LEEDS BECKETT UNIVERSITY

Course Specification

Postgraduate Diploma Community Specialist Practitioner - District Nursing (CSDDN)

2018-19

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# Record of Enhancement

<table>
<thead>
<tr>
<th>No.</th>
<th>Detail of modification</th>
<th>Date Effective</th>
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<tbody>
<tr>
<td>2</td>
<td>Cross-schools IPL study day assessment – change from summative to formative assessment in the Professional Development in Practice module.</td>
<td>2018-19</td>
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## Version Control

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<tr>
<td>Version number and date effective</td>
<td>V2 – 30 October 2017</td>
</tr>
<tr>
<td>For completion by Quality Assurance Services only:</td>
<td></td>
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<tr>
<td>Next Re-validation date</td>
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Target Award, Course Title and Programme Code
Postgraduate Diploma Community Specialist Practitioner - District Nursing (CSDDN)

Level of Qualification
Level 7: The Postgraduate Diploma is awarded for the attainment of a minimum of 120 credits.

Course Rationale and Philosophy
Pre-registration nursing education provides practitioners with the knowledge, skills and attitudes to provide safe and effective care across hospital and community settings. Following registration, professional practice alone is not enough to gain the skills required to practise as a safe and competent Specialist Practitioner District Nurse. The Nursing and Midwifery Council (NMC, 2001) details additional areas of learning and the minimum educational expectations to practise as a ‘Specialist Practitioner, District Nurse’. In recognising the changing health and social care context, the Queen’s Nursing Institute and Health Education England have provided updated standards for education (QNI/QNIS, 2015) and practice (HEE, 2015) that reaffirm the expectation from the NMC for additional higher education approval to practise as a ‘District Nurse’. These are now widely recognised by both the commissioner and provider arms of the NHS.

Specialist Practitioners need to learn the skills required to be responsive to both individuals and population groups. These include providing an all-embracing community-wide perspective of needs, forming multi-agency perspectives and the ability to lead and manage teams of nurses within their communities. Inevitably this should also include influencing the commissioning and procurement of services and monitoring/evaluating outcomes to ensure sustainability of resources.

The course therefore prepares the practitioner to build upon alliances with a range of people and groups, such as individuals with health needs, families, communities, national and local governments, education providers, business and industry, voluntary, faith and charitable organisations. The overall aim is to improve the health of the people within communities through addressing health inequality and social injustice. This can only be done through integrated working and through dialogue.

Overview and Aims
This is a course for registered nurses (Adult field of nursing) who wish to specialise within an area of Community Practice, District Nursing. Students will have consolidated their pre-registration nursing outcomes and gained a deeper understanding in relevant professional practice prior to joining the course. This is a postgraduate course that enables graduates to record on their NMC register the title of Specialist Practitioner in District Nursing (NMC 2001) and V100 Community Practitioner Nurse Prescribing (NMC 2006). Obtaining these professional qualifications allow for enhanced employment opportunities as a Specialist in community nursing practice.

As such the course is rooted in facilitating the achievement of meeting NMC Standards (2001 and 2006) for safe and effective Specialist Practice. The course framework therefore adheres to these standards that are used as a basis for assessment of practice, grouped into four domains:
• Clinical practice
• Care and programme management
• Clinical practice leadership
• Clinical practice development

Common core modules, shared across health disciplines, enable students to acquire greater understanding of each other’s roles, shared challenges and opportunities to identify and respond to health needs collaboratively. Specialist focus modules enable students to explore the nuances of their chosen field of practice.

Common core modules
• Building Community Capacity in Public Health
• Understanding Social Research and Evaluation
• Leadership, Management and Enterprise
• Therapeutic Relationships for Health Care Practitioners

Specialist focus District Nursing modules
• Getting it right for adults with complex care needs
• Professional Development In Practice (including the prescribing component, V100)

Course Learning Outcomes
On completion of the course, successful students are able to:

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<tbody>
<tr>
<td>1.</td>
<td>Demonstrate a critical understanding and application of skills, knowledge and abilities to make a valuable contribution to improving community health and wellbeing.</td>
</tr>
<tr>
<td>2.</td>
<td>Lead, manage and influence service improvement that is underpinned by theory and reflexive recognition of the context in delivering a range of primary and community services.</td>
</tr>
<tr>
<td>3.</td>
<td>Critically evaluate the breadth of the Specialist role and examine the scope for safe innovative care and effective practice.</td>
</tr>
<tr>
<td>5.</td>
<td>Be able to deal with complex issues systematically and creatively to make sound and safe decisions.</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrate personal responsibility and a higher level (NMC, 2001) of professional accountability.</td>
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</tbody>
</table>

Learning Outcomes for the PG Certificate contained award

<p>| | |</p>
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<thead>
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<tbody>
<tr>
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</tr>
<tr>
<td>3.</td>
<td>Be able to deal with complex issues systematically and creatively to make sound and safe decisions.</td>
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</tbody>
</table>
Course Structure

Level 7

All modules and module assessments must be passed to be considered for this Postgraduate Diploma award. All modules are ‘core’ to the named award. Whilst shared learning is encouraged the course contains two modules that are described as ‘specialist focus’ (Getting it Right and Professional Development in Practice). All modules are 20 credits.

The Professional Development in Practice module specifically relates to meeting NMC standards for practice and is where students demonstrate 50% learning in practice. Therefore students complete a minimum of 112 supernumerary days of practice over their 52 week course (full-time) or over 104 weeks (part-time). This includes 15 days learning from an alternative practice setting and 10 weeks end of course consolidation of practice. Practice is assessed summatively on two occasions, at mid-point and at the end of the course.

The ‘Getting it right’ module is designed to present the contemporary discourse, theory and best practice for the profession.

<table>
<thead>
<tr>
<th>Full time Year 1</th>
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<tbody>
<tr>
<td>Semester 1</td>
<td>Core</td>
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<td>Building Community Capacity in Public Health</td>
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<tr>
<td>Getting it right for adults with complex care needs</td>
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<tr>
<td>Therapeutic Relationships for Health Care Practitioners</td>
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<td>Professional Development in Practice</td>
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<td>Getting it right for adults with complex care needs</td>
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<td>Professional Development in Practice</td>
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Contained Award Available

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<th>PG Certificate</th>
<th>Health Related Studies</th>
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<tr>
<td>60 L7 credits</td>
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### Length and Status of Course and Mode of Study

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<th>Length</th>
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<th>Mode</th>
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<tr>
<td>PG Diploma</td>
<td>52 weeks</td>
<td>FT</td>
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</tr>
<tr>
<td>PG Diploma</td>
<td>104 weeks</td>
<td>PT</td>
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### Learning and Teaching

#### Learning and Teaching Approaches
The course team upholds high standards of teaching and learning approaches by leading by example with integrity and responsibility. The Programme Leader holds a NMC Nurse Teacher qualification/registration and as Course Leader is also a District Nurse. Each member of the course team also engages in scholarly, consultancy and enterprise activity within these fields of practice. The course team therefore draws upon this expertise in the delivery and design of their learning and teaching approaches. The overall aim is to develop a strong course and professional identity to ensure that students are inspired to lead changes within community nursing practice, that ultimately meet the purpose of providing high levels of care to vulnerable people and in turn address health inequality.

Community Specialist courses are designed to provide a forum for the development of individuals as experienced practitioners who wish to record/register with the NMC their title as a Specialist Community Nurse. Each practitioner comes to study on their postgraduate course with their own diverse professional experience. To respect this diversity and acknowledge prior experience, an emphasis is also placed upon practitioners using themselves as a learning resource through experiential and reflective learning approaches. To develop deep, critical and analytical reflection 50% of time is spent in a quality assured practice placement with the support of a qualified Practice Teacher. The student, Practice Teacher and Course Leader together form a ‘tripartite’ relationship in learning, teaching and assessment.

Using previous experience and current practice placements as a focus for debate and discussion provides students with a purpose in addressing their own learning needs to meeting the health and social care needs of people, families and communities. To facilitate this purpose there is a strong focus on a range of academic and critical theory that describes, debates and challenges how practitioners meet health needs and address health inequality. Reflective, theoretical and practical foci draws upon service user and carer experience and narratives that allow students to problem solve and consider the application of appropriate theoretical concepts to practice.

Health and social care students are encouraged to facilitate inter-professional working through shared learning. Whilst recognising the integrity of each specialist professional area, shared modules within the course enable the recognition of overlapping skills and identifying aspects of practice which would benefit from a collaborative approach, e.g., Building Community Capacity in Public Health. Transferring the shared learning experience to practice settings enhances communication and liaison which is essential to the provision of quality care. Interprofessional group work further integrates theory...
and practice and develops greater understanding of roles and is therefore a philosophy upheld throughout the School of Health and Community Studies.

Whilst the focus of the learning and teaching is to develop students to meet their specialist standards for practice (NMC, 2001 and 2006), the sequence of modules also allows them to develop an interest within their own field of practice. The students’ first module focuses upon a community and community based needs, whilst subsequent modules allow the student to focus on one need, review an evidence base on meeting need, propose a project to address need, implement change and then finally evaluate work. This integration of learning between modules results in a course that has a clear purpose, rather than just a series of separate modular components.

**Learning and Teaching Activities**

**Course Induction**
It is recognised that professionals can be daunted by the prospect of returning to academic study. Mid-career study is an opportunity to stand back and reflect upon approaches to nursing practice, however it can also create feelings of self-doubt and self-deprecation. To facilitate the transition between busy day to day nursing practice and formal postgraduate study a one week induction programme is offered. This assists in the orientation of online systems and the campus, allows time for the student registration process, provides opportunities to create and form groups and is the commencement of course, professional and University relationships.

**Experiential learning in developing specialist practice**
Assessment, learning and teaching activities embrace a student-centred philosophy and are designed around the principles of progressive lifelong learning and the development of postgraduate skills. Students enter their course as experienced ‘expert’ nurses and then become ‘novices’ in their journey in meeting their new standards for specialist nursing practice (Benner 1982; NMC, 2001 and 2006). They form a strong professional and course identity in working as a peer group in classroom based and work-based tasks. This process is facilitated by a Course Leader/Personal Tutor who is a specialist in the field of practice, together with a qualified practice-based Practice Teacher. One of the first tasks students and the course team undertake is the formation of the tripartite relationship between these three agencies. This supports the one to one recognition of a student’s individual learning needs together with their learning strengths. The tripartite relationship is supported by the e-portfolio which provides a means by which students can share and develop their reflective work with tutors and Practice Teachers.

**Modular learning**
Modular learning and assessment are rooted in work-based discussion and the development of work-based projects. These are designed to bridge the theory/practice gap. The course team divides modules between ‘core’ (that all community nursing students undertake) and ‘specialist’ (that specifically focus on one chosen field of practice), and there are no elective modules. Modular learning develops in-depth knowledge and an understanding of shared challenges in practice. This in turn leads to increased respect for the role of other health and community care practitioners, working
in diverse long term care and public health settings, promoting improved inter-professional co-operation.

Modules are purposely delivered to ensure that, by the end of the course, students produce for assessment a document that clearly evidences the meeting of NMC standards for specialist practice (2001 and 2006): the PebblePad e-portfolio. Each module challenges students to complete tasks and activities via lectures, seminars, simulated learning, and pre/post-classroom activities. The specific activities depend on modules undertaken, but artefacts and evidence from these sessions can be used in the e-portfolio. Throughout the course there is a focus on encouraging increasing independence and advancing academic skills, and the e-portfolio is central to this process as it allows for student self-assessment, planning of learning, the production of evidence to meet learning plans and ultimately their ability to confirm that they, under the supervision and assessment of a Practice Teacher, have met their own learning plans. At the end of the course, students are provided with ongoing alumni-access to their e-portfolio and its contents on a ‘free for life’ basis allowing them to continue to use it for ongoing Continuing Professional Development and to support NMC professional revalidation processes for nurses.

**Opportunities to broaden practice experience**

As practice is an integrated component within the course structure, it is supported by a qualified Practice Teacher who offers one-to-one personalised support and assessment. This relationship is pivotal in reflective experience of practice and is available for the full duration of the course. The planning of practice experience is essential and is done so through the e-portfolio in the form of Learning Contracts. Whilst a focus is to meet standards for specialist practice, there is also scope to plan and undertake a range of placement based learning to broaden the scope of practice. A minimum of 15 days should be spent in ‘alternative settings’. The selection of these settings can be based upon professional interest, learning needs or as opportunities arise. Past examples include working in rural teams, urban inner-city, specialist teams, or in other countries. Evidence of this experience is detailed in the e-portfolio.

**Transition to specialist practice**

The final ten weeks of the course are the ‘consolidation of practice’. This is the final phase of study that is all spent entirely in practice; students work in transition to registering/recording as a specialist community nurse. It is designed to simulate the experience of being a qualified specialist practitioner, but retains the support mechanism and the protection of being ‘supernumerary’.

**Support offered to meet individual student needs**

Detailed above is the minimum level of support and activates offered to all students. As recognition is given to the broad range of learning needs, some students may require additional support and counselling, not only to meet learning deficits but to also strengthen their unique talents to meet their potential. A range of support, opportunities and learning activities exist, including the Academic Librarian who can assist in the development of advanced postgraduate skills, the Skills for Learning team who provide activities to develop academic communication skills and the templates and
structure provided within the e-portfolio to support prioritising, planning, reflection and recording of experiences and achievements.

**Student Support**

**Student Support Network**

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students’ Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students’ Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

*The Library*
Library information can be found here:
http://libguides.leedsbeckett.ac.uk/home

- All new students are offered an induction session and follow up information skills.
- Teaching is complemented by online guides, web pages and online tutorials to inform students of relevant resources and activities to support their programme of study.
• Academic Librarians provide tailored information and literature searching sessions to students as part of their course and also offer one-to-one appointments for students and staff.

• Skills for Learning provides online resources, services and publications to enable students to develop their academic skills. The Skills for Learning website offers a wide range of generic learning and teaching resources on topics which include: academic writing, group skills, research, maths, critical awareness and reflective skills. Skills for Learning also provides drop-in workshops, customised classes, and group and one-to-one tutorial support in academic communication, maths and IT. Information is available at: http://skillsforlearning.leedsbeckett.ac.uk/.

Assessment Strategy

Students have a coherent student learning experience with all the assessments linked to the overall aim of the course to enable fitness to practise as a specialist community nurse. The course team has designed a flow of assessments that commence with a community focus in identifying unmet health needs and subsequent module assessments demonstrate knowledge in finding the evidence to meet needs, recommend change, and implement services and then finally evaluating services.

The practice e-portfolio is summatively assessed at the mid-point and at the end of the course. All assignments are related to practice experience and feed into the e-portfolio to demonstrate NMC standards and proficiencies. The assessments enable opportunities to demonstrate what has been learned through practical experience which is assessed by the Practice Teacher. The Practice Teacher role is to confirm that the student is meeting their NMC standards and that the student has documented these in their e-portfolio, this at the end of the student’s course. However, to ensure that the student is on track with their development (that for some is for two years), there is a summative assessment at the mid-point stage in the course.

All students have the opportunity to recover their mid-point summative assessment via the completion of an action plan that is rooted in NMC standards for practice. The result of which is considered by the mid-point Board of Examiners in line with the University Regulations and NMC standards.

Some components of the modular assessment are required to be assessed at a higher level than the University’s assessment pass mark (40%). This is to assure patient and public safety, as mandated by the NMC, i.e., students undertaking the prescribing element have an examination and must achieve a grade of 80% or higher, 100% pass in numerical assessment and must not pose a risk to patients (NMC, 2006).

The aim is for summative assessments to prepare students for the reality of Specialist Practice and provide them with skills congruent to successful postgraduate study. Summative assessment methods include written reports, reflective essays, examinations (unseen for nurse prescribing). The final assessment is submitted in the substantial e-portfolio that details the student journey from developing learning plans and creating written evidence for the meeting of NMC standards for practice. This e-
portfolio can then be used by graduates in their on-going tri-annual process of professional re-validation.

**Feedback on Assessed Coursework**
Academic feedback on assessment is normally provided four working weeks from the date of submission. Submission dates, feedback dates and dates of recovery of assessment opportunities are detailed in course and module handbooks. Continual feedback is provided in seminars, personal tutorials and in practice by Practice Teachers. To focus students upon ‘assessment for learning’ the course team utilises a feedback form that asks students to rate themselves on the marking criteria and encourages them to ask for specific feedback.

**Module Assessment Methods**

<table>
<thead>
<tr>
<th>Module Titles</th>
<th>Written Examination</th>
<th>Written Assignment</th>
<th>Portfolio</th>
<th>Practical Skills Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Community Capacity in Public Health</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting it right for adults with complex care needs</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership, Management and Enterprise</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
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<td>✓</td>
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<td>✓</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development in Practice</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</table>

**Employability and Professional Context**
The course is recognised by the NMC for the purpose of annotating the registration of a qualified nurse with the title of Specialist Practitioner District Nurse and Community Practitioner Prescriber.

As these professional roles are required by the NHS to provide safe and effective community healthcare, students have not been required to self-fund their studies. To date the NHS has seconded their staff onto the courses. Therefore there is a strong relationship between the student, the academic team and the employer. Demand for course places has a direct correlation to the workforce requirements of the NHS. The employability record of graduates and is excellent.

As well as gaining employment upon completion of their course, graduates may also opt to return to study part-time to complete a dissertation module and achieve the award of MSc Health and Community Care.
NMC Recordable qualifications information
https://www.nmc.org.uk/registration/staying-on-the-register/adding-qualifications/

- **Specialist practitioner District Nursing**: students need to apply to register within five years of the course completion date or they will not be able to join the NMC register. If a student does not register their qualification within five years, they would need to complete the course again.
- **V100 Community practitioner nurse prescriber**: Students are required to register this qualification within 12 months of completion. Failure to do so may result in the qualification not being recordable. It is only after the qualification has been recorded on the NMC register, that a registrant may prescribe.

**Practice Learning & Employability Unit**
The course team works closely with the Practice Learning & Employability Unit and Careers Service to ensure that students are prepared for experiential learning in their practice placement. The overall aim is to ensure that the placement experience leads to meaningful learning and therefore the correct skills, knowledge and attitude for specialist practice.

A dedicated team of Practice Learning & Employability Unit placement officers work with the course team and external partners (e.g. the education commissioner, practice learning facilitators and provider organisations) to source potential placements. Places on the course are ‘subject to the availability of a suitable practice placement’, therefore no student can commence on their specialist course without this practice placement.

As part of the student induction to the course and specifically as part of their commencement of the ‘Professional Development in Practice’ module, students are expected to undertake a process of personal development and skills analysis as a basis for embarking on a placement. This is the start of their critical reflection and experiential learning.

As full participants of the University, students have the opportunity to be involved in a variety of volunteering opportunities. These are offered through partnerships with the Students’ Union and the Volunteering office. The opportunity enables students to gain further work related learning and employability skills. Students also have access to the Careers Service and online employability resources which help to prepare them for job applications and interviews and critically evaluate their employment prospects and identify potential opportunities.

**Work Related Activities**

**Placement or Work Related Activity Level**
This course is delivered in collaboration with healthcare employers, usually the NHS. As an NMC approved course, 50% of time is spent in the practice placement, in order to bridge the theory/practice gap and to allow for experiential learning. As a postgraduate, students take the lead in their own learning. The e-portfolio facilitates this process acting as a guide to developing action plans and in self-assessment tasks. The outcome
is that all students must evidence, through practice, the meeting of the NMC standards. Each module assessment also is rooted in practice learning and is based upon a work-based project. It is a requirement that all students are supernumerary to the staff establishment for practice-based learning.

**Placement or Work Related Activity Length**
The overall course is 52 weeks (pro-rata), and of this 45 weeks are programmed, with the remaining 7 weeks taken as leave. These are clearly detailed on the annual course calendar that is provided prior to the commencement of each course. To maintain the theory/practice 50% ratio, the expectation is that full-time students allocate their time as:
- Two days per week in practice placement when they also have two days a week in University.
- Spend up to 15 days in ‘alternative practice’.
- Complete a ten week ‘consolidation of practice’ placement at the end of the course.

Part-time students complete the above pro-rata.

Practice placements are provided by employers, it is therefore incumbent on all students that they comply with assurance standards for each employer offering a placement, and this includes:

- **Mandatory Training:** It is the student’s responsibility to work with the placement area to ensure that annual mandatory training is completed. This may include: moving and handling, first aid/resuscitation, child protection/safeguarding and information governance.

- **Occupational Health:** Services are provided by employers/placements. This service is used as required and may include pre-employment screening, health and wellbeing advice and return to work support.

- **Health and Good Character:** Students are required to immediately declare any cautions and convictions they receive, including charges pending, before entering and throughout the programme. Declarations include any changes to physical or mental health so that assessment can be made by the Occupational Health services or disability support services to assure safe practice or withdraw students from practice. These changes must be declared to the Course Leader. Students retain their copy of their DBS certificate for the duration of the course.

- **Uniforms and ID badges:** As the practice placement is longer than traditional nursing students, the placement provider provides all the requirements for identification such as a uniform, staff card or requirements for dress and appearance. The expectation is to comply fully with each placement area’s policy on uniform, appearance and staff identification. This may often include when NOT being identified as being in practice, e.g., in public places.
Reference Points used in Course Design and Delivery
All courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and where relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. The University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at http://www.qaa.ac.uk/reviews-and-reports

External Examiners are appointed to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the Framework for Higher Education Qualifications (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

Course-specific mapping to reference points

QAA Framework for HE Qualifications
Course design, including the course and module learning outcomes, has been guided by the QAA’s Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), specifically the Descriptor for a HE qualification at level 7.

<table>
<thead>
<tr>
<th>Descriptor for HE Level 7 qualification</th>
<th>Course response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrate:</td>
<td>Learning outcomes for course and modules have been designed to ensure ‘higher level’ thinking. The use of appropriate verbs to specifically describe what is required of each outcome and what will be produced.</td>
</tr>
<tr>
<td>• Systematic understanding of knowledge and a critical awareness of current problems and or new insights, much of which is at or informed by the forefront of their professional practice</td>
<td>The course team has designed a ‘flow’ of module delivery that commences with a community focus in identifying needs, subsequent modules seek to find evidence for meeting need, redesigning and implementing new more effective ways of working and then finally evaluating and sustaining services.</td>
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<tr>
<td>• A comprehensive understanding of techniques applicable to their own research or advanced scholarship</td>
<td>Learning outcomes are work-based and linked to the fields of specialist practice that are in turn mapped to practice standards and assessed in placement by a Practice Teacher.</td>
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<tr>
<td>• Originality in the application of knowledge together with practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</td>
<td></td>
</tr>
<tr>
<td>• Conceptual understanding for the student to evaluate current research and methodologies developing critiques and advanced scholarship in their field of practice to be able to propose new hypotheses</td>
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</tbody>
</table>
This ensures that students do not only meet standards for practice, but can also specifically develop their own special interest in a topic that can be researched or evaluated.

Students map their own practice to practice standards. They use a practice portfolio to explore and seek gaps in practice, plan, are assessed and then evaluate their own learning.

The professional body requirements have set these specialist practice standards to a 'higher level' that demands graduates successfully demonstrate dealing with complex problems. Fitness for professional practice means all graduates will continue to advance their knowledge and skills.

These characteristics are assessed throughout modules and within practice through the practice portfolio to meet the NMC standards.

**QAA Quality Code: Managing Higher Education Provision with others**

There is no QAA subject benchmark for this Postgraduate Diploma, but the 50% placement component has been mapped against the indicators of sound practice set out in the QAA Quality Code Chapter B10: Managing Higher Education Provision with Others (2012), including the indicators related to responsibilities, assessment and management of risk, for example:

- **Indicator 2:** Governance arrangements are in place for all learning opportunities not provided by Leeds Beckett. These are overseen by the Practice Learning & Employability Unit (e.g., Learning development agreements).
- **Indicator 6:** Due diligence procedures are in place to safeguard the interests of all parties, and are undertaken by the Practice Learning & Employability Unit, in line with requirements of the NMC standards.

**NMC Standards mapping**

To ensure that the course retains its ‘approved’ status provided by the NMC, its structure, content and assessment have been mapped to the NMC’s Quality Assurance Assessment Framework and to the NMC Standards. This has been completed for District Nursing (NMC, 2001) ‘Standards for specialist education and practice’ and for Community Practitioner Prescribing (NMC, 2006) ‘Standards of proficiency for nurse and midwife prescribers’. Individual modules have also been mapped to the Standards.

**Course content mapping**
In addition to mapping to regulatory reference points, the course team recognises that contemporary healthcare is dynamic and has many changing healthcare priorities, some of these include, supporting end of life care, and people with dementia. Course content is explored against these when they are published. As an example the programme has been mapped to the following:

- Queen’s Nursing Institute (QNI) and The Queen’s Nursing Institute Scotland (QNIS) (2015) Voluntary standards for District Nursing education
- Skills for Health (2015) Dementia Core Skills Education and Training Framework

Staff Teaching on the Course
Details of our permanent teaching staff on our website, who are involved in teaching, research and administration associated with the course. See: http://www.leedsbeckett.ac.uk/research/academic-staff/

Regulatory Exemption Details
This course is subject to the Fitness to Practise Policy & Procedure. http://www.leedsbeckett.ac.uk/public-information/student-regulations/

Recognition of Prior Learning (RPL)
Students with the Community Practitioner Nurse Prescribing V150 NMC qualification or with the V300 Nurse independent/supplementary prescriber NMC qualification (named Non-Medical Prescribing at Leeds Beckett) can apply for and claim RPL for part of the Professional Development in Practice module and can be exempt from the prescribing assessment in this module (V100) if they show evidence of their NMC prescribing qualification and their continued use and CPD in prescribing.

Requests for credit transfer (RPL)
In order to comply with Nursing and Midwifery Council standards (NMC, 2004), credit transfer can only be for a maximum of one third of the course.

All assessments to be passed and pass/fail assessments
- All components of assessments must be passed at 40% or a pass for pass/fail marking to pass a module. All components of assessment and all modules must be passed to achieve the award.

Prescribing exam, Professional Development in Practice module
- For the Prescribing exam, students must pass all numeracy questions (100% pass mark), plus 80% pass mark overall, with a final mark of pass/fail.
- For the Prescribing exam, students are given 2 opportunities for re-assessment for this component only in view of the pass mark required.
- For students required to repeat the module after failing 3 times the Prescribing exam component only, student are only required to repeat this component and are not required to repeat any other component.

Mid-point assessment for practice
There is a summative assessment of practice midway through the course (in module, Professional Development in Practice). The student’s Practice Teacher in practice is responsible for assessing this and signs the Confirmation of Student Progression (at the end of semester 1
for full time students or at the end of semester 2 for part time students). If a student does not pass the mid-point assessment in practice and then fails to meet the requirements set in order to retrieve this failed assessment, this will be reported to the Board of Examiners prior to the student attempting to complete the level. This may mean that the student cannot repeat the practice placement if a new placement cannot be secured. The student would then receive a ‘withdraw’ not ‘repeat’ decision.

**Contained award**

Students are eligible for the contained award PG Cert Health Related Studies for the attainment of a minimum of 60 credits at L7 from any of the modules of the target award. If the module has a pass/fail assessment, this will need to be passed, in order to evidence that the student has achieved the required profile for the award.

**Achievement of credit**

The Professional Development in Practice module is linked to the NMC placement requirements of the course (minimum 112.5 days) which includes 15 days alternative placement and 50 days consolidation of practice. This practice time also includes supervision for integrated nurse prescribing. The practice requirement is calculated to be 844 hours of work based learning (practice hours), which have been added to the Learning and Teaching activities. This 20 credit module’s 200 notional hours have therefore been exceeded and total 888 hours.

**Attendance monitoring**

Students need to meet and evidence meeting NMC requirements for practice and learning. Attendance monitoring is a requirement of the NMC or employers funding the course. Attendance is expected in both University and in the practice environment. Details of these expectations are provided in the Course Handbook and the student year planner. The year planner demonstrates the NMC standard for approved courses maintaining a 50% theory and 50% practice split of student time. Course Leaders will act if they detect any issues relating to attendance requirements not meeting the NMC standards. This may be in the form of support from Services for Students, or where appropriate, using the fitness to practise process. In either case, the University is obliged to communicate with employers regarding student attendance.

**Awards with merit and distinction**

Students will be recommended for the target award with merit or distinction, subject to meeting the level of achievement set out below in accordance with University Academic Regulations.

- The award of a merit may be made to those students who have demonstrated excellent performance against the attainment of an average of 60% or more in assessments contributing to the final award.
- The award of a distinction may be made to those students who have demonstrated excellent performance against the attainment of an average of 70% or higher in assessments contributing to the final award.
Scheduled non-modular contact hours
Students on this programme of study benefit from a 3 day course specific induction. The induction is framed upon coming together to form a course and professional identity. It commences with getting to know each other and the environment, getting to know the course and professional context, meeting Practice Teachers and gaining skills on postgraduate study.

Students are introduced to the Academic Librarian, the Practice Learning & Employability Unit, the Skills for Learning Team and the Disability support services. All of these services are then accessed by students outside of the modular learning. Feedback to date is that they are beneficial to successful completion of the course and are therefore encouraged by the academic course and module teams.

Practice support is central to the PSRB requirements for the course, therefore a significant amount of time is required in this area, as detailed in this document and the Course Handbook.