programme will have a blended approach to study comprising of both theory and practice across the 45 weeks (SPRP 2.11.2). One day per week will be self-directed; this can be practice, theoretical or personal study dependent on student needs and is to be agreed in advance with Clinical Practice. Each timetabled day is equivalent to 7.5 hours.

Theory day (Weds)	Trimester 1	Trimester 2	Trimester 3	Exit Award
	Fundamentals of Community Nursing (10 credits)			
	The Enquiring Mind (10 credits)			
		Population Health Challenges (20 credits)		
		Contemporary Leadership & Compassionate Practice (20 credits)		Postgraduate Certificate in Community Practice – 60 credits at Level 7
	Specialist Practice Assessment Document (PAD) English/Welsh This module commences at the start of the programme and runs through the duration of the programme.			
Theory Day (Thurs)	Trimester 1	Trimester 2	Trimester 3	Intended Award
	Complexities in Health (20 credits)			
		Inspiring Practice through Quality Improvement (20 credits)		
	Specialist Practice Assessment Document (PAD) English/Welsh (20 credits)  This module commences at the start of the programme and runs through the duration of the programme.			PG Diploma in Community Practice (District Nursing) Recordable NMC qualification (Total 120 credits)
Students can return to study within 3 years from completion of the PGDip	Trimester 1	Trimester 2	Trimester 3	Top Up Award
	Students can return and complete the below module to attain the full MSc.  Dissertation Module (NHS7C4 60 credits)			MSc Community Nursing Specialist Practice (Total 180 credits)

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2 )
Level 7	NHS7E7	Fundamentals of Community Nursing	10	Core	1
Level 7	NHS7F2	The Enquiring Mind	10	Core	1
Level 7	NHS7E5	Complexities in Health	20	Core	1
Level 7	NHS7E9	Population Health Challenges	20	Core	2
Level 7	NHS7E6	Contemporary Leadership & Compassionate Practice	20	Core	2/3
Level 7	NHS7F1	Specialist Practice Assessment Document (PAD) (English or Cymraeg)	20	Core (language option)	1/2/3
Level 7	NHS7E8	Inspiring Practice through Quality Improvement	20	Core	2/3

## Part-time delivery – Two Year Programme

### District Nursing programme –Part Time 45 weeks pro rata

#### Theoretical Module delivery – 2 Years Part Time

Weekly Structure: Students on the part-time programme will have a blended approach to study comprising of both theory and practice across the 45 weeks, pro rata for part time programmes (SPRP 2.11.2). Half a day per week will be self-directed; this can be practice, theoretical or personal study dependent on student needs and is to be agreed in advance with Clinical Practice. Each timetabled day is equivalent to 7.5 hours.

Y E A R  1  Theory day (Weds)	Trimester 1	Trimester 2	Trimester 3	Exit Award
	Fundamentals of Community Nursing (10 credits)			
	The Enquiring Mind (10 credits)			
		Population Health Challenges (20 credits)		
		Contemporary Leadership & Compassionate Practice (20 credits)		Postgraduate Certificate in Community Practice – 60 credits at Level 7
	Specialist Practice Assessment Document (PAD) – ongoing through Year 1 Continuous Assessment via English or Welsh PAD			
Y E A R  2  Theory Day (Thurs)	Trimester 1	Trimester 2	Trimester 3	Intended Award
	Complexities in Health (20 credits)			
		Inspiring Practice through Quality Improvement (20 credits)		
	Specialist Practice Assessment Document (PAD) ongoing through Year 2 Continuous Assessment via English or Welsh PAD (20 credits)  This module commences at the start of the programme and runs through the duration of the programme.			PG Diploma in Community Practice (District Nursing) Recordable NMC qualification (Total 120 credits)
Students can return to study within 3 years from completion of the PGDip	Trimester 1	Trimester 2	Trimester 3	Top Up Award
	Students can return and complete the below module to attain the full MSc.  Dissertation Module (NHS7C4 60 credits)			MSc Community Nursing Specialist Practice (Total 180 credits)



Level	Module Code	Module Title	Credit Value	Core/Option	Year	Delivery (i.e. semester 1,2 )
Level 7	NHS7E7	Fundamentals of Community Nursing	10	Core	1	1
Level 7	NHS7F2	The Enquiring Mind	10	Core	1	1
Level 7	NHS7E9	Population Health Challenges	20	Core	1	2
Level 7	NHS7E6	Contemporary Leadership & Compassionate Practice	20	Core	1	2/3
Level 7	NHS7F1	Specialist Practice Assessment Document (PAD) (English Or Cymraeg)	20	Core (language option)	1 - 2	1/2/3
Level 7	NHS7E5	Complexities in Health	20	Core	2	1
Level 7	NHS7E8	Inspiring Practice through Quality Improvement	20	Core	2	2/3

#### MSc Community Nursing Specialist Practice (Top Up Award)

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
7	NHS7C4	Dissertation	60	Core	1/2

## 9. Intended learning outcomes of the programme

### Knowledge and Understanding

	Level 7
A1	Demonstrate a systematic understanding of global, UK and Welsh policies and strategies to provide the context for leading and managing safe and autonomous practice.
A2	Critically select and analyse the data that drives the leadership and management of caseloads and how this analysis informs current provision.
A3	Justify decisions and management of risk when making complex assessments, ensuring appropriate care delivery and/or transition of people to other services or agencies or discharge.
A4	Access and systematically apply all forms of contemporary reliable evidence to the management of safe effective District Nursing practice.

### Intellectual Skills

	Level 7
B1	Critically evaluate the assessment and management of risk-based decisions when leading a district nursing team and caseload.
B2	Critically reflect upon own development and compassionate leadership as an autonomous district nurse, demonstrating the values, ethics and professional self-regulation as required by the NMC for safe, effective practice.
B3	Appraise the use of advanced communication strategies in co-producing goals and outcomes with users of service and carers.
B4	Critically discuss complex case management, making sound judgements and where appropriate provide evidence-based solutions to improve care management, justifying decisions made.
B5	Develop creative strategies to influence, plan and lead innovation for improved District Nursing service delivery.
B6	Demonstrate research informed professional practice through the critical exploration of topics pertinent to district nursing.

## Subject Skills

	Level 7
C1	Demonstrate the advanced numeracy, literacy, digital and technological skills needed for leading and delivering safe, effective district nursing practice
C2	Develop a critical understanding of a range of techniques that will enable the education of people and families to understand their health condition, promoting their independence and confidence so they feel empowered to self-care and self-manage.
C3	Deliver seamless, high-quality care to people and their families throughout their health and social care journey including care co-ordination and referral to appropriate agencies.
C4	Critically evaluate the delivery of safeguarding practice for vulnerable individuals to ensure adequate safeguards are in place, including appropriate escalation of risk and planning for effective interprofessional working.

## Practical, Professional and Employability Skills

	Level 7
D1	Exercise initiative and personal responsibility, reflecting critically and constructively on your professional role.
D2	Demonstrate achievement of all NMC Standards of proficiency for community nursing specialist practice within the field of district nursing (NMC, 2022)
D3	Demonstrate decision making in complex and unpredictable situations within District Nursing Practice in order to monitor and continually improve the experiences of people and their families whilst driving continuous service improvements.
D4	Critically apply the independent learning skills required to lead, influence and support your own continuous professional development and that of others.

## 10. Learning and teaching strategy

Academic staff within the department consider education to be part of a process to bring self-fulfilment to the individual, so teaching staff strive to uphold this by treating their students with respect, valuing their life experience and contributions in the classroom. This is further reinforced by staff making efforts to create a learning environment where students feel safe to ask questions and take part without fear of being embarrassed and where relationships with staff are collegial and friendly.

The learning, teaching and assessment strategy aims to foster a student centred, creative approach to learning and teaching, which will enhance the capabilities and employability of practitioners. As students taking this programme will be qualified and experienced practitioners it is essential that the approach to learning and teaching used throughout reflects and builds upon students' prior learning and clinical experience.

### Educational Philosophy

Through the Active Learning Framework (ALF), Wrexham University demonstrates its values of being accessible, supportive, innovative, and ambitious throughout all academic programmes. Our contemporary approach to flexible learning, using digitally-enabled resources, creates a knowledge-exchange between staff and students. ALF provides flexible and accessible resources and provides a virtual space for academic/peer and social support, especially valuable during placements. WU will use e-portfolio systems to facilitate the recording of placement activity digitally. Our students will remain connected to the University throughout their placements. This has proven invaluable to students who are working part time as well as studying, have variable shift patterns or who have many roles to balance as they study. The framework is ideal for a blended delivery pattern. Since this programme requires university attendance supported by blended delivery, the pre-existing framework, along with the expertise of the faculty, means the students will be able to access their learning at a time which suits them, and with minimal disruption to service provision.

The Post Graduate Diploma in Community Specialist Practice (District Nursing) programme includes classroom-based strategies such as blended learning approaches to interactive lectures and discussions, seminars and workshops, tutorial sessions and problem-based/case-based learning, synchronous and asynchronous sessions, recorded resources and use of the virtual learning environment (VLE) ' and MS Teams. On campus, face-to-face sessions use the Scale-up classroom to further facilitate peer collaboration through group work, problem based and action learning. Using the healthcare simulation suite and community house will enhance case-based simulation and case-based group work in the programme, bringing learning to life and giving the assessment relevance. The use of simulation facilities will enable students to continually enhance practice skills, assessment, and decision-making skills. The programme will embed strategies for rehearsal, reflection, and debriefing with a focus on emotional intelligence, compassionate leadership and increasing resilience in our graduating practitioners. Simulated learning on campus is part of theoretical learning and does not count towards practice learning hours.

## Digital learning

- Students will learn how to use a number of digital tools as part of their overall learning and will be assessed on this as part of the programme outcomes. The team believes it is pivotal that all students are fully prepared to be digital workers and can use technology comfortably with the public and each other. The close working relationship with Health Board partners enables the SPQ District Nurses to work in unison with new technology systems; an example of this is the scheduling tool, which utilises data input by the district nursing team. Students work through the data as part of the Inspiring Practice module with a view to developing a quality improvement initiative; closely linking theory to practice and ensuring the tools utilised in clinical practice are embedded in the course. Throughout the programme student sessions will be delivered to develop digital capabilities and confidence. Additionally, Digital Learning Facilitators are available to support students when using a wide range of technologies available at Wrexham University. The Digital Learning Facilitators will guide students through learning how to utilise these technologies in support of their academic work.
- Collaborative and Collective Learning Experiences

Working closely with the Simulation Team, our goal is to develop content that adapts to meet the user needs and is modular in design to promote decision-making opportunities that influence and shape content through a student's choices, or the engagement of others through their participation in the scenario in real-time or influenced from past decisions. One of the more powerful toolsets is the incorporation of scenarios that require a diverse range of skill sets and expertise across different user groups to collectively seek a combined goal across different disciplines. These new approaches offer new and rich learning experiences that can be governed through the application of Artificial Intelligent (AI) that can be used in their creation and adaptation.

- Immersion through Real-world Scenarios

Harnessing 360-degree camera technology and 3D scanning, we now have the capabilities to broadcast real-world contexts that can be accurately simulated through virtual learning environments or broadcast live to provide a new perspective on how we engage and perceive our learning environments. These experiential classrooms, generate a bridge between theoretical knowledge and its practical application. This real-world immersion, coupled with collaborative tools, fosters a holistic learning approach and rich experiences that more accurately reflect the real-world.

## Practice Learning

In clinical practice an experiential strategy, including observation, guided practice and observed independent practice, will be used to meet the Standards of Proficiency for SPQ District Nursing (NMC, 2022). WU will be utilising the Once for Wales (2024) Practice Assessment Document (PAD). This will be an Electronic PAD (EPAD), accessible by the student, Practice Assessor, Practice Supervisor and Academic Assessor. The student will maintain overall responsibility for the EPAD and will be responsible for ensuring the clinical

proficiencies are met within the given timeframes. Completing the learning contract and periodic reviews with the Practice Assessor will enable the student to identify specific learning and developmental needs and will ensure a cohesive learning pathway that is tailored to the student's needs and provides appropriate opportunities.

There are 7 Platforms within the Standards of Proficiency for SPQ (NMC 2022). Within these Platforms, outcomes are divided into proficiencies. These proficiencies reflect the specialist knowledge, skills and attributes required by nurses working in the community in any roles which involve more autonomous decision making. Progression through the PAD proficiencies will enable students to integrate theory and practice that is essential for them to be able to develop as future specialist practitioners. Clinical competence will be assessed in accordance with Benner's (1984) criteria. Students undertaking the SPQ Programme must achieve at least a competent level of practice in all proficiencies within all platforms. At the end of the programme submission point, any level of practice indicated by the PA below competent will be considered a referral, resulting in the need for resubmission.

Students are supported throughout the programme by the Programme Leader and an experienced Senior Lecturer, who are Academic Assessors to the students. The Academic Assessors will also provide both group and individual support to students in the production of academic work related to the EPAD and will engage in tripartite discussions with the student, Practice Assessor/Supervisor whilst in clinical practice.

Supporting guidance, training and EPAD drop-in sessions will ensure the PAD is completed effectively to encourage and support student progression and enrichment of learning. Students will be given protected learning time to enable them to progress through the practical aspect of their course. This should be allocated with consideration given to any additional information they have shared e.g. additional learning needs, protected characteristics, family circumstances, health (this list is not exhaustive), to ensure students have appropriate opportunity to progress. If students have difficulty accessing protected learning time, they should discuss this with their Practice Assessor and Academic Assessor who may initiate an additional tripartite meeting and action plan.

Students are made aware of protected learning time in the student handbook. Protected time is highlighted in Welcome Week and during the SPQ PAD module which runs the length of the programme. Students have an opportunity to feed back to the Academic Assessor on the SPQ PAD days and at Tripartite meetings with their Practice Assessor/Supervisor. We are mindful that students may not wish to disclose openly in front of their Practice Assessor/Supervisor so there is always an opportunity for scheduled "private time" with the student on a 1-1 basis at Practice visits. Equally there is an additional opportunity to feedback on their protected learning time and this is via Personal tutorials and Evaluation of Modules.

#### Collaborative Working with the Local Health Board and people who use services.

The Specialist Practice District Nursing programme prides itself on continuous collaborative working with the Local Health Board and people who use services and carers (PUSC's). This ongoing engagement enables the Community Specialist Practice programme to be value based and person-centred providing education that is not only service led but inspirational for future students. This is demonstrated in the joint formation of interview questions, selection interviews, classroom teaching, assessment, and evaluation. This continuous partnership working has enabled the programme team to successfully deliver the district



nursing programme through a flexible, engaging approach. An example of this continued engagement, spanning through the programme is the attendance of PUSC's, visiting professors, external speakers and health board partners at showcase events, enabling the celebration of student's individual work, and the sharing of good practice with Local Health Board partners such as Practice Assessors/Practice Supervisors, Locality Matrons and Community Nursing Leads.

## **11. The University Skills Framework**

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as digital capabilities, adaptability and flexibility, career development, critical thinking, enterprise and entrepreneurship, interpersonal skills, resilience, teamwork, personal skills and social impact and sustainability. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programme has been designed using an Employability Level Descriptor in collaboration with the Careers and Employability Service. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers and Employability Service are available to provide additional careers education activities for all programmes as well as individualised information, advice and guidance. Learners gain access to self-directed learning resources by logging into our [careers portal](#).

## **12. Work based/placement learning statement**

Learning-in-practice is recognised as an essential part of the programme. All PGDip Community Specialist Practice (District Nursing) will be based in an audited placement (All Wales Educational Audit) within a district nursing team, for the duration of the programme, supported by an appropriate practice supervisor (PS) and practice assessor (PA), in accordance with SSSA (NMC 2018, 2023).

Discussions are held with Community Matrons at interview stage in relation to the availability of PS and PA within each team. Careful consideration is given to the needs of the student but also the team's capacity to support them in practice.

Once allocated, PS and PA eligible to support students in practice in accordance with the SSSA (NMC, 2018, 2023) are offered preparation for the role equivalent to a half day of training (existing) and a full day training equivalent for new PS and PA. PS and PA are also provided with the proficiencies and programme outcomes that the student they confirm is trying to achieve. There is a robust framework to provide ongoing support to PS and PA within their role (see diagram below). As a team we keep a detailed record of PS and PA, with records of meetings held and current audits.



Practice Supervisors support the learning and development of students and will contribute to the PAD and provide feedback to Practice Assessors on the student's professional conduct and achievement of proficiencies. Practice Assessors are accountable for confirming achievement of proficiency within the PAD. The nominated PA will work in partnership with the nominated Academic Assessor (from Wrexham University) to review student progress and evaluate and recommend student progression onto the professional register.

In exceptional circumstances only, the same person may fulfil the role of PS and PA. In such instances, the student, PS/PA and Wrexham University will need to evidence why this was necessary (WU, 2024, Exceptional Circumstances for PGDip Community Specialist Practice students).

All students will be assigned an Academic Assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking (NMC 2018, 2023). They will provide feedback to students throughout the programme to support their development to enable them to achieve the proficiencies and programme outcomes.

With practice placements being an essential requirement of the programme, there is a tripartite commitment between the university, the service employer, and the student. To that effect, employers are asked to commit to ensuring protected practice time, and identification of a PS and PA to ensure all learning outcomes are achieved. An educational audit is completed biannually in each placement area to ensure appropriate learning opportunities and resources are in place to support learning.

Tripartite meetings throughout the academic year enable monitoring of student progress.

### 13. Welsh medium provision

The programme is delivered in accordance with WU Welsh Language Policy – (WU, 2021)

The programme will be delivered through the medium of English.

To comply with University regulations in terms of Welsh provision:

- Students can submit assessments in the Welsh language.
- Module and programme handbooks are available in Welsh on request.
- Student Evaluations (SEMS) can be completed in Welsh.
- Students can request a tutorial in Welsh.
- Recruitment flyers available in Welsh.
- Students are asked their Welsh language status on the application form and interviews are available in Welsh, where this is the students preference.

On placement:

- Placement areas can be Welsh language.
- Practice assessors and supervisors may be first language Welsh.

Practice Assessment Document:

- EPAD to be available in Welsh separately with a separate module code prefix and fluent Welsh speaking students encouraged to complete.

Assessment

- To provide at least one formative assessment in Welsh related to conversational Welsh with patients on the community (common phrases etc).

In class groupwork and breakout work

- Fluent Welsh speakers and learners/improvers given the opportunity to work together on groupwork so that they can converse in Welsh whilst in class.

Resources

- Where possible, resources to be available in Welsh eg journal articles, websites, ClickView Welsh documentaries.

It is important that Welsh speaking students are given the opportunity to conduct part of the studies in Welsh where the resources are available to do so, in the table below please outline what Welsh elements are available in the module delivery, in consultation with the Head of Welsh Medium Academic Development in the validation process.

Module Title	Core/ Optional	Level	Credit Value	What Welsh elements would be in the module? (i.e., Tutorial support, placement.)
NHS7F1 Specialist Practice Assessment Document (Welsh language)	Core	7	20	Welsh Practice Assessment Document (PAD)  Welsh speaking placement area
NHS7E7 Fundamentals of Community Nursing	Core	7	10	Conversational Welsh language within formative assessment for all students.

#### Availability of additional Stand-alone Modules to develop Welsh Language Skills

For students' who are keen to develop their Welsh language skills or possibly have lost confidence, we have two additional modules available:

Welsh in the Workplace – 1
Welsh in the Workplace – 2

Additionally, students are directed to Coleg Cymraeg Cenedlaethol resource page <https://www.porth.ac.uk/en/collection/mwy-na-geiriau>; the aim of the resource is to introduce language awareness within health and social care to higher education students and professional practitioners. It is hoped the resource will help build students' confidence in using the Welsh with patients and colleagues in the NHS.

## **14. Assessment strategy**

For the Post Graduate Diploma in Community Specialist Practice (District Nursing) programme the assessment strategy consists of a range of formative and summative assessment methods related to the programme outcomes, employed to test the student's knowledge, reflection, critical decision-making and application of theory to practice.

### Formative Feedback

Formative feedback is provided on academic writing, group scenarios, simulations and presentations to enable student development and achievement of the assessment method in the module and assist their preparedness to succeed.

Within clinical practice, formative feedback is provided by the Practice Assessor (PA)/Practice Supervisor (PS) on an on-going basis in the PAD. The PA/PS will be expected to provide regular feedback on their student's progress and discuss with the Academic Assessor through tripartite meetings which are scheduled throughout the programme. If a student is not making good progress, a tripartite action plan will be made between the

student, Academic Assessor, Practice Assessor/Practice Supervisor and, if necessary, the Programme Leader. Students are encouraged to reflect on practice by completing four clinical reflections, structured using a reflective model. All NMC (2022) proficiencies will be fully completed and achieved through observation, participation, discussion, evidence-based practice, clinical reflection, and active team contributions.

Additionally, students who are struggling to achieve academic level, particularly those lacking study skills, will be referred to study skills tutors or the wider student support services. Feedback is provided on draft work in the form of written or verbal commentary and this will normally be at least 3 weeks before submission. Work submitted for formative feedback in the week prior to the summative submission date will no longer be reviewed due to its probable near completeness.

### Summative Assessment

The summative assessment strategy provides a variety of authentic assessment methods to enable the demonstration of programme outcomes, including knowledge and understanding, intellectual and subject specific skills and transferable professional development. As identified in module specifications, assessment methods demonstrate achievement of module learning and outcomes commensurate with the award. The assessment strategy is student centred, with assessments designed so that students can select a relevant practice focus. Assessment has also been designed to ensure that students have a feasible but relevant workload, with connections drawn between theory and practice throughout each module. In order to ensure equity and fairness, all assessments are criterion referenced. Students will be provided with their assessment brief at the beginning of the module, in order to give them the maximum time to complete the assessment task. Theoretical assignments and portfolios will be marked against level 7 assessment criteria. Feedback on summative work is provided through the VLE three weeks following the hand in date.

Any work submitted that indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer.

### Post Graduate Diploma in Community Specialist Practice (District Nursing)

Module code & title	Assessment type and weighting	Indicative submission date (Part time)	Indicative submission date (Full time)
NHS7E7 Fundamentals of Community Nursing	Group digital presentation 100% overall (50% Group, 50% Individual)	Week 12, Sem 1.	Week 12, Sem 1.
NHS7F2 The Enquiring Mind	Literature review 100%	Week 15, Sem 1	Week 15, Sem 1
NHS7E5 Complexities in Health	Case study 100%	<b>Year 2</b> Week 18, Sem 2	Week 18, Sem 2
NHS7E9 Population Health Challenges	Individual PowerPoint Presentation & 500-word summary 100%	Week 27, Sem 2	Week 27, Sem 2
NHS7E8 Inspiring Practice through Quality Improvement	Poster presentation and oral defence to peers 100%	<b>Year 2</b> Week 32/33, Sem 2	Week 32/33, Sem 2

Module code & title	Assessment type and weighting	Indicative submission date (Part time)	Indicative submission date (Full time)
NHS7E6 Contemporary Leadership & Compassionate Practice	Compassionate leadership resource (format of choice) and reflective summary 100%	Week 39, Sem 3	Week 39, Sem 3
NHS7F1 Specialist Practice Assessment Document (PAD) (English or Cymraeg)	1) Practice Assessment Document (PAD) Pass/refer  2) Written Assignment Reflections 100%	<b>Year 2</b> Week 45, Sem 3	Week 45, Sem 3

#### MSc Community Nursing Specialist Practice (Top Up Award)

Module code & title	Assessment type and weighting	Indicative submission date
NHS7C4 Dissertation Module	Dissertation/Project 75% Report 25%	Week 36, Sem 3

## 15. Assessment and award regulations

Please refer to the [Academic Regulations for your programme which can be found here](#).

### Derogations

The programme includes two 10 credit modules: “Fundamentals of Community Nursing” and “The Enquiring Mind”. Whilst recognising that this is a deviation from Wrexham University modular framework, ordinarily 20 credits per module, it has been necessary as HEIW requested a 10 credit “Fundamentals” module be in place across Wales.

### Compensation

In line with Academic Regulations E10(iv), compensation is not permitted due to professional body requirements, therefore all modules are exempt from compensation.

### Non Credit Bearing assessment

Not applicable, all assessments are credit bearing.

### Restrictions for trailing modules (Taught Masters)

All students must fully complete the Post Graduate Diploma in Community Specialist Practice (District Nursing) prior to enrolling onto the MSc Community Nursing Specialist Practice (Top Up programme).



## 16. Accreditation

On successful completion of the Post Graduate Diploma in Community Specialist Practice (District Nursing) programme students will be able to record the qualification with the Nursing and Midwifery Council (NMC).

## 17. Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire  
Student Voice Forum  
Individual student feedback  
Student representatives  
Continuous Monitoring and Evaluation reports  
Periodic review and re-validation process  
External Examiner reports  
PSRB requirements and accreditation activities

## 18. Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the University's website at [www.wrexham.ac.uk](http://www.wrexham.ac.uk) to find out more about the Departments.

The Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

In line with the NMC Standards for Student Supervision and Assessment (SSSA) (2018, 2023) the student will be allocated an Academic Assessor from within the Faculty of Social and Life Sciences Nursing team who hold the NMC Specialist Practice – District Nursing recordable qualification with equivalent experience for the student's field of practice. The current Programme Leader has been involved with the district nursing programme since 2008. The University has applied the NMC viewpoint meaning that the academic assessor's work based experience or qualifications must enable them to understand, and be able to assess if required, what the student is aiming to achieve, for the time they are assigned to them.

## Learning Support

The learning Skills Team offer support throughout the programme of study and cover the following main areas:

- **Academic Skills Tutors** are here to support you with establishing effective learning habits and can support you with academic writing, critical thinking and [referencing](#). We offer support and guidance on becoming an independent learner.
- **Academic Support Librarians** are here to help you navigate the learning resources available to you to find the information you need for your assignments, presentations, dissertation and more. We can support you with hints and tips on how to 'work smart'. We are here to enable your skills in finding, evaluating and applying information to enhance your academic study and prepare you for the workplace

## **19. Equality and Diversity**

Wrexham University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#).