

PROGRAMME SPECIFICATION

for the award of

HL75 Post Graduate Diploma in District Nursing

Managed by the School of Nursing

Department of Midwifery, Community Nursing and Public Health

Date approved:	15th November 2016
Applies to students commencing study in:	September 2017

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University- Headington campus
Language of study:	English
Final award:	Post Graduate Diploma
Programme title:	District Nursing
Interim exit awards and award titles available:	NA
Brookes course code:	HL75
UCAS code:	46224
JACS code:	B710
HECoS code:	NA
Mode of delivery:	Full-time (face to face/on-campus) Part-time (face to face/on-campus)
Mode/s and duration of study:	Full time (52 weeks) and part time (104 weeks)
QAA subject benchmark statement/s which apply to the programme:	No subject benchmark at level 7 for this area
Professional accreditation attached to the programme:	Nursing and Midwifery Council www.nmc.org.uk
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

Successful completion of the Post Graduate Diploma in District Nursing enables a recordable qualification with the Nursing and Midwifery Council (NMC) as a district nurse. The specialist practice modules (Foundations of Community Specialist Practice (CSP) – District Nursing (DN) 1, 2 & 3) are distinct modules which must be undertaken in full to meet the requirements of the NMC. Alongside meeting the requirements of the NMC the modules have been mapped to the voluntary standards proposed by and Queens Nurses Institute (QNI/QNIS 2015). Chosen supplementary modules have also been mapped to the standards of both organisations.

The prime aim of this programme is to enable the student to develop a foundation of specialist knowledge, a professional identity, and the required skills and competence of a district nurse. The programme will explore fundamental community nursing practice in relation to the role of the contemporary district nurse, and is mapped NMC Standards of Proficiency and QNI voluntary standards to support the development of a resilient and competent practitioner in knowledge, skill and future leadership.

The programme will harness the teaching skills of qualified district nurses, community professionals and experts in education within the programme deliver, both in the university and in the practice education setting.

The programme uses an e-portfolio to capture practice assessment, which aligns to the NMC re-validation framework. The portfolio, which is free, remains accessible to use as a tool to map continuing professional development following completion of the programme.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

- Critically articulate the implications of public health policy within primary care and identify the social, political and economic factors which influence patient/client care and impact on diverse health needs
- Critically assess, plan and evaluate evidenced based care interventions to meet contemporary need and improve health in order to prevent disease in individuals and populations
- Assess, identify and manage need in a range of settings and review appropriate quality assurance measures and monitoring standards of care

3.2 RESEARCH LITERACY

- Demonstrate a critical approach to identifying, applying and disseminating research findings relating to community specialist practice

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- Critically evaluate team leadership, operational and project management in the context of observing national and local policy
- Demonstrate and contribute to a positive team culture which promotes an effective learning environment, facilitation of shared leadership, preceptorship, mentorship, clinical supervision, openness and candour, and provision of an educational environment

3.4 DIGITAL AND INFORMATION LITERACY

- Critically select and utilise relevant databases to search for and identify need in the context of the population and district nurses' role
- Develop the digital literacy skills to prescribe using the online British national formulary (V300)

3.5 ACTIVE CITIZENSHIP

- a. Critically explore the political, ethical and legal issues and synthesise their relevance when leading and managing contemporary community nursing teams and service development
- b. Support and empower patients, carers and populations to influence and use available services, information and skills to the full and to participate in decisions concerning their care
- c. Critically evaluate and articulate the importance of multiagency collaboration in working together with and for individuals and work together to address issues raised by vulnerable individuals
- d. Demonstrate a problem solving approach to cultural and lifestyle diversity in the workforce and population.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Full Time route

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
P44024	Foundations of Community Specialist Practice (CSP) 1 District Nursing (DN)	20	7	Compulsory	100% course work

P44025	Foundations of Community Specialist Practice (CSP)2 District Nursing (DN)	10	7	Compulsory	100% course work
P44026	Foundations of Community Specialist Practice (CSP)3 District Nursing (DN)	10	7	Compulsory	100% course work
P44011	Advanced History Taking and Assessment	20	7	Alternative compulsory	100% course work
P44820	Leadership in Health and Social Care	20	7	Alternative compulsory	100% course work
P44050	Non-Medical Prescribing (V300)	40	7	Alternative compulsory	50/50

Module code	Module Title	Credits	Level	Status	Coursework: Exam ratio
P49213	Work based learning	20	7	Acceptable	100% course work
P44012	Diagnostic Reasoning in Practice	20	7	Acceptable	100% course work
P44009	Care of the older person with Frailty	40	7	Acceptable	100% course work
P44614	Advanced Health Promotion	20	7	Acceptable	100% course work
P40214	Advanced Symptom Management	20	7	Acceptable	100% course work

Part time route

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio	Semester and year
P44027	Foundations of Community Specialist Practice (CSP) 1 District Nursing (DN)	20	7	Compulsory	100% course work	Year 1 Semester 1 and 2
P44028	Foundations of Community Specialist Practice (CSP)2 District Nursing (DN)	10	7	Compulsory	100% course work	Year 2 Semester 2
P44029	Foundations of Community Specialist Practice (CSP)3 District Nursing (DN)	10	7	Compulsory	100% course work	Year 2 Semester 2 and 3
P44011	Advanced History Taking and Assessment	20	7	Alternative compulsory	100% course work	Year 1 Semester 1
P44820	Leadership in Health and Social Care	20	7	Alternative compulsory	100% course work	Year 1 Semester 1,2 and 3
P44050	Non-Medical Prescribing (V300)	40	7	Alternative compulsory	50/50	Year 2 Semester 1

Optional modules

There may be occasions, because of the experienced level of potential students, where students have already acquired some of the core modules through previous study. If this is the case the modules below can be substituted to attain the required 120 credits for a PG Diploma.

Module code	Module Title	Credits	Level	Status	Semester and year
P49213	Work based learning	20	7	Optional	1 and 2 (Both Year 1 and 2 PT)
P44012	Diagnostic Reasoning in Practice	20	7	Optional	1 and 2 (Both Year 1 and 2 PT)
P44009	Care of the older person with Frailty	40	7	Optional	1 and 2 (Both Year 1 and 2 PT)
P44614	Advanced Health Promotion	20	7	Optional	1 and 2 (Both Year 1 and 2 PT)
P44004	Care of the Deteriorating or Acutely ill adult	20	7	Optional	1 and 2 (Both Year 1 and 2 PT)
P49210	Advanced Research Design	20	7	Optional	1 and 2 (Both Year 1 and 2 PT)
P40214	Advanced Symptom Management	20	7	Optional	1 and 2 (Both Year 1 and 2 PT)

In the event that a student is unable to complete the programme in its entirety, they may exit with the level 7 credit they have obtained.

4.2 PROGRESSION AND AWARD REQUIREMENTS

At the end of each semester the student's competency in practice will be assessed through their portfolio, competency needs to be demonstrated before moving forward. These 'progression points' are required due of the professional nature of the programme. Appropriate progression both in practice and academically is an expectation of the contract of employment for students; funding may be withdrawn if a student is unable demonstrate effective progress. Timely identification of any concern regarding student progress can be supported by the implementation of an action plan, which can lead the student to rectify concerns and move through the progression points.

4.3 PROFESSIONAL REQUIREMENTS

A requirement entry of this programme is that the student is already registered on Part One (Adult/ RN1/ RNA) of the NMC register as an adult nurse and an active UK Nurse.

SECTION 5: TEACHING AND ASSESSMENT

This programme recognises the value to theory and practice, each one is 50% of the programme. The programme aims to build on the existing skills and knowledge of the qualified nurses through utilising practice experience in the classroom and enhancing the links between theory and practice. The programme facilitates adult learning and through this develops resilience.

The key components of the programme are to build on existing practice experience and skill and supporting the transition of the student into a new practice role. The programme will be coordinated by a registered Specialist community Public Health Nurse. The delivery of the programme will be supported by relevant (practising) community specialists and Community Practice Teachers (CPTs) with an NMC nurse teacher recordable qualification. The CPTs are highly skilled educators and an integral part of the teaching team.

The exposure to the range of teaching strategies (lectures, seminars, e-learning and practice based learning) allows the student to link theory and practice and enhances the skills of an adult learner. The variety of teaching approaches appeals to the variety of students and diversity in learning style, student demographic, and ability, and accommodates for students with identified specific leaning disorders.

Students will spend a minimum of two days in the university during semester time (1 and 2) participating in lectures, seminars and discussions. Two days are spent in practice and there is allocated private study time. Outside semesters there are blocks of practice time for consolidation of learning and skills. Students are assessed mainly through coursework, however there are three exams as part of the V300 module.

Each of the modules learning outcomes have been mapped to the Brookes Attributes. See individual module descriptors for mapping of the learning outcomes and how the assessment strategy addresses these. The programme learning outcomes are compliant with and mapped to the Brookes Attributes.

A range of assessment strategies have been utilised in the planning of the programme and the programme aims to engage the learner in the variety of assessed programme elements. The decision to move away from a practice assessment document to a portfolio (that is awarded academic credit) has been reached in collaboration with stakeholders; the portfolio will support the NMC's revised professional revalidation process. The chosen format of an e-portfolio has been commended by external examiners, students and teaching staff as innovative and appropriate as a tool for both programme assessment and for continued professional development following the completion of the programme. This format allows the student to be creative in the presentation of practice based evidence to support demonstration of the acquisition of key professional skills aligned to the NMC standards for proficiency.

There is a strong focus on the practice placement setting as a learning environment, it is 50% of the programme; CPTs provide fundamental support for students in the practice setting, along with the community workforce in building and developing professional skills. The e-portfolio captures the practiced based learning, and will be led and marked by the CPT, and moderated by the academic teaching team.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

This programme is only offered at Level 7, thus is it preferred that a potential student is able to demonstrate achievement of a 1st degree or if completing a Diploma in Nursing, and the applicant can demonstrate achievement of learning and assessment at level 6.

The entry criteria for NMP module V300 states that candidates must *"Have at least three years' post-registration experience and be deemed competent by your employer to undertake the (V300) course. Of these 3 years, the year immediately preceding application to the course must have been in the clinical field in which you intend to prescribe"*.

A condition of supporting a practice placement will be to ensure that students have access to a Designated Medical Practitioner to support the V300 module.

A Full UK driving licence is also required to meet NHS Trust requirements to enable community practice.

The candidate must have secured Trust sponsorship via the Values Based Recruitment Process in place between the university and the NHS Trust. A CPT will be arranged as part of the sponsorship contract for practice assessment.

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

A mandatory requirement of community placements for Oxford Brookes students is to have an enhanced check including both adults and children before the start of the programme.

There are mechanisms in place within the university and NHS Trusts to ensure that this is completed. The university will request evidence of an in-date DBS prior to enrolment, and upon enrolment to the programme.

SECTION 7: PREPARATION FOR EMPLOYMENT

Students on this programme are already employed by health care providers in the Thames Valley. The programme maintains links with the employers through regular meetings and CPTs who are also

employed by the health care providers lecture on the programme to maintain the links between theory and practice, ensuring that the students exit the programme with the skills required by the employers. External speakers from beyond the Thames Valley region support learning further through showcasing excellence in practice and encouraging a national vision of district nursing practice.

In recent years Oxford Brooked University has maintained a strong record of post graduating employment from community programmes. 100% of students have secured employment on successful completion of the programme in their newly qualified field since 2013 (September 2016).