Course Handbook
BSc. (Hons) Community Specialist Practitioner

Community Children`s Nursing Community
Nursing in the Home General Practice
Nursing
2019/20

Course Leader Georgina Ritchie
School of Community, Health and Midwifery

Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
1. Welcome to the course
The School of Midwifery and Community Health welcomes you to the BSc (Hons) Community Specialist Practitioner programme. We offer an interactive learning environment designed to develop both your academic and practice related skills. An overview of the course and important information is provided in this handbook. Detailed information about each module is outlined in separate module information packs (MIPs). These packs will provide you with a timetable, assessment dates and guidelines for module assessments etc. In addition you should also refer to the Students Guide to Regulations for information about the University’s rules and regulations.

The course team wishes you well with your studies.

1.1 Rationale, aims and learning outcomes of the course
Your course is designed to meet the ‘Standards for Specialist Education and Practice’ (UKCC 2001) and the ‘Standards for Approval of Higher Education Institutions and Programmes’ (ENB 1997). These standards have been accepted by the Nursing and Midwifery Council (NMC) from April 2002. In addition a range of policies and guidelines along with feedback received from students, mentors and managers have influenced the development of this programme.

Specialist practice is defined by the UKCC (2001:1) as

“Exercising of higher levels of judgement, discretion and decision making in clinical care. Such practice will demonstrate higher levels of clinical decision making and so enable the monitoring and improving of standards of care through:— supervision of practice; clinical audit; development of practice through research; teaching and the support of professional colleagues and the provision of skilled professional leadership.”

Specialist practice focuses on four broad areas:

- Clinical practice
- Care and programme management
- Clinical practice development
- Clinical practice leadership.
Preparation for Specialist practice

The preparation for community specialist practice will concentrate on four broad areas; clinical practice; care and programme management; clinical practice leadership and clinical practice development. The practitioner should achieve the following common core competencies in each area:

Clinical nursing practice
- assess the health and health related needs of patients, clients, their families and other carers and identify and initiate appropriate steps for effective care for individuals, groups and communities;
- plan, provide and evaluate skilled nursing care in differing environments with varied resources. Specialist community nurses must be able to adapt to working in people’s homes and also small institutions, health centres, surgeries, schools and places of work;
- support informal carers in a partnership for the giving of care. The majority of care in the community is given by informal carers. They need guidance, support and resources to carry out tasks so that there is continuity of care for the patient;
- assess and manage care needs in a range of settings. These are complex activities which call for informed judgement to distinguish between health and social needs recognising that the distinction is often a fine, but critical, one;
- provide counselling and psychological support for individuals and their carers;
- facilitate learning in relation to identified health needs for patients, clients and their carers;
- prescribe from a nursing formulary, where the legislation permits;
- act independently within a multi-disciplinary/multi-agency context;
- support and empower patients, clients and their carers to influence and use available services, information and skills to the full and to participate in decisions concerning their care.

Care and programme management
- advise on the range of services available to assist with care. The services may be at local, regional or national levels. Knowledge of these services will need to be kept up-to-date and advice given to people on how to access and use them;
- recognise ethical and legal issues which have implications for nursing practice and take appropriate action;
- identify the social, political and economic factors which influence patient/client care and impact on health;
- stimulate an awareness of health and care needs at both individual and structural levels. Activities will include work with individuals, families, groups and communities and will relate to those who are well, ill, dying, handicapped or disabled. Those who are able should be assisted to recognise their own health needs in order to decide on action appropriate to their own lifestyle. Those who are not able will require skilled and sensitive help;
- identify and select from a range of health and social agencies, those which will assist and improve the care of individuals, groups and communities;
- search out and identify evolving health care needs and situations hazardous to health and
take appropriate action. This is a continuous activity and involves being pro-active, it must not be dependent on waiting for people to request care;
- initiate and contribute to strategies designed to promote and improve health and prevent disease in individuals, groups and communities;
- empower people to take appropriate action to influence health policies. Individuals, families and groups must have a say in how they live their lives and must know about the services they need to help them to do so;
- provide accurate and rigorously collated health data to employing authorities and purchasers through health profiles in order to inform health policies and the provision of health care.

Clinical practice leadership
- act as a source of expert advice in clinical nursing practice to the primary health care team and others;
- lead and clinically direct the professional team to ensure the implementation and monitoring of quality assured standards of care by effective and efficient management of finite resources;
- identify individual potential in registered nurses and specialist practitioners, through effective appraisal system. As a clinical expert advise on educational opportunities that will facilitate the development and support their specialist knowledge and skills to ensure they develop their clinical practice;
- ensure effective learning experiences and opportunity to achieve outcomes for students through preceptorship, mentorship, counselling, clinical supervision and provision of an educational environment.

Clinical practice development
- initiate and lead practice developments to enhance the nursing contribution and quality of care;
- identify, apply and disseminate research findings relating to specialist nursing practice;
- undertake audit review and appropriate quality assurance activities;
- create an environment in which clinical practice development is fostered, evaluated and disseminated;
- explore and implement strategies for staff appraisal, quality assurance and quality audit. Determine criteria against which they should be judged, how success might be measured and who should measure success.

Specialist Specific Competencies
In addition to the above common core competencies for all pathways, there are also specialist specific competencies for each of the pathways. These are detailed in the pathway specific portfolio of competence and evidence.

Course Philosophy

This course is underpinned by a belief that you, as a student, bring with you knowledge, practice skills and expertise that can be further developed. This ensures that, as a practitioner, you become a credible focus for practice enhancement within your own specialist setting. This enhancement, we believe results from critical analysis, evaluation and strengthening of the real worlds of practice and theory.

Through the unfolding of the course you will be helped to become insightful learners using analytical skills grounded in theoretical frameworks and evidence based practice. This course will encourage curiosity requiring you to challenge contemporary theory and practice. The elements of
this course are, therefore, the critical analysis of practice delivery, the development of strategies and rationales for enhancing practice.

We feel strongly that as a Community Specialist Practitioner you must demonstrate clinical expertise in your field. This will enable you to deliver both high quality appropriate interventions and have the ability to inspire others in the care team in respect of their practice. As a Specialist Practitioner, you will become a resource and consultant to others and act as source of ‘cutting edge’ reference.

Health care is not delivered in a vacuum. You will, therefore, need to take full cognisance of the socio-political context within which interventions are conceived, planned, delivered and managed. This activity stretches beyond the ‘awareness’ of issues. It requires you to actively participate in the development and implementation of care policies at a local level. Implicit here is the ability to apply systematically, a rigorous analytical and ethical framework of thinking to both the overt and less obvious issues in care delivery and management.

Course Aims

- To prepare and develop community specialist practitioners who are adaptable, reflexive and responsive in meeting the diversity of community health and social care needs in a changing climate.
- To foster an increasing socio-political awareness through the integration of theory and practice. This is necessary to support the scope of community specialist practice through reflective evidence-based practice, using effective problem-solving and decision-making skills within a multidisciplinary, multi-agency arena.
- To ensure that personal, professional and educational development needs are met through the provision of a range of learning opportunities informed by scholarship, professional activity, advances in technology and research
  - To promote independent, shared and autonomous learning in the development of community specialist practitioners who are fit for practice, purpose and award. Thus equipped as clinicians, educators, managers and leaders, to proactively meet changing health care needs and the expectations and demands of individuals, groups and populations in a multi-cultural, multi-ethnic society.
  - To enable students to record as a community specialist practitioner on the NMC register.

Course Learning Outcomes

A) Knowledge and Understanding:

A1. Evaluate the knowledge base that underpins and informs practice within the context of current and future specialist community practice
A2. Critically apply theory to practice in order to enhance professional proficiency and personal development
A3. Support and enhance the service user and carer experience of health and social care.
A4. Initiate and lead practice development that enhances the quality of community health and social care provision
A5. Develop leadership and decision making skills to meet health and social care needs in complex and unpredictable situations

B) Subject Specific Skills:

B1. Exercise professional accountability and responsibility, utilising professional knowledge, skills and expertise within the context of the changing environment of care, utilising inter-professional and inter-agency team working.
B2. Develop specialist nursing skills, knowledge and expertise in the relevant area of practice and develop a deeper and broader understanding of community health and social care provision

B3. Analyse the perspectives of organisational, economic, political, legal and ethical frameworks that influence community health and social care provision

B4 Assess the health and health-related needs of clients, families, groups and defined population, identifying, initiating, managing and evaluating appropriate strategies for effective community health and social care

B5 Demonstrate skilled practice based on critical reflection and the application of specialist knowledge

B6. Apply leadership skills and supervise a team to improve health and wellbeing of a defined population

C) Thinking Skills:

C1. Demonstrate critical thinking and problem solving skills relating to the process of initiating, developing, managing and evaluating specialist community health and social care practice

C2. Identify and critically appraise key research to support evidence based practice

C3. Actively engage in critical reflection and develop the skills of reflective practice

C4. Formulate a strategy for the continuation of personal and professional learning and development

D) Other skills relevant to employability and personal development

D1. Communicate and work with colleagues, service users and carers demonstrating interpersonal sensitivity when imparting knowledge and information

D2. Use information technology when working to meet the needs of patient/clients

D3. Demonstrate skills in report writing, portfolio development and presentation skills (verbal and written)

D4. Build upon self-management, organisational and time management skills whilst keeping an effective work life balance

D5. Demonstrate self awareness and self assessment skills to inform professional and personal development planning and reflective practice

D6. Work as part of a team to gain a greater understanding of collaborative / partnership working.

The recognition of these skills has a central place in professional practice. These skills can be acquired in one context and transferred and applied to others.

1.2 Course Team

The B.Sc. (Hons) Community Specialist Practitioner Course Leader is Georgina Louise Ritchie, who has overall responsibility for the management of the course and will liaise with the respective Pathway / Module Leaders in order to ensure programme delivery. If you need to discuss the whole course she is the appropriate person to contact. (Tel. No. 01772 893605 or email GLRitchie@uclan.ac.uk). is the pathway leader for the Community Children’s pathway. Georgina Richie is the pathway leader for the District Nursing pathway. Gillian Armitage is the pathway leader for the General Practice Nursing pathway. Dilyse Nuttall is the Principal Lecturer.
1.3 Expertise of staff

The course comprises four pathways and each of these has a named pathway leader. They are responsible for the delivery of the programme and will guide you in making appropriate choices for your chosen pathway’s option modules. The pathway leader’s role is to guide and support you with your progression through the course and will offer support where needed. Should you have personal difficulties with completing the requirements for the course at any time from enrolment to completion your pathway leader will be able to offer advice and guidance. Your pathway leader will liaise with the course leader to support your progression and development.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Pathway Leader</th>
<th>Telephone Number</th>
<th>Building &amp; Room No.</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Children’s Nursing</td>
<td>Julie Cummings</td>
<td>01772 893773</td>
<td>Greenbank 214</td>
<td><a href="mailto:jcummings@uclan.ac.uk">jcummings@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Community Nursing in the Home</td>
<td>Georgina Richie</td>
<td>01772 893605</td>
<td>Greenbank 214</td>
<td><a href="mailto:glrichie@uclan.ac.uk">glrichie@uclan.ac.uk</a></td>
</tr>
<tr>
<td>General Practice Nursing</td>
<td>Gill Armitage</td>
<td>01772 893695</td>
<td>Greenbank 208</td>
<td><a href="mailto:garmitage@uclan.ac.uk">garmitage@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>

The course comprises of a number of modules and each of these has a named person who is the module leader. They are responsible for the delivery of the module programme. If you have any difficulty with the content or assessment of a module please discuss this in the first instance with the module leader.

Other members of the teaching team are:

Ruth Broadhead – 01772 893614 r broadhead@uclan.ac.uk

Dawn Eccleston 01772 893770 demeccleston@uclan.ac.uk

Dr. Karen Whittaker 01772 893786 kwhittaker1@uclan.ac.uk

Judith Murphy 01772 89 5198 jmurphy2@uclan.ac.uk
1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992 or 01772 891993
e-mail: brookhub@uclan.ac.uk

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The teaching team will endeavour to respond to your emails within 3 working days. Occasionally, due to unforeseen circumstances, there may be a delay in answering your email. If this occurs please contact the course leader or another member of the team, who will be able to investigate the cause of the delay and, if necessary, redirect you to someone who can help. You are advised to be proactive in making timely contact with lecturers as they have numerous commitments with other modules and programmes. Messages may be sent to you via email, Blackboard or text. Please check regularly for any updates.

1.6 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external
moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

External examiners are encouraged to meet with students and practice mentors to hear their comments about the course and the assessment process. This normally occurs in July at the time of the Course Board.

There are 3 external examiners for the course – one for each pathway.

CHILDREN’S COMMUNITY NURSING
Doris A. Corkin
Senior Research Fellow
School of Nursing and Midwifery Queen’s University
Belfast

DISTRICT NURSING
Susie Gamble Senior Lecturer
School of Health, Nursing and Midwifery, University of the West of Scotland

GENERAL PRACTICE NURSING
Donna Davenport Senior Lecturer
Department of Nursing
Manchester Metropolitan University

2. Structure of the course

2.1 Overall structure

Structure of Full-time Course

For students opting to take the full-time route, the Community Specialist Practitioner (CSP) programme will be delivered over a minimum of 40 weeks, including fixed annual leave. A part-time option is also available which can be completed over 2, 3 or 4 years, if more appropriate. The course is composed of 50% theory and 50% practice. A key aspect of the CSP programme is that it shares learning not only between pathways but also with the Specialist Community Public Health Nurse programme (Health Visiting and School Nursing)
The course consists of the modules identified in the table below.

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Module value</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU3124 Public Health and Social Policy</td>
<td>Core</td>
<td>20 credits</td>
</tr>
<tr>
<td>NU3047 Valuing Research</td>
<td>Core</td>
<td>20 credits</td>
</tr>
<tr>
<td>NU3268 Developing Leadership Skills</td>
<td>Core</td>
<td>20 credits</td>
</tr>
<tr>
<td>NU3119 Community Specialist Practitioner in Context</td>
<td>Core</td>
<td>40 credits</td>
</tr>
</tbody>
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IN ADDITION All Community Nursing in the Home (DN) students will undertake NU3237 Community Practitioner prescribing (10 credits)

Option module choice – 20 credits ( 10 credits for DN pathway + Community Practitioner Prescribing 10 credits )

120 credits are needed in total to gain the Community Specialist Practitioner award. The programmes have been mapped against Nursing and Midwifery Council (NMC) regulatory standards. Each student is supported in clinical practice to a practice teacher/sign off mentor for 50% of the programme time where they are exposed to working with local trust priorities and needs. The programme continues to grow and develop with close collaboration with service colleagues and student feedback.

The Principles of Public Health and Social Policy module is shared with the BSc (Hons) Specialist Community Public Health programme (i.e. health visitors and school nurses). The research module is shared with students on the BSc (Hons) Professional Practice programme. Developing Leadership Skills is shared with the BSc (Hons) Specialist Community Public Health programme. The Community Specialist Practice in Context module is shared across all four pathways.

All students undertaking the BSc (Hons) route will undertake the following modules:
This equates with 100 credits for all pathways except Community Nursing in the Home students who will also undertake an additional compulsory 10 credits through completing NU3237 Community Practitioner Prescribing.

Overall you have to complete a total of 120 credits to gain the BSc (Hons) Community Specialist Practitioner award. You therefore have the choice of a 20 credit option module (10 credits for Community Nursing in the Home students) to complete the award. Community Nursing Home students may prefer to undertake a second 20 credit option module resulting in acquiring a total of 130 credits. Further guidance is through discussion with your pathway leader. See specific pathway programme specification for list of option modules available for your chosen pathway.

A major strength of the BSc (Hons) Community Nursing Specialist programme is the facility to offer shared learning across a range of community disciplines, including health visitors and school nurses. This facilitates the discussion of common issues and concerns enabling examples of good practice to be shared. Opportunities are also available for inter-professional education and practice through the chosen option modules.

OVERVIEW OF BSc (Hons) COMMUNITY SPECIALIST PRACTITIONER PROGRAMME FULL TIME ROUTE

**NB.** All Community Nursing in the Home students will undertake NU3237 Community Practitioner Prescribing (10 credits) along with either a 10 or 20 credit option. Please discuss this with the pathway leader.

### COURSE OVERVIEW All Pathways   FULL-TIME   BSc (Hons ) Route

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
<th>SEMESTER THREE</th>
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<tbody>
<tr>
<td><strong>Bsc ( Hons ) Route</strong></td>
<td><strong>Bsc ( Hons ) Route</strong></td>
<td><strong>Bsc ( Hons ) Route</strong></td>
</tr>
<tr>
<td>NU3124 Principles of Public Health and Social Policy (20 credits)</td>
<td>NU3268 Developing Leadership Skills (20 credits)</td>
<td>Completion of Practice Hours and Consolidation of Specialist Practice.</td>
</tr>
<tr>
<td>NU3047 Valuing Research (20 credits)</td>
<td><strong>OPTION MODULE</strong> (20 credits)</td>
<td>(NMC Paperwork and Portfolio Submission in June)</td>
</tr>
<tr>
<td></td>
<td>*NU3237 Community Practitioner prescribing (10 credits) – Core for DN pathway</td>
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</table>
OVERVIEW OF THE PATHWAYS

Community Children’s Nursing (CCN)

This pathway provides the opportunity for children’s nurses to undertake a variety of modules of study relevant to contemporary practice as a community children’s nurse (CCN). Time will be spent with the pathway leader looking at the key aspects of community children’s nursing; current guidance and policy will be reflected in the programme as will the role of the CCN in influencing health care policy and practice. The provision of nursing services for sick children and their families in a variety of settings will be included, for example caring for the acutely ill child at home, delivering and funding care for children with complex needs and meeting the palliative care needs of children in the community, partnership working, transition, child protection and safety. This pathway will encourage CCN students to further develop analytical skills to develop and lead community children’s nursing services.

Community Nursing in the Home (DN)

This pathway provides the opportunity for students undertaking the Home Nursing pathway to be involved in care deliver in a variety of community settings. CNH students will have the opportunity under the guidance of a community practice teacher to provide patient care promoting healthy lifestyles and health education. Students will further develop their nursing in the home skills and knowledge with a particular focus on the emotional support and advice required for patients and their families in palliative care. Progression through the course will focus on learning how to manage teams of nurses, addressing service development and undertaking complex patient...
assessments, especially for those with long-term conditions.

**General Practice Nursing (GPN)**

GPNs come into contact with many types of patients, ranging from the very young to the very old, the healthy to the acutely ill. This means that the education required to undertake the role is vast covering a very broad range of skills and knowledge. Government policies have required the practice nurse to continually redefine the role in general practice addressing area such as chronic disease management, providing direct access to nursing care for undifferentiated patients and health promotion. This will include further development of diagnostic skills through simulated scenarios and case studies within the university and re-enforced within the practice setting. The GPN student will critically examine the issues that impact on general practice and consider the wider arena of health care. This pathway provides GPN students the opportunity to undertake a variety of modules relevant to contemporary practice to enable you to develop general practice nursing and aspire to be a potential team leader of these services.

### Example of the BSc (Hons) Part Time Route over 2 years

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
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</thead>
<tbody>
<tr>
<td>SEMESTER 1</td>
<td>SEMESTER 2</td>
</tr>
<tr>
<td><strong>NU3124</strong> Principles of Public Health and Social Policy (20 credits)</td>
<td><strong>NU3268</strong> Developing Leadership Skills (20 credits)</td>
</tr>
<tr>
<td><strong>NU3047</strong> Valuing Research (20 credits)</td>
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</tbody>
</table>
For students undertaking the part-time option practice and theory can span up to 4 years for all routes. The modular approach to delivery enables students to undertake the programme either full-time or part-time as appropriate. The following diagram illustrates the programme over 2 years. The sequencing of years can be altered according to the individual's background and experience.

**Overview of Core Modules**

**NU 3124 Principles of Public Health and Social Policy**

This module considers the social policies that influence health care within the community setting and provides a basis for progression towards learning about public health practice and implementing strategies key to national and local service delivery plans. This module is intended to provide the underpinning knowledge that is the essential grounding for the community specialist practitioner. The module will direct you towards a study of the core concepts underpinning ideas for public health. This will include theoretical perspectives, evidence for the wider determinants of health and public health goals. Within this, you will learn how to interpret data, explain evidence using theoretical models and develop plausible arguments for supporting public health goals.

**NU3047 Valuing Research**

Organizations and individuals working in healthcare respond to a range of agendas designed to improve the delivery and effectiveness of health services. The challenges associated with delivering these agendas often focus on delivering change to support the improvements in practice. The aim of the module is to enable students to develop the skills to find and evaluate
research/information to create a basis for solving problems and developing practice innovation in clinical settings.

**NU3268 Developing Leadership skills**

The current climate of major, ongoing change within health care provision has implications for health care. Clinical leaders need to understand the dynamic nature of health care delivery and develop the knowledge and skills to meet current and future demands for a quality service. The aim of this module is to enable the development of clinical leaders who effectively manage themselves and others to promote excellence in patient/client care within the ever-changing health care climate.

**NU3119 Community Specialist Practice in Context**

Alongside the Social Policy and Public Health modules you will study the community specialist practice in context module at level 6. The module is designed to allow you to share common themes and then apply these to your own area of nursing specialty. In addition, you will cover topics and contemporary issues that are specific to your own pathway. The focus will be on the critical examination and reflection of practice and the factors which influence and determine care and services for particular client groups.

identifying service development opportunities and initiating improvements. The module is structured around specific standards for specialist community nursing education and practice. This module will assist you in developing a clear, personal perspective on the nature of specialist nursing practice facilitating your development as an effective, knowledgeable and competent community practitioner in your chosen pathway.

**Compulsory module for Community Nursing in the Home Students**

**NU3237 Community Practitioner Prescribing**

This module prepares you to prescribe safely, appropriately and cost effectively from the Community Practitioner Formulary for Nurse Prescribers. The theory element of the module encourages you to explore the factors influencing safe prescribing practice including pharmacological evidence bases and holistic assessment strategies. You are required to apply this theory into their practice area through a minimum of three days mentored practice.

On successful completion of this programme you will be recorded with the Nursing and Midwifery Council as a Community Practitioner Nurse Prescriber (V100).

N.B. All other pathways have this module as an option.

### 2.2 Modules available
The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

Pathway Option Modules (subject to change)

You will choose an option module equivalent to 20 credits (10 or 20 credits if you are a Nursing in the Home student), in relation to your specific field of nursing practice. This opportunity will enhance your overall learning and employability skills. Each of the four pathways has a Programme Specification which lists all the options available to you as illustrated below:

<table>
<thead>
<tr>
<th>Community Nursing in the Home</th>
<th>Community Children`s Nursing</th>
<th>General Practice Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU3026/NU3026 Management of Long-term Conditions in Primary Care .20 credits</td>
<td>NU3034 Safeguarding and Protection of Children 20 credit</td>
<td>NU3026/NU3026 Management of Long-term Conditions in Primary Care 20 credits</td>
</tr>
<tr>
<td>NU3194Care Management at the end of life 20 credits</td>
<td>NU3055Children’s Complex Care (e-learn) 20 credits</td>
<td>NU3065 Management of Asthma and COPD 20 credits</td>
</tr>
<tr>
<td>NU3326/NU3326 Infection Prevention and Control: Improving Knowledge of Core Principles 20 credits</td>
<td>NU3253 Change for children : essentials for all those working with children and young people 20 credits</td>
<td>NU3326/NU3326 Infection Prevention and Control: Improving Knowledge of Core Principles 20 credits</td>
</tr>
<tr>
<td>NU3650 Management of Leg Ulcers 20 credits</td>
<td>NU3116 Care of the child with Cancer 20 credits</td>
<td>NU3650 Management of Leg Ulcers 20 credits</td>
</tr>
<tr>
<td>NU3270 Safeguarding Vulnerable Adults 20 credits</td>
<td>NU3237 Community Practitioner Prescribing 10 credits</td>
<td>NU3270 Safeguarding Vulnerable Adults 20 credits</td>
</tr>
<tr>
<td>NU3036 Professional Development in Practice 10 credits</td>
<td>NU3036 Professional Development in Practice 10 credits</td>
<td>NU3036 Professional Development in Practice 10 credits</td>
</tr>
<tr>
<td></td>
<td>NU3800Safeguarding Children 10 credits</td>
<td>NU3237 Community Practitioner Prescribing. 10 credits</td>
</tr>
</tbody>
</table>
This selection is intended to provide choice so that your special interests may be developed further. You will be required to discuss the rationale for your choice with the pathway leader and appropriate advice and guidance will be available. A selection of option modules will have been discussed with you at interview, pre-course briefing day and also again during enrolment week. The option module will be health related and chosen from those taught within the School. Modules have a limited number of student places and thus option modules are subject to availability. Every effort will be made to accommodate your selection. However in the event of a module being oversubscribed you will need to choose an alternative module.

2.3 Course Requirements

Practice experience comprises 50% of the course and takes place within the seconding Trust. It is integrated throughout the course and is supervised and assessed, utilising named sign off mentors / practice teachers. Practice experiences are designed to enable you to achieve competency using practice programmes that are generated through dialogue and formalised through the use of learning contracts between mentors / practice teachers / managers, educationalists and yourself. Practice experiences are variable over time and take cognisance of current changes in practice and local and regional needs. Practice experiences are reviewed regularly by mentors / practice teachers in conjunction with managers and pathway teams.

You will need to declare to the course leader any information that might influence the professional body’s decision to enter them onto their professional register.

As a student undertaking this course, you are bound by the Code of Conduct as specified by The NMC and subject to the UCLan procedure for the consideration of Fitness to Practise.

2.3 Progression

Discussions about your progression through the course normally take place in regularly throughout the year. It is an opportunity for you to make plans for your next modules and future study.

2.4 Study Time

2.4.1 Weekly timetable

The timetable for each module can be found on the relevant blackboard site. The course run-through can be found on the generic course site.

2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per credit you need to achieve – this includes attendance at UCLan and time spend in private study. Each module leader will outline the expected workload and self-study
time required for the individual module.

2.4.3 Attendance Requirements
Attendance is required to be 100% and is rigorously monitored. You are expected to attend all the scheduled university sessions as well as the practice experiences in order that you are fully prepared to undertake the role of a specialist community public health nurse. Should your attendance fall below 100%, this would trigger tripartite discussions between your Academic advisor, Practice Teacher and yourself, and may result in the involvement of your seconding / sponsoring Trust manager. The honours degree award along with the professional registration qualification with the NMC will only be available to those whose attendance, progress and professional conduct has been satisfactory throughout the programme.

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the course leader: Julie Cummings and your pathway leader. You will also need to inform the module leader if you are going to be missing any timetabled sessions.

As you are funded by the Trust, it is a requirement that the Divisional Lead notifies the Trust manager of any student absence. The NMC require that you undertake 112.5 hours of theory and 112.5 days of practice. Therefore, if you miss any theory or practice sessions, you will be required to provide evidence that you have made the hours up. Templates can be found in the appendices for you to keep a record of the hours you have done. These templates will then be used as evidence in your portfolio. Your practice teacher and the course leader are required to verify your hours at the end of the course before you can be registered with the NMC.

If you have not gained the required authorization for leave of absence, do not respond to communications from the university and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Student attendance at university is monitored by SAM (swipe i.d.card). Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplines under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Expertise of staff
The course team are all qualified in the field in which they teach and hold relevant NMC registration. Each member of the team has their own specialty and you will benefit from their expertise. Staff are involved with publishing their work and publications will be highlighted to you throughout the course. All the team have further degrees or are working towards them. The course leader is a fellow of the higher education Academy.
A major strength of the BSc. (Hons) Community Specialist Practitioner programme is the expertise of staff to facilitate shared learning across a range of community disciplines. This facilitates the discussion of common issues and concerns, enabling examples of good practice to be shared. Opportunities are also available for inter-professional education and practice, for example with allied health professionals during two of the course modules.

### 3.2 Learning and teaching methods

#### Approaches to Learning and Teaching

The curriculum has been designed to offer you, and to facilitate your development of, a range of learning experiences from which you can continue to learn well and independently. This will equip you to be a lifelong, independent learner. There is, however, little point in doing this if you cannot apply your learning and this requires the use of a range of thinking skills. The number of thinking skills needed to apply learning greatly exceeds the number needed just to learn. Therefore, the course will facilitate you to develop both your capacity and performance in thinking as well as in learning.

Such approaches in the University will include reflection, critical reading, problem based learning activities, directed study, lectures, discussion groups, role playing and use of videos to provide feedback.

The course is designed for practitioners who have post registration clinical experience who bring a variety of professional and life experiences. The emphasis of the learning and teaching strategy will be student-centred and aimed at utilising and maximising your own experiences to assist the learning process. The diversity of experience enables the use of a variety of approaches to learning and teaching particularly the use of problem-based learning, experiential learning, e-learning, seminars, debate and other informal, interactive methods. Guest speakers may also be invited to contribute to some of the modules in order to ensure both employer involvement and the utilisation of practitioners operating within the current practice environment. These approaches are further enhanced by the commitment to shared learning.

The course provides an excellent opportunity for students to share learning with colleagues working in a range of health and social care services. This interdisciplinary opportunity will enable you to learn about other professionals and their ways of working resulting in you gaining a broader perspective of the complexities of health and social care. This exciting opportunity will enhance your overall learning experience.

The emphasis within the course will be upon the creation of an adult learning environment with a student-centred approach as the team feels this is essential to facilitate your development as an independent learner. You have, as mature practising professionals, much to contribute to the learning process. It is believed that an interactive and creative experience, facilitated through team teaching will enable you to innovate your own strategies to identify independent perspectives and develop conceptual understanding of practice with a critical perspective. You will be given time within the course to reflect and informally discuss your expectations, views and experiences.

Throughout the course you will maintain a learning journal which will be used to document individual practice learning experiences and inform dialogue between you and your mentor/practice teacher. Within your learning journal you are encouraged to include a variety of evidence
to demonstrate your achievement of competence.

The emphasis on informal methods of learning and the promotion of independence in planning and organising work will be reflected across the course and will be particularly developed within the Community Specialist Practitioner in Context module.

Coherence and progression throughout the programme is ensured through the sequencing of modules and is supported by the Portfolio of Competencies and Evidence. A partnership approach to learning will include a tripartite discussion between you, your mentor/teacher and an identified pathway leader. One of the major benefits of working within a tripartite system is the development of a practitioner who is seen as fit for purpose, practice and award.

3.3 Study skills
There are a number of resources to help you with study skills. You will receive specific sessions on study skills and will have access to resources such as WISER who are available to support students with study skills, such as referencing and assignment construction.

3.4 Learning resources

3.4.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Library facilities are available to you at the Main Library in Preston and in the Clinical Site Libraries at the following Acute Trust Hospitals: Blackpool, Burnley, Blackburn, Ormskirk and Wigan. These provide a range of dedicated books, journals, audio and video cassettes, CD-Rom databases, online and Internet resources. These are supported by inter-library loan services, making use of local and national networks e.g. British Lending Library, University Library facilities and Post Graduate Medical Libraries.

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Relevant material will also be available on Blackboard sites and in your practice areas. The Course has a Course Blackboard site with general course information and a discussion board for you to share ideas and information. All modules within the course also have information available on their Blackboard page. (The module leader will discuss this with you on the first day). Normally
this will include timetables, reading material, links to useful web sites and lesson plans. Whenever possible, lesson plans are posted prior to the session to enable you to access the relevant material in advance and relevant seminar papers are also added. Please note, however, that lessons may not be available prior to the lecture if a lecturer has put information on that they do not want you to have before the session.

3.5 Personal development planning

Personal and Professional Development Planning (PDP) is a process designed to assist you to get the most from your time as a student at the University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development.

Personal and Professional Development Planning

- PDP provides an opportunity for you to develop your capacity for learning by encouraging an ongoing cycle of: self-reflection on why and how you are learning
- identification of your ‘next steps’ through target setting and action planning
- monitoring and recording of your academic learning, personal development, your skills development and career management.

For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of practice experience and skills associated with the module. You may also be achieving skills or may have gained awards outside of university which should also be recorded.

The main benefits you will achieve by participating in the PDP process are that you will become more:

- self-aware, self-confident, reflective and self-directed in your learning
- able to plan and take responsibility for your own learning
- able to articulate personal goals and evaluate progress and achievement
- able to link your current learning to a wider context and to your future development

Therefore by actively participating in PDP you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness. Another important aspect of PDP is that it integrates personal development with academic activity and helps you to become more self-aware. It also helps you recognise value and further develop core skills such as personal and interpersonal skills, problem solving and team working.

3.6 Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

**Careers** offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

### 4. Student support, guidance and conduct

There are a range of University support systems for students: find out more at: [https://www.uclan.ac.uk/students/study/partnership/help.php](https://www.uclan.ac.uk/students/study/partnership/help.php)

#### 4.1 Academic Advisor

This is the term used to describe the lecturer who supports you throughout the whole of the course and provides general academic advice, monitors your attendance, and offers general and personal support.

**Module Advisor**

This is the term used to describe the lecturer who provides you with specific academic advice in relation to a named module. As such they are part of the module team and take a full role in all aspects of the module including teaching, supervising and marking academic work.

**Practice Teacher**

This is the term used for the practice practitioner who provides you with support in practice placements. Your designated practice teacher will also assess you with regards to your

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students’ Union
The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/.

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

5. Assessment
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy
It is very important that you review the guidelines for assessment in the School of Health Student Handbook and understand your responsibilities in the assessment process.

Assessment is inescapable in formal education and is necessary to identify your achievements and to give feedback about your progress. Part of the process requires you to develop your skills of self-assessment and it is important that you accept that responsibility. The assessments demand you focus on your own area of practice as it is from this critical reflexive approach to theory and practice, that professional practice is developed and enhanced.

The philosophy underpinning the assessment strategy is one that supports the promotion of life-long learning. Assessment is a process which allows the demonstration of your achievement in theory and practice and not just an end product. In accordance with the above belief approaches to assessment are varied, innovative and designed to measure achievement of learning outcomes across the course.

All modules have been written from the perspective of integrated theory and practice. Each module maintains a coherent structure which links content, teaching and learning, outcomes and assessment strategies (see Appendix 2 for the mapping of course learning outcomes against the core modules Appendix 3 for the mapping of the NMC standards against the core modules).

Examples of the various approaches to assessment can be found on each module descriptor.

**Assessment of Practice**

*Clinical Assessment - Portfolio of Competencies and Evidence*

Central to the assessment strategy is the recognition that practice supervision and the application of principles studied during university time are an essential component of your development and learning on this course. The practice assessment requires completion of the Community Specialist Practitioner (CSP) Portfolio of Competencies and Evidence (CSP Portfolio) which includes core and specific competencies relevant to your chosen field of practice. This CSP Portfolio demonstrates achievement of the NMC competencies. Learning contracts will be developed in partnership with you, your mentor / practice teacher and an identified educationalist to support the achievement of the NMC competencies along with individually identified learning outcomes.

The practice assessment process is a vehicle by which you can learn and continue to develop. In addition to assessing function, clinical assessment is also seen as a diagnostic, nurturing, problem solving and target setting process. To facilitate learning in practice a named mentor / practice teacher will link with you with the aim of promoting reflective practice through clinical experience and dialogue. Your mentor / practice teacher will be an appropriately qualified and experienced practitioner who will be familiar with the aims and structure of the Course. He or she will have documented and recognised skills in the facilitation of learning within the clinical environment and will be a respected practitioner and
credible role model.

Reflection on practice is an important element of learning. You will be required to reframe personal perspectives, view situations in new ways and consider others’ points of view. You will maintain a learning log, which will help to promote ongoing self-reflection and will be used to generate evidence of reflection on practice to include in your CSP Portfolio. In your learning log you should experiment with a variety of reflective models and utilise a range of evidence to demonstrate your achievement of competence. This evidence may be in the form of a testimonial, key reading, critical incident analysis, peer review or trust study documentation or any other format that demonstrates key learning and how this has informed your practice i.e. this evidence must demonstrate meaningful integration of theory into professional practice.

**Sign-off Mentor / Practice Teacher**

Standards have been developed by the NMC (2008 and updated in 2010) in relation to learning and assessment in practice. The standards state that

“Students on NMC approved specialist practice programmes, leading to a recordable qualification on the nurses’ part of the register, must be supported and assessed by sign-off mentors who have met additional criteria (paragraph 2.1.3) or by practice teachers where this is required by commissioners. For sign-off mentors this includes having been supervised on at least three occasions for signing off proficiency at the end of a final placement by an existing sign-off mentor before being annotated as such on the local register. (NMC 2008: 13)

**NMC 05/2010 Sign –off mentor criteria**

*NMC Standards to support learning and assessment in practice* were introduced in 2006 and became mandatory from September 2007. The second edition was produced in 2008.

- These require that decisions about whether a student has achieved the required standards of proficiency for safe and effective practice for entry to the register must be made by a sign-off mentor. Sign-off mentors are also a requirement for post registration specialist practice programmes, and specialist community public health nursing programmes, and supervisor of midwives programmes.

In accordance with Principle A (NMC 2008: 17) which relates to nurses making judgments about whether a student has achieved the required standards of proficiency for safe and effective practice, the sign-off mentor / practice teacher must be on the same part or sub- part of the register as that which the student is intending to enter. Therefore for this programme the “registrant with the same SPQ may sign off a SPQ student” (known as due regard (NMC 2008:33).

All community specialist practice students will have a named sign-off mentor / practice teacher who will only support one specialist practice student at any point in time. The sign-off mentor / practice teacher will maintain an ongoing achievement record which will be reviewed regularly throughout your supervised practice experience to enable them to make judgments on your progress (NMC 2008: 37).

Mentors (NMC 2008:19) are responsible and accountable for:
• Organising and co-ordinating student learning activities in practice.
• Supervising students in learning situations and providing them with constructive feedback on their achievements.
• Setting and monitoring achievement of realistic learning objectives.
• Assessing total performance - including skills, attitudes and behaviours.
• Providing evidence as required by programme providers of student achievement or lack of achievement.
• Liaising with others (e.g. mentors, sign-off mentors, practice facilitators, practice teachers, academic advisors, programme leaders) to provide feedback, identify any concerns about the student’s performance and agree action as appropriate
• Providing evidence for, or acting as, sign off mentors with regard to making decisions about achievement of proficiency at end of programme.

Sign-off mentors and practice teachers are responsible and accountable as the mentor is above but have the additional responsibility of

• Signing off achievement of proficiency at the end of the final period of practice learning or a period of supervised practice (NMC 2008: 22).

References


Confirmation of Proficiency

The sign-off mentor / practice teacher is responsible and accountable for making the final sign-off in practice confirming that a student has successfully completed all practice requirements for a specialist practice qualification. This confirmation will contribute to the CSP Portfolio considered by our assessment board, who will confirm to the NMC that the proficiencies in relation to both theory and practice and programme requirements have been successfully achieved.

You must develop a CSP Portfolio to demonstrate that you have achieved the NMC Community Specialist Practitioner Standards. Please note this is a recordable qualification and is an award title not a role. You will be required to submit your CSP Portfolio along with the pass / refer statement from your sign-off mentor / practice teacher. The CSP Portfolios will be reviewed internally and a sample sent to the external examiner. On successful completion of the degree and CSP Portfolio your name will be submitted to the NMC. The NMC will contact you directly and seek a payment from you to support the recording of the qualification on your statement of registration.

The Clinical Assessment Process

The assessment process consists of a number of stages which requires ongoing dialogue between you, your mentor / practice teacher and an identified educationalist:

I. At the beginning of your practice you must formulate a learning contract with your sign-off mentor / practice teacher, which you both feel will enable you to meet the NMC competencies and module learning outcomes.
II. Clinical competence is assessed by your sign-off mentor / practice teacher through observation of practice and examination of written work from your learning journal. You will need to arrange regular meetings in order to discuss your practice and reflect on ways of working. Together these will help your sign-off mentor / practice teacher to assess the knowledge base that informs your actions in practice.

III. Throughout the programme your learning contract will be reviewed and modified in response to your progress. It is advisable to complete this at the end of each semester.

IV. At the end you and your sign-off mentor / practice teacher are required to assess whether you have achieved the NMC competencies. At this stage there should be no surprises, as you will have discussed your progress at regular intervals. You and your sign off mentor / practice teacher must sign your CSP Portfolio of Competencies and Evidence to verify that you have met the designated NMC competencies in practice.

V. Your CSP Portfolio is then submitted for verification by an identified educationalist.

VI. By the end of the course you will have to demonstrate that you have met all the NMC competencies in practice. The ‘Final Competency Statement’ will be signed by your sign off-mentor / practice teacher and must be included in the CSP Portfolio of Competencies and Evidence.

Course Portfolio

You are required to generate and complete a professional portfolio which will contain all the evidence you are presenting to meet the required professional NMC standards for practice as well as the course outcomes. Further guidance will be given in class and on the course blackboard site.

You are required to generate and complete a professional portfolio which will contain all the evidence you are presenting to meet the required professional NMC CSP standards for practice.

This Course Portfolio must contain the following:

- Contents page (see page 2 of this guidance pack for recommended ‘list of contents’)
- Summary Sheet with all Modules undertaken and marks awarded
- Feedback sheets for all modules
- Reflective Synopsis of learning experiences and evaluation – to demonstrate journey of professional development to meet NMC standards
- Extracts from your learning journal / reflections on practice linked to the NMC domains of practice
- Completed Practice Learning Contracts
- Evidence of theory and practice hours & summary sheets
- Practice Assessment Document (the PAD)- Completed and signed off.
- Mapping to course outcomes
- Evidence of theory and practice hours undertaken
Final Completion of Practice statement (See Final pages of PAD)

Your supporting evidence must be explicitly relevant and mapped to the specific standards of proficiency you have achieved, with appropriate supporting explanation and/or reflection.

Reflection on practice is an important element of learning. You will be required to reframe personal perspectives, view situations in new ways and consider others' points of view. You will also maintain a learning journal, which will help to promote ongoing self-reflection and will be used to generate evidence of reflection on practice to include in your Course Portfolio. In your learning journal you should experiment with a variety of reflective models and utilise a range of evidence to demonstrate your achievement of competence. This evidence may be in the form of testimonials, key reading, critical incident analyses, peer reviews or trust study day documentation, or any other format that demonstrates key learning and how this has informed your practice i.e. this evidence must demonstrate meaningful integration of relevant theory and knowledge into your professional practice.
Evidence for Practice Assessment

Please note you may use a ‘cross-referencing system’ or write a short summary of the experiences/learning opportunities that support your claim.

There is no requirement of a specific number of “evidences”, only that the evidence provided covers the whole of the competencies (i.e. common core and specialist specific competencies)

The evidence presented to meet the competencies must be:

- Sufficient
- Valid
- Relevant
- Current

Sufficiency: evidence presented should be relevant and cover all the areas you need in order to demonstrate the achievement of all the competencies.

Validity: the evidence must be read and signed by your mentor / practice teacher and pathway leader. This will enable feedback to be given to you on the evidence you have produced.

Relevance: the evidence must clearly relate to the course of study and your experience. The evidence should directly relate to the requirements of each competency.

Currency: most supporting material should be less than five years old. Resources for evidence to underpin practice must be appropriate, research-based, take account of evidence hierarchies and have contemporariness. Your work must be correctly referenced to the sources you have used.

Portfolio Format and Presentation

You may choose any plain colour A4 Lever Arch File for your Course Portfolio. This will need to be clearly marked on the front with your name, UCLan registration number, degree, the course you are studying and the academic year of entry to the course.

5.2 Notification of assignments and examination arrangements
The assessment dates are on the course run-through and in each module handbook. Students will also have guidance within the module sessions and on Blackboard. Each module leader will give students instructions on when and how to submit assignments or attend for exams.

5.3 Referencing
Students are expected to use the APA referencing style, as stated in the school handbook (available on the generic course site) The referencing handbook is also on the course site and you are strongly advised to access this before producing any work.

5.4 Confidential material
You must ensure that patient / client confidentiality is maintained by not identifying PCT areas or placement locations and ensuring that no personal information about patients / clients is included in your assignments and/or Portfolio (NMC 2008). Breaches of confidentiality are unacceptable and will potentially have implications for your progression on the Course.

When you are engaged in courses that involve doing practice placements, documenting research and producing written work, you may be using very sensitive information. As a result you are required to always respect confidentiality, and to maintain the anonymity of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality. Where your course leads to a professional award it is all the more important to pay attention to this issue. In professional courses you will be developing your professional role and responsibilities which you will require in practice settings in relation to anonymity and confidentiality of the patient/client group. These guidelines are intended to support you in this development.

The policy of maintaining anonymity and confidentiality applies to you whether you are an undergraduate or post graduate student.

Remember anonymity and confidentiality is not the same thing! The British Medical Association (BMA) defines the two as:

“Confidentiality: The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship.”

“Anonymised information: Information which does not, directly or indirectly identify the person to whom it relates” (BMA 2005)

Exceptions
There may well be cases where exceptions to maintaining anonymity and confidentiality occur. These can include:

- Signatures of staff or practice teachers on official documents;
- Names of persons in acknowledgements who have supported the work, such as acknowledgements in dissertations;
- Naming individuals or organisations where the information is already in the public domain, providing this material is accurate;
- Instances where you have written permission from an individual or organisation. It may be possible for you to obtain consent to use information for academic purposes. Clearly state that this is the case at the beginning of your work. Written consent forms will be retained with the
academic work. If you intend to publish your work, you may need to seek further guidance from an appropriate Ethics Committee.

 риск. You may have access to sensitive information about an organisation through your personal contact or employment which is quite separate from their university course. In this case you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure.

 риск. The course team may have agreed that it is an essential part of an assignment that information is provided about a place or group. Consent from that place or group must be obtained, the assessment guidelines will clarify how this can be achieved.

 риск. If you do need to refer to an organisation in your work, you can maintain anonymity by the following method:

 In the text: “this action was in accordance with the NHS Trust’s (name withheld) infection control policy”

If there is a breach of Anonymity and or Confidentiality you will receive feedback from the module leader/marker and support to prevent errors in your future work.

 риск. Actions taken following a breach in anonymity and or confidentiality will depend on a number of issues and will be determined within School/course teams.

 риск. Issues which will be of importance may include:

• Professional standing of course
• Level of study of student and or stage of course
• Extent and nature of the breach

 риск. Under these circumstances it may be that Schools will impose a penalty. Your module leader/academic advisor will work with you and the course leader to review the specific situation and involve the Head of School/named deputy in the decision making process.

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<tr>
<th>Please make sure you have read and understood the exceptions detailed above</th>
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<tr>
<td><strong>Do’s</strong></td>
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<tr>
<td>Do respect the right to privacy of an individual and/or organisation;</td>
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<tr>
<td>Do change all names to fictitious ones;</td>
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<tr>
<td>Do provide a statement with your assignment that all information has been anonymised;</td>
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Do reference work accurately if information is already in the public domain; Don’t include photographs that can identify a person or place;

Do support your discussions with reference to published work. Don’t make unsupported accusations;

Do seek guidance and advice where you are unsure. Subjective or judgmental opinions about an employer or placement provider (even when not identifiable) are not normally acceptable. This may mean that your opinion may not be able to be kept confidential under the Freedom of Information Act and will lead to further discussion (see fig 1)

NB: Please note that by seeking guidance from your academic advisor/module advisor, you have the opportunity to ensure the work is not in breach of the guidance.

5.6 Cheating, plagiarism, collusion or re-presentation
You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

All assignments will be submitted via Turnitin.

Course requirements
As stated earlier, the course requires 100% attendance and proof of this must be contained within your course portfolio. Each student must undertake the required modules and specific practice placements. At the end of the year students will complete NMC registration forms including: Good
Health and Good Character:

The NMC requires assurance that nurses and midwives who enter and stay on its register are capable of safe and effective practice. All applicants for registration must self-declare their good health and good character to the NMC. You will be asked to complete a self-declaration of good health and good character at the end of your programme. If part-time you will be expected to complete it annually. The self-declaration is a confirmation that you:

- intend to comply with the Code: standards for conduct, performance and ethics for nurses and midwives
- have no relevant convictions or cautions
- have not been found guilty of misconduct or lack of fitness to practice by another regulatory body, or the NMC, and are not subject to a judgement by a licensing body elsewhere that would prevent you from practising as a nurse or a midwife
- are not currently suspended by another regulatory body or licensing body, and
- have good health sufficient to practice safely and effectively.

If during your programme you have had a conviction or caution that may impact on your good character, you must notify the university. If necessary a university fitness to practice panel will meet to make a decision about your suitability for practice.

Reference

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed.
7.1 Student Staff Liaison Committee meetings (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives.
## Programme Specification

This Programme 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.

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<td>4. External Accreditation</td>
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</tr>
<tr>
<td>5. Title of Final Award</td>
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</tr>
<tr>
<td>6. Modes of Attendance offered</td>
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</tr>
<tr>
<td>7. UCAS Code</td>
<td>N/A</td>
</tr>
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</table>
| 8. Relevant Subject Benchmarking Group(s) | NMC (2002) Community Specialist Practitioner Competencies  
Quality Assurance Agency for Higher Education (2009)  
| 10. Date of production/revision of this form | January 2014  
Revised January 2017  
Revised March 2018 |
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- To prepare and develop community specialist practitioners who are adaptable, reflexive and responsive in meeting the diversity of community health and social care needs in a changing climate.  
- To foster an increasing socio-political awareness through the integration of theory and practice. This is necessary to support the scope of community specialist practice through reflective evidence-based practice, using effective problem-solving and decision-making skills within a multidisciplinary, multi-agency arena. |

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- To ensure that personal, professional and educational development needs are met through the provision of a range of learning opportunities informed by scholarship, professional activity, advances in technology and research
- To promote independent, shared and autonomous learning in the development of community specialist practitioners who are fit for practice, purpose and award. Thus equipped as clinicians, educators, managers and leaders, to proactively meet changing health care needs and the expectations and demands of individuals, groups and populations in a multi-cultural, multi-ethnic society.
- To enable students to record as a community specialist practitioner on the NMC register.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding
At the end of the programme of study the student will be able to:
A1. Evaluate the knowledge base that underpins and informs practice within the context of current and future community specialist practice
A2. Critically apply theory to practice in order to enhance professional proficiency and personal development
A3. Support and enhance the service user and carer experience of health and social care.
A4. Initiate and lead practice development that enhances the quality of community health and social care provision
A5. Develop leadership and decision making skills to meet health and social care needs in complex and unpredictable situations

Assessment methods
Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.
A range of assessment strategies are used, including:
- Written assignments e.g. essays, case studies, reflective accounts
- Examination (unseen short answer questions)
- Presentations – oral and visual
- Assessment of practice
- Portfolio
- OSCE (spotter exam)

B. Subject-specific skills
At the end of the programme of study the student will be able to:
B1. Exercise professional accountability and responsibility, utilising professional knowledge, skills and expertise within the context of the changing environment of care, utilising inter-professional and inter-agency team working.
B2. Develop specialist nursing skills, knowledge and expertise in the relevant area of practice and develop a deeper and broader understanding of community health and social care provision
B3. Analyse the perspectives of organisational, economic, political, legal and ethical frameworks that influence community health and social care provision
B4. Assess the health and health-related needs of clients, families, groups and defined population, identifying, initiating, managing and evaluating appropriate strategies for effective community health and social care
B5. Demonstrate skilled practice based on critical reflection and the application of specialist knowledge
B6. Apply leadership skills and supervise a team to improve health and wellbeing of a defined population

Teaching and Learning Methods
Each module will identify appropriate learning and teaching strategies. A range of approaches are used, including:
- Lecture/ Peer group learning - discussion with application to practice and networking of ideas
- Case study presentations
- Seminars
- Use of eLearn (Blackboard) for supplemental reading, module information and discussion board
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- Role Play
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**C. Thinking Skills**
At the end of the programme of study the student will be able to:
C1. Demonstrate critical thinking and problem solving skills relating to the process of initiating, developing, managing and evaluating community specialist health and social care practice
C2. Identify and critically appraise key research to support evidence based practice
C3. Actively engage in critical reflection and develop the skills of reflective practice
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- Presentations – oral and visual presentations
- Assessment of practice
- Portfolio
- OSCE (spotter exam)
### D. Other skills relevant to employability and personal development

At the end of the programme of study the student will be able to:

D1. Communicate and work with colleagues, service users and carers demonstrating interpersonal sensitivity when imparting knowledge and information  
D2. Use information technology when working to meet the needs of patient/clients  
D3. Demonstrate skills in report writing, portfolio development and presentation skills (verbal and written)  
D4. Build upon self-management, organisational and time management skills whilst keeping an effective work life balance  
D5. Demonstrate self-awareness and self-assessment skills to inform professional and personal development planning and reflective practice  
D6. Work as part of a team to gain a greater understanding of collaborative / partnership working.

### Teaching and Learning Methods

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, including:

- Lecture/ Peer group learning - discussion with application to practice and networking of ideas  
- Case study presentations  
- Seminars  
- Use of eLearn (Blackboard) for supplemental reading, module information and discussion board  
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- Assessment of practice  
- Portfolio  
- OSCE (spotter exam)
**13. Programme Structures**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
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<tbody>
<tr>
<td>Level 6</td>
<td>NU3124</td>
<td>Principles of Public Health &amp; Social Policy</td>
<td>20 credits</td>
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<tr>
<td></td>
<td>NU3047</td>
<td>Valuing Research</td>
<td>20 credits</td>
</tr>
<tr>
<td></td>
<td>NU3268</td>
<td>Developing Leadership Skills</td>
<td>20 credits</td>
</tr>
</tbody>
</table>

**Pathway Specific module:**

| NU3119 | Community Specialist Practice in Context | 40 credits |

**Optional modules:**

| NU3720 | Safeguarding                      | 20 credits |
| NU3036 | Professional Development in Practice | 10 credits |
| NU3055 | Children’s Complex Care           | 20 credits |
| NU3237 | Community Practitioner Prescribing | 10 credits |
| NU3710 | Safeguarding                      | 10 credits |
| NU3253 | Change for children : essentials for all those working with children and young people | 20 credits |
| NU3116 | Care of the child with Cancer     | 20 credits |
| NU3244 | Trafficking of People             | 20 credits |
| NU3620 | Management of Same Day Consultation | 20 credits |

**14. Awards and Credits**

Bachelor Honours Degree

Requires 120 credits at Level 6

**15. Personal Development Planning**

According to QAA (2009), Personal Development Planning (PDP) is:

- a structured process that is integral to higher level learning
- concerned with learning in a holistic sense (in academic, personal and professional contexts)
- an inclusive process, open to all learners
- something that an individual does with guidance and support which decrease as personal capability is developed so that it becomes self-sustaining
- a process that involves self-reflection, the creation of personal records, and planning and monitoring progress towards the achievement of personal objectives
- intended to improve the capacity of individuals to communicate their learning to others (for example, academic staff and employers).

QAA state that the ultimate responsibility for deriving benefit from PDP should rest with each student.

The overall aim of PDP is to improve your capacity to understand what and how you are learning, and to review, plan and take responsibility for your own learning. The following opportunities for PDP are integrated within this course.

- You are encouraged to develop skills of reflection on your academic, personal and professional development through the collation of an evidence based portfolio
- You will set a learning contract with your mentor/practice teacher in order to achieve clinical competencies (NMC, 2002) within the Portfolio of Competencies and Evidence. This process will enable you to set goals, implement your action plan and monitor and review your progress towards agreed goals.
You will further develop your IT and searching skills by utilising the interactive e-learning resource and eLearn (Blackboard).

- You are advised to discuss with your personal tutor, either via individual appointments, email or telephone, your PDP.
- Group support is encouraged via taught University days and discussion board on eLearn (Blackboard).

References


16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

General:
- Have an effective current registration on the NMC register (Level 1, sub part 1: Children - RN8 or RNC)
- Normally have the equivalent of at least one year’s post registration practice experience. This is to consolidate your pre-registration training outcomes and gain a deeper understanding of relevant professional practice (NMC Standards for Specialist Education and Practice, 2002: 9.2)
- Work at least 18 hours per week in practice
- Hold equivalent of 240 credits either by DipHE or accumulated relevant credits, 120 of which must be at a minimum of level 5 study.
- Have the ability to be self-funding or have the commitment of your employer to support course fees
- Have your manager’s support for the course (where appropriate).
- Have identified a qualified Practice Teacher of the relevant professional discipline or a sign-off mentor who is practicing in community children’s nursing and is a Registered Children’s Nurse.
- Acceptance is subject to a satisfactory up to date DBS

17. Key sources of information about the programme

- Fact sheet: http://www.uclan.ac.uk
- Course Enquiries – NHS Contracts Unit 01772 893836
- Course leader, pathway and module leaders
**18. Curriculum Skills Map**

*Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed*

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU3124</td>
<td>Principles of Public Health &amp; Social Policy</td>
<td>C</td>
<td>A1  A2  A3  A4  A5</td>
<td>B1  B2  B3  B4  B5  B6</td>
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</tr>
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<td>NU3119</td>
<td>Community Specialist Practice in Context</td>
<td>C</td>
<td>A1  A2  A3  A4  A5</td>
<td>B1  B2  B3  B4  B5  B6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU3268</td>
<td>Developing leadership skills</td>
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<td></td>
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<tr>
<td>NU3047</td>
<td>Valuing Research</td>
<td>C</td>
<td>A1  A2  A3  A4  A5</td>
<td>B1  B2  B3  B4  B5  B6</td>
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<td></td>
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<tr>
<td>NU3036</td>
<td>Professional Development in Practice</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU3055</td>
<td>Children's Complex Care</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU3237</td>
<td>Community Practitioner Prescribing</td>
<td>O</td>
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<td>Change for children: essentials for all those working with children and young people</td>
<td>O</td>
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<td>Course Title</td>
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<td>A2</td>
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<td>A4</td>
<td>A5</td>
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<tr>
<td>NU3116</td>
<td>Care of the child with Cancer</td>
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<td>✓</td>
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<tr>
<td>NU3720</td>
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<td>✓</td>
<td>✓</td>
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<td>NU3244</td>
<td>Trafficking of People</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<td>Management of Same Day Consultation</td>
<td>O</td>
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<td>✓</td>
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**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
Programme Specification

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<td>Revised January 2016</td>
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23. Aims of the Programme

The aims of the programme are:

- To prepare and develop community specialist practitioners who are adaptable, reflexive and responsive in meeting the diversity of community health and social care needs in a changing climate.
- To foster an increasing socio-political awareness through the integration of theory and practice. This is necessary to support the scope of community specialist practice through reflective evidence-based practice, using effective problem-solving and decision-making skills within a multidisciplinary, multi-agency arena.
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13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
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<td>Level 6</td>
<td>Core modules:</td>
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<tr>
<td>NU3124</td>
<td>Principles of Public Health and Social Policy</td>
<td>20 credits</td>
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<td>10 credits</td>
<td></td>
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<td></td>
<td>Optional modules:</td>
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<td>NU3026</td>
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<td>Management of Leg Ulcers</td>
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<td>Safeguarding</td>
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<td>NU3710</td>
<td>Safeguarding</td>
<td>10 credits</td>
<td></td>
</tr>
<tr>
<td>NU3036</td>
<td>Professional Development in Practice</td>
<td>10 credits</td>
<td></td>
</tr>
<tr>
<td>NU3620</td>
<td>Management of Same Day Consultation</td>
<td>20 credits</td>
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<tr>
<td>NU3244</td>
<td>Trafficking of People</td>
<td>20 credits</td>
<td></td>
</tr>
</tbody>
</table>

*NU3237

- It is an NMC requirement that students who do not hold NU3237 or equivalent on entry are required to undertake this module. In order to gain sufficient credits they must then undertake NU3036.
- Those students who already hold NU3237 must undertake one of the 20 credit option modules.
15. Personal Development Planning

According to QAA (2009), Personal Development Planning (PDP) is:

- a structured process that is integral to higher level learning
- concerned with learning in a holistic sense (in academic, personal and professional contexts)
- an inclusive process, open to all learners
- something that an individual does with guidance and support which decrease as personal capability is developed so that it becomes self-sustaining
- a process that involves self-reflection, the creation of personal records, and planning and monitoring progress towards the achievement of personal objectives
- intended to improve the capacity of individuals to communicate their learning to others (for example, academic staff and employers).

QAA state that the ultimate responsibility for deriving benefit from PDP should rest with each student.

The overall aim of PDP is to improve your capacity to understand what and how you are learning, and to review, plan and take responsibility for your own learning. The following opportunities for PDP are integrated within this course.

- You are encouraged to develop skills of reflection on your academic, personal and professional development through the collation of an evidence based portfolio
- You will set a learning contract with your mentor / practice teacher in order to achieve clinical competencies (NMC, 2002) within the Portfolio of Competencies and Evidence. This process will enable you to set goals, implement your action plan and monitor and review your progress towards agreed goals
- You will further develop your IT and searching skills by utilising the interactive e-learning resource and eLearn (Blackboard)
- You are advised to discuss your PDP with your personal tutor, either via individual appointments, email, Skype or telephone contact
- Group support is encouraged via taught University days and discussion board on eLearn (Blackboard).

References


16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.
General

- Have an effective current registration on the NMC register (Level 1, sub part 1: Adult - RN1 or RNA)
- Normally have the equivalent of at least one year’s post registration practice experience. This is to consolidate your pre-registration training outcomes and gain a deeper understanding of relevant professional practice. (NMC Standards for Specialist Education and Practice, 2002: 9.2)
- Work at least 18 hours per week in practice
- Hold equivalent of 240 credits either by DipHE or accumulated relevant credits, 120 of which must be at a minimum of level 5 study.
- Have the ability to be self-funding or have the commitment of your employer to support course fees
- Have your managers support for the course (where appropriate)
- Have identified a qualified Practice Teacher of the relevant professional discipline or a sign-off mentor who is practicing in community nursing in the home and is a Registered Adult Nurse.
- Acceptance is subject to a satisfactory, up to date DBS

17. Key sources of information about the programme

- Fact sheet: http://www.uclan.ac.uk
- Course Enquiries - NHS Contracts Unit – 01772 893836
- Course leader, pathway and module leaders
### 18. Curriculum Skills Map

**Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (c) or Compulsory (co) Specific (s) or Option (O)</th>
<th>Programme Learning Outcomes</th>
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<td>Knowledge and understanding</td>
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<td>Community Specialist Practice in Context</td>
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<td>Professional Development in Practice</td>
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<td>Infection Prevention and Control Principles</td>
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<td>Management of Leg Ulcers</td>
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<td>NU3244</td>
<td>Trafficking of People</td>
<td>O</td>
<td>✓</td>
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</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
Programme Specification

This Programme 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.

25. Awarding Institution / Body
   University of Central Lancashire

26. Teaching Institution and Location of Delivery
   University of Central Lancashire; Preston (Main Campus)

27. University School / Centre
   Community Health and Midwifery

28. External Accreditation
   Nursing and Midwifery Council (NMC)

29. Title of Final Award
   BSc (Hons) Community Specialist Practitioner General Practice Nursing

30. Modes of Attendance offered
   Full and Part Time

31. UCAS Code
   N/A

32. Relevant Subject Benchmarking Group(s)
   NMC (2002) Community Specialist Practitioner Competencies

33. Other external influences

34. Date of production/revision of this form
   January 2014
   Revised 24/1/16
   Revised January 2017

35. Aims of the Programme
   The aims of the programme are:
   - To prepare and develop community specialist practitioners who are adaptable, reflexive and responsive in meeting the diversity of community health and social care needs in a changing climate.
   - To foster an increasing socio-political awareness through the integration of theory and practice. This is necessary to support the scope of community specialist practice through reflective evidence-based practice, using effective problem-solving and decision-making skills within a multidisciplinary, multi-agency arena.
   - To ensure that personal, professional and educational development needs are met through the provision of a range of learning opportunities informed by scholarship, professional activity, advances in technology and research.
   - To promote independent, shared and autonomous learning in the development of community specialist practitioners who are fit for practice, purpose and award. Thus equipped as clinicians, educators, managers and leaders, to proactively meet changing health care needs and the expectations and demands of individuals, groups and populations in a multi-cultural, multi-ethnic society.
   - To enable students to record as a community specialist practitioner on the NMC register.
### 36. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

At the end of the programme of study the student will be able to:

- **A1** Evaluate the knowledge base that underpins and informs practice within the context of current and future community specialist practice
- **A2** Critically apply theory to practice in order to enhance professional proficiency and personal development
- **A3** Support and enhance the service user and carer experience of health and social care.
- **A4** Initiate and lead practice development that enhances the quality of community health and social care provision
- **A5** Develop leadership and decision making skills to meet health and social care needs in complex and unpredictable situations

#### Teaching and Learning Methods

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, including:

- Lecture/ Peer group learning - discussion with application to practice and networking of ideas
- Case study presentations
- Seminars
- Use of eLearn (Blackboard) for supplemental reading, module information and discussion board
- Directed study and reading
- Work based learning

#### Assessment methods

Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning. A range of assessment strategies are used, including:

- Written assignments e.g. essays, case studies, reflective accounts
- Examination (unseen short answer questions)
- Presentations – oral and visual presentations
- Assessment of practice
- Portfolio
- Spotter exam

#### B. Subject-specific skills

At the end of the programme of study the student will be able to:

- **B1** Exercise professional accountability and responsibility, utilising professional knowledge, skills and expertise within the context of the changing environment of care, utilising interprofessional and inter-agency team working.
- **B2** Develop specialist nursing skills, knowledge and expertise in the relevant area of practice and develop a deeper and broader understanding of community health and social care provision
- **B3** Analyse the perspectives of organisational, economic, political, legal and ethical frameworks that influence community health and social care provision
- **B4** Assess the health and health-related needs of clients, families, groups and defined population, identifying, initiating, managing and evaluating appropriate strategies for effective community health and social care
- **B5** Demonstrate skilled practice based on critical reflection and the application of specialist knowledge
- **B6** Apply leadership skills and supervise a team to improve health and wellbeing of a defined population

#### Teaching and Learning Methods

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, including:

- Lecture/ Peer group learning - discussion with application to practice and networking of ideas
- Case study presentations
- Seminars
- Use of eLearn (Blackboard) for supplemental reading, module information and discussion board
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**Assessment methods**
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- Written assignments e.g. essays, case studies, reflective accounts
- Examination (unseen short answer questions)
- Presentations – oral and visual presentations
- Assessment of practice
- Portfolio
- Spotter exam

**C. Thinking Skills**
At the end of the programme of study the student will be able to:
- **C1** Demonstrate critical thinking and problem solving skills relating to the process of initiating, developing, managing and evaluating community specialist health and social care practice
- **C2** Identify and critically appraise key research to support evidence based practice
- **C3** Actively engage in critical reflection and develop the skills of reflective practice
- **C4** Formulate a strategy for the continuation of personal and professional learning and development

**Teaching and Learning Methods**
Each module will identify appropriate learning and teaching strategies. A range of approaches are used, including:
- Lecture/ Peer group learning - discussion with application to practice and networking of ideas
- Case study presentations
- Seminars
- Use of eLearn (Blackboard) for supplemental reading, module information and discussion board
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**Assessment methods**
Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.

A range of assessment strategies are used, including:
- Written assignments e.g. essays, case studies, reflective accounts
- Examination (unseen short answer questions)
- Presentations – oral and visual presentations
- Assessment of practice
- Portfolio
- Spotter exam

**D. Other skills relevant to employability and personal development**
At the end of the programme of study the student will be able to:
- **D1.** Communicate and work with colleagues, service users and carers demonstrating interpersonal sensitivity when imparting knowledge and information
- **D2.** Use information technology when working to meet the needs of patient/clients
- **D3.** Demonstrate skills in report writing, portfolio development and presentation skills (verbal and written)
- **D4.** Build upon self-management, organisational and time management skills whilst keeping an effective work life balance
D5. Demonstrate self-awareness and self-assessment skills to inform professional and personal development planning and reflective practice
D6. Work as part of a team to gain a greater understanding of collaborative / partnership working

Teaching and Learning Methods
Each module will identify appropriate learning and teaching strategies. A range of approaches are used, including:
- Lecture/ Peer group learning - discussion with application to practice and networking of ideas
- Case study presentations
- Seminars
- Use of eLearn (Blackboard) for supplemental reading, module information and discussion board
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Assessment methods
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13. Programme Structures*

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<th>Level</th>
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<td>Valuing Research</td>
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<td>Developing Leadership Skills</td>
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<td>NU3626</td>
<td>Principles and Practice of Triage</td>
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<td>Professional Development in Practice</td>
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<td></td>
<td>NU3244</td>
<td>Trafficking of People</td>
<td>20 credits</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

Bachelor Honours Degree
Requires 120 credits at Level 6
15. Personal Development Planning

According to QAA (2009), Personal Development Planning (PDP) is:

- a structured process that is integral to higher level learning
- concerned with learning in a holistic sense (in academic, personal and professional contexts)
- an inclusive process, open to all learners
- something that an individual does with guidance and support which decrease as personal capability is developed so that it becomes self-sustaining
- a process that involves self-reflection, the creation of personal records, and planning and monitoring progress towards the achievement of personal objectives
- intended to improve the capacity of individuals to communicate their learning to others (for example, academic staff and employers).

QAA state that the ultimate responsibility for deriving benefit from PDP should rest with each student.

The overall aim of PDP is to improve your capacity to understand what and how you are learning, and to review, plan and take responsibility for your own learning. The following opportunities for PDP are integrated within this course.

- You are encouraged to develop skills of reflection on your academic, personal and professional development through the collation of an evidence based portfolio
- You will set a learning contract with your mentor / practice teacher in order to achieve clinical competencies (NMC, 2002) within the Portfolio of Competencies and Evidence This process will enable you to set goals, implement your action plan and monitor and review your progress towards agreed goals
- You will further develop your IT and searching skills by utilising the interactive e-learning resource and eLearn (Blackboard)
- You are advised to discuss with your personal tutor, either via individual appointments, email or telephone, your PDP
- Group support is encouraged via taught University days and discussion board on eLearn (Blackboard).

References


16. Admissions criteria

General:
- Have an effective current registration on the NMC register (Level 1, sub part 1: Adult - RN1 or RNA or sub part 1: Child – RN8 or RNC)
- Normally have the equivalent of at least one year’s post registration practice experience This is to consolidate your pre-registration training outcomes and gain a deeper understanding of relevant professional practice. (NMC Standards for Specialist Education and Practice, 2002: 9.2)
- Work at least 18 hours per week in practice
- Hold 120 credits or equivalent at level 5 study.
- Have the ability to be self-funding or have the commitment of your employer to support course fees
- Have your manager’s support for the course (where appropriate)

### 17. Key sources of information about the programme

- Fact sheet: http://www.uclan.ac.uk
- Course Enquiries - NHS Contract Unit – 01772 893836
- Course leader, pathway and module leaders
Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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