Course Handbook
Post Graduate Diploma
Community Specialist Practitioner
Community Children`s Nursing
Community Nursing in the Home
General Practice Nursing
2018-19
Course Leader Georgina Ritchie
School of Community, Health and Midwifery

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

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1. Introduction to the course

1.1 Welcome to the course
The School of Midwifery and Community Health welcomes you to the Post Graduate Diploma (PGDip) 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.

1.2 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.

References


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**

The aims of the programme are:

- To promote the evolution of community specialist practitioner who is adaptable, reflexive and responsive in meeting the diversity of community health and social care needs in a changing climate.
- To promote the development of a community specialist practitioner who has the values, attitudes, skills, knowledge, professional confidence and personal motivation commensurate with community specialist practice.
- To foster an increasingly critical socio-political knowledge through the synthesis of theory and practice. This is necessary to support the scope of community specialist practice through critically 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 Nursing and Midwifery Council register.

**Course Learning Outcomes**

**A. Knowledge and Understanding**

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

- **A1** Critically evaluate the knowledge base that underpins and informs practice within the context of current and future community specialist practice
- **A2** Synthesise and critically apply theory to practice in order to enhance professional proficiency and personal development
- **A3** Draw upon relevant theoretical underpinnings to 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**

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 and ability to critically appraise community health and social care provision

B3 Critically 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 a synthesis of specialist knowledge

B6 Utilise and apply theories of leadership and supervise a team to improve health and wellbeing of a defined population

C. Thinking Skills
At the end of the programme of study the student will be able to:

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

C2 Critically appraise and synthesise key research and challenge the evidence base of practice

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

C4 Develop a strategic approach for the continuation of personal and professional learning and Development

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 Utilise information technology when working to meet the needs of patient/clients

D3 Further develop 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 Strengthen self-awareness and self-assessment skills through critical reflection upon practice 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.

1.2 Course Team
The PGDip Community Specialist Practitioner Course Leader is Georgina 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 893773 or email grichie@uclan.ac.uk). 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.

The course comprises three 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 leaders’ 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>Georgina Richie</td>
<td>01772 893605</td>
<td>Greenbank 214</td>
<td><a href="mailto:grichie@uclan.ac.uk">grichie@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:grichie@uclan.ac.uk">grichie@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 rbroadhead@uclan.ac.uk

Dawn Eccleston 01772 893770 demeccleston@uclan.ac.uk
1.3 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.

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
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 External Examiners to your course who help to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. Their names, position and home institutions 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.
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 PGDip route will undertake the following modules:

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Module value</th>
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</thead>
<tbody>
<tr>
<td>NU4124 Principles of Public Health and Social Policy</td>
<td>Core</td>
<td>20 credits</td>
</tr>
<tr>
<td>NU4025 Introduction to Postgraduate Research</td>
<td>Core</td>
<td>20 credits</td>
</tr>
<tr>
<td>NU4805 Leadership in Practice</td>
<td>Core</td>
<td>20 credits</td>
</tr>
<tr>
<td>NU4049 Community Specialist Practice in Perspective</td>
<td>Core</td>
<td>40 credits</td>
</tr>
</tbody>
</table>

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 NU4042 Community Practitioner Prescribing.

Overall you have to complete a total of 120 credits at level 7 to obtain the PGDip) 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 Post Graduate Diploma 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 module.
NB. All Community Nursing in the Home students will undertake NU4042 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 Post graduate Diploma Route**

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
<th>SEMESTER THREE</th>
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<tbody>
<tr>
<td>PGDip Route</td>
<td>PGDip Route</td>
<td>PGDip Route</td>
</tr>
<tr>
<td><strong>NU4124</strong> Principles of Public Health and Social Policy (20 credits)</td>
<td><strong>NU4805</strong> Leadership in Practice (20 credits)</td>
<td>Completion of Practice Hours and Consolidation of Specialist Practice. (NMC Paperwork and Portfolio Submission in June)</td>
</tr>
<tr>
<td><strong>NU4025</strong> Introduction to Postgraduate Research (20 credits)</td>
<td><strong>OPTION MODULE</strong> (20 credits) <strong>NU4042</strong> Community Practitioner prescribing (10 credits) – Core for DN pathway</td>
<td></td>
</tr>
<tr>
<td><strong>NU4049</strong> Community Specialist Practice in Perspective (40 credits)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Practice Hours</strong></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 PGDip Part Time Route over 2 years

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 1</td>
<td>SEMESTER 2</td>
</tr>
<tr>
<td>NU4124 Principles of Public Health and Social Policy (20 credits)</td>
<td>NU4805 Leadership in Practice (20 credits)</td>
</tr>
<tr>
<td>NU4025 Introduction to Postgraduate Research (20 credits)</td>
<td>Completion of Practice Hours</td>
</tr>
<tr>
<td>Practice Hours</td>
<td>Practice Hours</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 4124 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.

NU4025 Introduction to Postgraduate Research

This module aims to provide an introduction to postgraduate research within health and social care and presents a broad overview of the principles of research beginning with epistemology and theoretical perspectives and moving through qualitative and quantitative research designs, analysis and synthesis.

There are three strands running through the module:

I. The research process
II. Qualitative research
III. Quantitative research

During the module, you will gain a critical understanding of the principles of research design across a broad spectrum. You will focus on the evidence relevant to one particular topic in your specialty, exploring the philosophical underpinnings of this evidence and the impact of research design on knowledge generated.

NU4805 Leadership in Practice

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.
NU4049 Community Specialist Practice in Perspective

Alongside the Social Policy and Public Health modules you will study the community specialist practice in context module at level 7. The module is designed to allow you to share common themes and then apply these to your own area of nursing speciality. 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

NU4042 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 requires you to explore the factors influencing safe prescribing practice including pharmacological evidence bases and holistic assessment strategies. You are required to apply this theory to your practice area during 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.
**Pathway Option Modules**

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.

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>
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</thead>
<tbody>
<tr>
<td>NU4102 Professional Development in Community Practice (20 credits)</td>
<td>NU4102 Professional Development in Community Practice (20 credits)</td>
<td>NU4102 Professional Development in Community Practice (20 credits)</td>
</tr>
<tr>
<td>NU4256 Practice and Professional Development (10 credits)</td>
<td>NU4220 Safeguarding (20 credits (20 credits)</td>
<td>NU4256 Practice and Professional Development (10 credits)</td>
</tr>
<tr>
<td>NU4220 Safeguarding (20 credits)</td>
<td>NU4047 Thinking Children (20 credits)</td>
<td>NU4220 Safeguarding (20 credits)</td>
</tr>
<tr>
<td>NU4024 Reflections on Dementia Care (20 credits)</td>
<td>NU4042 Community Practitioner Prescribing (10 credits)</td>
<td>NU4042 Community Practitioner prescribing (10 credit )</td>
</tr>
<tr>
<td>NU4210 Safeguarding (10 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU4069 Trafficking of People (20 credits)</td>
<td>NU4069 Trafficking of People (20 credits)</td>
<td>NU4069 Trafficking of People (20 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 Personal Tutor, 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: Georgina Ritchie 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 disciplined under the student guide to regulations.
3 Approaches to teaching and learning

3.1 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 / practice 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.

3.2 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.

3.3 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 websites 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: http://www.uclan.ac.uk/students/life/advice.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 progression and achievement of the NMC (2004) ‘standards of proficiency’.

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 One Stop Shop
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 Nursing 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.

Examples of the various approaches to assessment can be seen in the schedule below.

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<thead>
<tr>
<th>MODULE TITLE</th>
<th>MODULE SIZE</th>
<th>SUMMATIVE ASSESSMENT</th>
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<tbody>
<tr>
<td>NU4124  Principles of Public Health and Social Policy</td>
<td>Single 20 credits</td>
<td>Examination. Controlled Assignment (2 hours)</td>
</tr>
<tr>
<td>NU4025 Introduction to Postgraduate Research</td>
<td>Single 20 credits</td>
<td>4,000 word written paper that presents a critical overview of the evidence relevant to their specialist topic</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>NU4049</td>
<td>Community Specialist Practice in Perspective</td>
<td>Double 40</td>
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<tr>
<td>NU4805</td>
<td>Leadership in Practice</td>
<td>Single 20</td>
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<tr>
<td>NU4042</td>
<td>Community Practitioner Prescribing</td>
<td>Half 10</td>
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**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, personal tutors, 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.
- 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 regarding disclosure.
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.

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.

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.

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

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>
</tr>
<tr>
<td>Do change all names to fictitious ones;</td>
</tr>
<tr>
<td>Do provide a statement with your assignment that all information has been anonymised;</td>
</tr>
<tr>
<td>Do reference work accurately if information is already in the public domain;</td>
</tr>
<tr>
<td>Do support your discussions with reference to published work.</td>
</tr>
<tr>
<td>Do seek guidance and advice where you are unsure.</td>
</tr>
</tbody>
</table>
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](mailto: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.
8. Appendices

8.1 Programme Specification

**UNIVERSITY OF CENTRAL LANCASHIRE**

**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. **Sources of information on the programme can be found in Section 17**

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution</td>
<td>University of Central Lancashire</td>
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<tr>
<td>3. University School /Centre</td>
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<td>4. External Accreditation</td>
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<td>5. Title of Final Award</td>
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<td>January 2014 Revised January 2017</td>
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<tr>
<td>11. Aims of the Programme</td>
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</table>

The aims of the programme are:

- To promote the evolution of community specialist practitioner who is adaptable, reflexive and responsive in meeting the diversity of community health and social care needs in a changing climate.
- To promote the development of a community specialist practitioner who has the values, attitudes, skills, knowledge, professional confidence and personal motivation commensurate with community specialist practice.
- To foster an increasingly critical socio-political knowledge through the synthesis of theory and practice. This is necessary to support the scope of community specialist practice through critically 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 Nursing and Midwifery Council 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 Critically evaluate the knowledge base that underpins and informs practice within the context of current and future community specialist practice

A2 Synthesise and critically apply theory to practice in order to enhance professional proficiency and personal development

A3 Draw upon relevant theoretical underpinnings to 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 and debates
- Use of eLearn (via Blackboard) for supplemental reading, module information and discussion board
- Self-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, business report, research proposal
- Examination (unseen short answer questions)
- Viva
- Assessment of practice
- Portfolio

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 and ability to critically appraise community health and social care provision

B3 Critically 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 a synthesis of specialist knowledge

B6 Utilise and apply theories of leadership 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
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- Written assignments e.g. essays, case studies, reflective accounts, business report, research proposal
- Examination (controlled assignment)
- Viva
- Assessment of practice
- Portfolio

**C. Thinking Skills**
At the end of the programme of study the student will be able to:

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

C2 Critically appraise and synthesise key research and challenge the evidence base of practice

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

C4 Develop a strategic approach 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
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- Written assignments e.g. essays, case studies, reflective accounts, business report, research proposal
- Examination (unseen short answer questions)
- Viva
- Assessment of practice
- Portfolio
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 Utilise information technology when working to meet the needs of patient/clients

D3 Further develop 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 Strengthen self-awareness and self-assessment skills through critical reflection upon practice 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
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A range of assessment strategies are used, including:

- Written assignments e.g. essays, case studies, reflective accounts, business report, research proposal
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13. Programme Structures*

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<td>NU4025</td>
<td>Introduction to Postgraduate Research</td>
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<td>NU4805</td>
<td>Leadership in Practice</td>
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<td>NU4049</td>
<td>Community Specialist Practice in Perspective</td>
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<td>NU4044</td>
<td>Care of the Child with Cancer</td>
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<td>NU4042</td>
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<td>NU4210</td>
<td>Safeguarding</td>
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<td></td>
<td>NU4256</td>
<td>Practice and Professional Development</td>
<td>10</td>
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</tbody>
</table>

14. Awards and Credits*

| Post Graduate Diploma | Requires 120 credits at Level 7 |

*Programme Structures and Awards and Credits information updated for the academic year 2023-24.
### 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 - RNB 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
- In order to study at postgraduate level applicants are expected to have a BA (Honours) degree as a minimum entry requirements or equivalent, 120 credits must be at level 6 in a relevant Nursing Practice or Social Sciences related subject.
• 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)
• Acceptance is subject to a satisfactory up to date DBS
• 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.

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 leader and module leaders
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<th>Module Code</th>
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<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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<td>NU4805</td>
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<td>A2</td>
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<td>A1</td>
<td>A2</td>
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<td>A4</td>
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</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.

Sources of information on the programme can be found in Section 17

13. Awarding Institution / Body
   University of Central Lancashire

14. Teaching Institution
   University of Central Lancashire

15. University School /Centre
   School of Community Health and Midwifery

16. External Accreditation
   Nursing and Midwifery Council

17. Title of Final Award
   Post Graduate Diploma Community Specialist Practitioner Community Nursing in the Home

18. Modes of Attendance offered
   Part time & full time

19. UCAS Code
   N/A

20. Relevant Subject Benchmarking Group(s)
   NMC (2002) Community Specialist Practitioner Competencies
   Quality Assurance Agency for Higher Education (2009)
   NMC (2013) The Quality assurance framework

21. Other external influences
   NHS Northwest
   National Service Frameworks

22. Date of production/revision of this form
   January 2014
   Revised January 2017

23. Aims of the Programme

The aims of the programme are:

- To promote the evolution of community specialist practitioner who is adaptable, reflexive and responsive in meeting the diversity of community health and social care needs in a changing climate.
- To promote the development of a community specialist practitioner who has the values, attitudes, skills, knowledge, professional confidence and personal motivation commensurate with community specialist practice.
- To foster an increasingly critical socio-political knowledge through the synthesis of theory and practice. This is necessary to support the scope of community specialist practice through critically reflective evidence-based practice, using effective problem-solving and decision-making skills within a multidisciplinary multi-agency arena.
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- 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 Nursing and
24. **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** Critically evaluate the knowledge base that underpins and informs practice within the context of current and future community specialist practice
- **A2** Synthesise and critically apply theory to practice in order to enhance professional proficiency and personal development
- **A3** Draw upon relevant theoretical underpinnings to 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 and debates
- Use of eLearn (via Blackboard) for supplemental reading, module information and discussion board
- Self 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, business report, research proposal
- Examination (controlled assignment)
- Viva
- Assessment of practice
- Portfolio

### 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 and ability to critically appraise community health and social care provision
- **B3** Critically 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 a synthesis of specialist knowledge
- **B6** Utilise and apply theories of leadership and supervise a team to improve health and wellbeing of defined population

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### C. Thinking Skills
At the end of the programme of study the student will be able to:

| C1. | Demonstrate skills in critical analysis and problem solving skills relating to the process of initiating, developing, managing and evaluating community specialist health and social care practice |
| C2. | Critically appraise and synthesise key research and challenge the evidence base of practice |
| C3. | Actively engage in critical reflection and further develop the skills of reflective practice |
| C4. | Develop a strategic approach 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:
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### 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. | Utilise information technology when working to meet the needs of patient/clients |
| D3. | Further develop 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. | Strengthen self awareness and self assessment skills through critical reflection upon practice 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
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<td>Community Specialist Practice in Perspective</td>
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<td></td>
<td>NU4024</td>
<td>Reflections on Dementia Care</td>
<td>20 credits</td>
</tr>
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</table>

- It is an NMC requirement that students who do not hold NU4042 or equivalent on entry are required to undertake this module. In order to gain sufficient credits they must then undertake NU4256.
- Those students who already hold NU4256 must undertake one of the 20 credit option modules.

14. Awards and Credits*

- Post Graduate Diploma
  - Requires 120 credits at Level 7

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).
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
- In order to study at postgraduate level applicants are expected to have a BA (Honours) degree as a minimum entry requirements or equivalent, 120 credits must be at level 6 in a relevant Nursing Practice or Social Sciences related subject.
- 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

18. Key sources of information about the programme

- Fact sheet: http://www.uclan.ac.uk
- Course Enquiries - NHS Contracts Unit – 01772 893836
- Course leader, pathway leader 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)</th>
<th>Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4124</td>
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<td>C</td>
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<td>Knowledge and understanding:</td>
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<td></td>
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<td></td>
<td></td>
<td>A1</td>
</tr>
<tr>
<td>NU4025</td>
<td>Introduction to Postgraduate Research</td>
<td>C</td>
<td></td>
<td>✓</td>
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<tr>
<td>NU4805</td>
<td>Leadership for Practice</td>
<td>C</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>NU4049</td>
<td>Community Specialist Practice in Perspective</td>
<td>C</td>
<td></td>
<td>✓</td>
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<tr>
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<td>C</td>
<td></td>
<td>✓</td>
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<td>Practice and Professional Development</td>
<td>O</td>
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<td>O</td>
<td></td>
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<td>O</td>
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<td>Trafficking of People</td>
<td>O</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
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. Sources of information on the programme can be found in Section 17.

| 25. Awarding Institution / Body | University of Central Lancashire |
| 26. Teaching Institution | University of Central Lancashire |
| 27. University School /Centre | School of Community Health and Midwifery |
| 28. External Accreditation | Nursing and Midwifery Council |
| 29. Title of Final Award | Post Graduate Diploma Community Specialist Practitioner General Practice Nursing |
| 30. Modes of Attendance offered | Part time & full time |
| 31. UCAS Code | N/A |
| 34. Date of production/revision of this form | January 2014  Revised January 2017 |

The aims of the programme are:
- To promote the evolution of community specialist practitioner who is adaptable, reflexive and responsive in meeting the diversity of community health and social care needs in a changing climate.
- To promote the development of a community specialist practitioner who has the values, attitudes, skills, knowledge, professional confidence and personal motivation commensurate with community specialist practice.
- To foster an increasingly critical socio-political knowledge through the synthesis of theory and practice. This is necessary to support the scope of community specialist practice through critically 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 Nursing and Midwifery Council 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 | Critically evaluate the knowledge base that underpins and informs practice within the context of current and future community specialist practice |
| A2 | Synthesise and critically apply theory to practice in order to enhance professional proficiency and personal development |
| A3 | Draw upon relevant theoretical underpinnings to 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 and debates
- Use of eLearn (via Blackboard) for supplemental reading, module information and discussion board
- Self 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, business report, research proposal
- Examination (controlled exam)
- Viva voce
- Assessment of practice
- Portfolio

#### 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 and ability to critically appraise community health and social care provision |
| B3 | Critically 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 a synthesis of specialist knowledge |
| B6 | Utilise and apply theories of leadership and supervise a team to improve health and wellbeing of a defined population |

##### Teaching and Learning Methods

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• Viva voce
• Assessment of practice
• Portfolio

C. Thinking Skills
At the end of the programme of study the student will be able to:
C1 Demonstrate skills in critical analysis and problem solving skills relating to the process of initiating, developing, managing and evaluating community specialist health and social care practice
C2 Critically appraise and synthesise key research and challenge the evidence base of practice
C3 Actively engage in critical reflection and further develop the skills of reflective practice
C4 Develop a strategic approach 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
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• Use of eLearn (via Blackboard) for supplemental reading, module information and discussion board
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A range of assessment strategies are used, including:
• Written assignments e.g. essays, case studies, reflective accounts, business report, research proposal
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• Portfolio

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 Utilise information technology when working to meet the needs of patient/clients
D3 Further develop 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 Strengthen self awareness and self assessment skills through critical reflection upon practice 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
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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>
</tr>
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<tbody>
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<td>NU4124</td>
<td>Principles of Public Health and Social Policy</td>
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14. Awards and Credits*

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Requires 120 credits at Level 7

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- concerned with learning in a holistic sense (in academic, personal and professional contexts)
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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
- In order to study at postgraduate level applicants are expected to have a BA (Honours) degree as a minimum entry requirements or equivalent, 120 credits must be at level 6 in a relevant Nursing Practice or Social Sciences related subject.
- 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 general practice nursing and is a Registered Nurse (Adult or Child).
• Acceptance is subject to a satisfactory up to date DBS

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• Course leader, pathway leader and module leaders
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## Addendum to the Course Handbook for PgD Community Specialist Practitioner 2017-18

<table>
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<tr>
<th>Page</th>
<th>Section</th>
<th>Summary of change &amp; previous text removed (state whether addition / deletion / amendment / etc)</th>
<th>Date of Approval</th>
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<td>Programme Specification</td>
<td>Removal of NU4021 and NU4043 Addition of NU4210, NU4220, NU4069 and NU4256</td>
<td>February 2017</td>
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</table>
Please read this Handbook in conjunction with your Course 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/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values
- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
Contents page

1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students' Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. Welcome and Introduction to the University
The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 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 as unread.

1.2 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. 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. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 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 each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements
Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the Academic Appeals Procedure. Tuition fees will be charged in accordance with Appendix 2 of our Tuition Fee Policy.

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. You must only enter your own details on the system as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.
1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please see the University’s Data Protection Policy and Privacy Notice or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources

2.1 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.

You can find the link to the Library Opening Hours here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

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

3. 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 employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

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

- One to one career and employability advice and guidance appointments.
• Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
• Workshops, seminars, and events to enhance your learning and develop your skills.
• Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

The UCLan careers portal careerEDGE contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. It’s your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct

4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i></i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

• Bank and Confirmation of Study Letters
• Council Tax Exemption Certificates
• International Student Support
• Library Services and Support
• Printing and Printer Credit
• Student Financial Support
• UCLan Cards
• UCLan Financial Bursary (1st year students only)
• Student Support and Wellbeing (including Disability)

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.

http://www.uclan.ac.uk/students/study/library/the_i.php

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University’s Finance Support Team, based in the <i></i>, or in the Advice and Representation Centre at the Students’ Union.
If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

4.2 Students with disabilities
You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.
https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability
Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety
As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct
You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.
5. Students’ Union

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 the Students’ Union does and is encompassed by its 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 Students’ Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students’ 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 the Student Union’s dedicated staff team in the Advice and Representation Centre are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union’s (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a ‘programme specification’. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a
course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer.

7. 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 have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpredictable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions
Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

7.3 Extenuating circumstances
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

You can apply for Extenuating Circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year. Further information about the submission process

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University’s Academic Regulations.

7.5 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.
submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means').

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

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.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a single offence of unfair means in an undergraduate or postgraduate assessment:
- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.
In the event of a repeat offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

7.7 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred; that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

8. Student voice

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning which are outlined below. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).
The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

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, to voice their opinions and to share positive practice with the course team, primarily at 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 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. If you wish to find out who your School President is or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

8.2 Student Staff Liaison Committee Meetings (SSLC)
The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be...
used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints
The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Student Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University's Student Complaints Procedure.

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.