

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Specialist Community Practitioner (District Nursing)

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
JACS Code	B710
Programme Duration	Full-Time: 1 Year, Part-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	The programme has been benchmarked against the following documents: Standards for Specialist Education and Practice (NMC 2001) The Quality Assurance Agency subject benchmarks for nursing (2001) Queen's Nursing Institute/Queen's Nursing Institute Scotland Voluntary Standards for District Nurse Education and Practice (2015)
Programme accredited by	Nursing and Midwifery Council
Description of accreditation	http://www.nmc-uk.org/Approved-Programmes/
Validated target and alternative exit awards	Bachelor of Science with Honours in Specialist Community Practitioner (District Nursing)
Programme Leader	Sally Sprung

Educational aims of the programme

In partnership with NHS stakeholders, the BSc Hons programme aims to provide:

A contemporary approach to the development of the specialist community practitioner in District Nursing, who will be fit for practice, fit for purpose, fit for award and fit for professional standing.

A programme of academic rigour that meets the requirements of: Liverpool John Moores University; the Nursing and Midwifery Council; the Quality Assurance Agency.

Students with behaviours, values and beliefs, resources, skills and knowledge to change their own practice, develop their own roles and to enable them to work as a specialist practitioner who is a member of a multidisciplinary team with a district nursing focus, who can contribute to the development of the future workforce.

Students, who on completion of the programme, can contribute to integrated health care provision within a community setting.

An insight into the application of specialist practitioner and public health competences for the assessment of health needs, and the planning and provision of services to address inequalities, improve health and related services in their broadest sense.

Clinical practice experiences that are relevant, and underpinned by the themes of the programme. Opportunities to meet the competences of the specialist pathway, as defined by the NMC and the QNI. An underpinning ethos of preparation for work beyond initial registration.

A dynamic, responsive educational experience relevant to the Specialist Practitioner in District Nursing.

Opportunities for graduates to work in a critical, analytical and reflective manner and to provide them with the opportunity to acquire life-long learning skills. This will enable them to gain relevant knowledge, expertise and the individual qualities necessary to further develop as an autonomous, competent practitioner.

Enhanced clinical skills for complex assessment across the life span.

Students with the potential to be cognisant of the holistic nature of the community context of primary care for adults, children, young people and their families.

Skills and knowledge to lead, innovate and contribute to the evidence base underpinning practice and the development of adult community nursing services.

Scope to develop the ability to work towards public protection, using a continuum of public health practice within their role.

Opportunities to enable the development of leadership qualities and abilities which can be applied to a range of settings and contexts.

Facilitation to enable the student to have the cognitive and practical abilities to continue to develop and communicate a level of critical thinking which will enable them to recognise and manage risk, and therefore work positively and safely in challenging environments.

Exposure to a range of opportunities to enable development of the professional role with an emphasis on advancement of practice within the organisation and the services they provide.

Development of the students ability to be creative and visionary based on a comprehensive, systematic and evaluative understanding of knowledge related to their role and its application to practice.

Opportunities to explore the impact of theory on practice within complex and multifaceted working environments.

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Critically examine the role and responsibilities of the community specialist practitioner in district nursing with professional behaviours and values that demonstrate compassion in practice.
2. Analyse the public health agenda in the context of community care.
3. Analyse and interpret data and information sources.
4. Use research methods critically.
5. Critically examine the health and social policy agenda underpinning the role of the district nurse.
6. Critically examine leadership and management theory and its application in practice.
7. Critically examine the role of the multi-professional team and multi-agency working.
8. Analyse the potential of other agencies to impact on their practice.
9. Critically examine the principles and practice of nurse prescribing (for eligible students).
10. Analyse and interpret the legal and ethical frameworks in which the district nurse works.
11. Critically analyse and evaluate.
12. Interpret data and applying these to make strategic choices to influence policy and process.
13. Use diagnostic skills, problem solving and clinical judgement.
14. Demonstrate and exercise independence of mind and thought.
15. Make decisions in uncertain and complex situations.
16. Anticipate and predict potential critical incidents.
17. Demonstrate an understanding of political influences on practice.
18. Critically appraise research documents.
19. Demonstrate competence in the role of the Specialist Community Practitioner District Nurse with professional behaviours and values that demonstrate compassion in practice.
20. Retrieve, sift and select information from a variety of sources and apply findings to their area of practice.
21. Apply concepts and principles of leadership.
22. Effectively manage in the individualised practice area.
23. Demonstrate sound clinical judgement and decision making skills.
24. Demonstrate skills in change management and development of practice.
25. Demonstrate predictive skills in practice and in service development.
26. Lead a team working in collaboration with multi-professional and multi-agency colleagues.
27. Work in partnership with carers and service users.
28. Follow policy and procedures relating to safeguarding for child protection and the protection of adults.

29. Demonstrate safety and competence in nurse prescribing (for eligible students).
30. Demonstrate complex assessment skills with knowledge of disease processes, history taking and clinical examination to arrive upon a clinical impression leading to the development of an appropriate treatment plan.
31. Communicate ideas effectively using a variety of media.
32. Manage time and work to deadlines.
33. Participate constructively in groups.
34. Work independently and be self-reliant.
35. Find information and use information technology.
36. Apply principles of numeracy.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Interactive research-informed lectures and presentations, including video, practice related activities, informal quizzes, tutorials, seminars, group exercises, enquiry based learning techniques, action learning, learning through practice, simulation, Canvas, email, self directed study, use of reflective diary, self-directed study including researching the evidence-base for practice.

Essay, Situational analysis of a community health needs assessment, poster presentation, learning agreement, multidisciplinary group presentation, individual case review, individual presentation, written report, viva voce, OSCE, practice assessment

Programme structure - programme rules and modules

The programme for this award is delivered at level 6 (undergraduate). The programme is offered as full time (40 weeks) or part time (80 weeks), unless the student is undertaking the optional V300 Non-Medical Prescribing route when it will be 52 weeks full time (or 104 weeks part time). The course is 50% theory and 50% practice.

The Practice Evidence Tool (PET) provides the underpinning framework for students to demonstrate competence for the duration of the programmes. The PET structures learning in practice, and provides the opportunity to identify practice learning opportunities which will meet the agreed NMC competences. The PET must be passed in order to complete the full programme and achieve the recordable NMC qualification.

In addition to the 120 credits at level 4 and 120 credits at level 5 required to enter the programme, students may be awarded up to 40 credits RP(E)L at level 6.

Students who wish to undertake V300 Independent and Supplementary Non-Medical Prescribing, as part of the BSc Hons Specialist Community Practitioner District Nursing Programme must have at least one years' post registration experience. Students wishing to undertake this module must also be deemed competent by, and obtain permission and support from their employer.

Successful completion of V300 Independent and Supplementary Non-Medical Prescribing, will enable the student to exit with the V300 Independent and Supplementary Non-Medical Prescribing qualification, recordable with the Nursing and Midwifery Council. The V300 qualification must be recorded within 12 months of completing the programme of study.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6102PCCOMM LEADERSHIP FOR SPECIALIST PRACTICE (20 credits) 6141PCCOMM Contemporary Issues in District Nursing: Part 1 (20 credits) 61432PCCOM Clinical Examination and Diagnostics for District Nursing (20 credits) 6147PCCOMM Research for Specialist Practice (20 credits)	6100NPAPP INDEPENDENT AND SUPPLEMENTARY PRESCRIBING (20 credits) 6142PCCOMM Contemporary Issues in District Nursing: Part 2 with V100 (20 credits) 6144PCCOMM Contemporary Issues in District Nursing: Part 2 without V100 (20 credits) 6146PCCOMM Negotiated Work Based Learning for Specialist Practice (20 credits)	80 core credits at level 6 40 option credits at level 6

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

A variance has been approved for 6100NPAPP that all components of the module must be passed including those contained within the practice competency. The examination element (weighted at 40%) has a pass mark of 80%. The numeracy assessment (written examination) within the practice / competency element has a pass mark of 100%

Opportunities for work-related learning (location and nature of activities)

Students will spend 50% of the programme in practice within the sponsoring/seconding NHS organisation. They will have an identified Practice Assessor/Practice Supervisor who will support and assist the student to meet their learning needs, and who will assess competency.

Students are supernumerary during their practice placement.

Criteria for admission

Other

120 credits at level 4 (usually demonstrated by current registration with NMC)

120 credits at level 5 either through study or RPEL, against this programmes stated level 5 learning outcomes (see below)

Or a DipHE in Nursing.

Additional requirements:

Professional Requirements

Must be an Adult nurse on the NMC Register, with a minimum of 1 years post registration experience.

Students who wish to undertake V300 during the programme must also be an Adult nurse on part one of the NMC Register, with a minimum of 1 years post registration experience.

Students must be seconded or sponsored by an NHS organisation.

Recruitment:

A co-ordinated approach to recruitment is established between the local NHS organisations and Liverpool John Moores

University.

Confirmation of satisfactory references and DBS check are also required.

In the case of RP(E)L, the applicant should demonstrate the following level learning outcomes

FHEQ Level 4:

Demonstrate knowledge of the underlying concepts and principles associated with their field within nursing/midwifery professional practice and an ability to evaluate and interpret these within the context of that area of study or practice.

Demonstrate an ability to present, evaluate and interpret an appropriate evidence base in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts within nursing practice.

Utilise different approaches to solving problems related to their area(s) of study and/or work- based practice.

Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.

Demonstrate the values, qualities, specific and transferable skills necessary for employment in their field of practice and exercise an appropriate level of personal responsibility in line with the relevant standards set out by the Nursing & Midwifery Council.

Have established a basis for further education, training and personal development planning and ability to develop new skills within a structured and managed environment.

FHEQ Level 5

Demonstrate knowledge and critical understanding of the well-established principles of nursing / midwifery service provision.

Have developed a sound understanding of the values, principles qualities, specific and transferable skills in nursing / midwifery, and have applied them in the context of either academic or professional practice.

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

Have learned to evaluate the appropriateness of different approaches to solving problems.

Demonstrate that they have undertaken further training, developed existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

Reflect with insight on own personal, academic and professional development or practice.

Exercise personal responsibility and decision-making in line with the relevant standards set out by the Nursing & Midwifery Council.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which

external examiners have experience

- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.