

## Programme Specification

### Programme Title: Pg Dip Community Specialist Practice (District Nursing) (Full Time) with mandatory Integrated Nurse Prescribing

|   |  |   |   |
|---|--|---|---|
| <b>Awarding Institution:</b>              | University of Bolton   |   |   |
| <b>Teaching Institution:</b>              | University of Bolton   |   |   |
| <b>Division and/or Faculty/Institute:</b> | Faculty of Wellbeing and Social Sciences   |   |   |
| <b>Professional accreditation</b>         | Professional body  | Professional body   | Status of graduates   |
|   |  | URL   | Recordable  |
|   | Nursing and Midwifery Council (NMC)  | <a href="http://www.nmc-uk.org/">http://www.nmc-uk.org/</a> | professional registration   |
|   | Nursing & Midwifery Council  | <a href="http://www.nmc-uk.org/">http://www.nmc-uk.org/</a> | Recorded as Community Practitioner Nurse Prescriber (unless this has already been achieved) |
|   | Specialist Practitioner: District Nursing  |   |   |
| <b>Final award(s):</b>                    | Pg Dip Community Specialist Practice (CSP) (District Nursing) with mandatory integrated Nurse Prescribing  |   |   |
| <b>Interim award(s)</b>                   | None   |   |   |
| <b>Exit or Fallback award(s)</b>          | Students who do not meet the academic requirements of this programme may be considered for transfer to the BSc (Hons) in Community Specialist Practice |   |   |
| <b>Programme title(s)</b>                 | Pg Dip Community Specialist Practice   |   |   |
| <b>UCAS Code</b>                          |  |   |   |
| <b>JACS Code</b>                          | B700   |   |   |
| <b>University Course Code(s)</b>          | Full Time - HLT  |   |   |
| <b>QAA Benchmark Statement(s)</b>         | The following benchmark statement have been utilised to develop this BSc programme   |   |   |

[QAA Benchmark Statement Health Studies 2008](#)

**Other internal and external reference points**

[University of Bolton Academic Policies, Procedures & Regulations](#)

[QAA UK Quality Code for Higher Education](#)

[QAA Masters Degree Characteristics 2010](#)

[QAA Framework for Higher Education Qualifications 2008](#)

[Standards for Specialist Education and Practice \(NMC, 2001\)](#)

[Standards of proficiency for nurse and midwife prescribers \(NMC 2006\)](#)

[Nursing & Midwifery Council](#)

[QAA Code of Practice for Work Based & Placement Learning 2007](#)

[NHS North West](#)

**Language of study**

English

**Mode of study and normal period of study**

Full time – 1 year (with a minimum programme length of 32 weeks to meet NMC standards)

**Admissions criteria** *Standard Requirements*

Current registration with the Nursing and Midwifery Council on Part 1 of the professional register AND

You need to have completed a minimum of one years post registration experience to demonstrate you have consolidated your pre-registration outcomes and have gained a deeper understanding of professional practice AND

A degree or 360 academic credits at HE6 or AP(E)L equivalent. Prior learning and experience and learning are considered when deciding on any advanced standing you may be entitled to. This may be based on qualifications already gained (APL) or it may be based on making a claim for significant work experience (APEL). This process of granting an applicant appropriate advanced standing will be overseen by the programme lead for CSP and an AP(E)L Panel. When making a claim for APL against a relevant academic module you will be required to produce evidence in your professional portfolio that demonstrates how your prior learning relates to your impending role as a community specialist practitioner. This will normally take the form of a reflective submission AND

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Access to a practice placement within a district nursing team AND

An interview with the programme team and health care organisation.

The NMC (2001) Standards for Specialist Education and Practice stipulate that any educational programme should comprise of 50% theory and 50% practice. Joint interviewing with the employing health care organisation is undertaken. The recruitment arrangements vary from Trust to Trust and year to year. Some Trusts advertise for the required number of students themselves, working in conjunction with the academic team in respect of short listing and interviews. Other Trusts ask the University to organise the recruitment process on their behalf. You may be admitted to the programme on a secondment or sponsorship basis depending on individual Trust's requirements. The format of the interviews is agreed in advance and various strategies are used to test knowledge, skills and aptitude. These include questions, presentations, seminars and group work. Your performance is assessed against set criteria relevant to the method of interview. Interviewers will have completed equality and diversity training.

### **Additional admissions matters**

Admission to the programme is subject to the following additional requirements.

One professional and one academic reference  
Satisfactory occupational health screening  
Enhanced CRB disclosure  
Successful completion of a prescribing numeracy test

Your employing organisation is responsible for undertaking these additional checks.

### **Fitness to practise declaration**

This programme is subject to the University's fitness to practice procedures.

### **Aims of the programme**

The Pg Dip Community Specialist Practice programme is a full time NMC approved programme designed to enable registered nurses to meet the Standards of Specialist Education and Practice (NMC 2001) in district nursing

The principal aims of the programme are to enable students to acquire and demonstrate:

1. a high quality professional education that sustains and enhance their professional development, which meets the needs of their sponsoring employers [fitness for purpose], the requirements of the NMC [fitness for practice], and QAA benchmarks applied within the University's academic regulations [fitness for award];
2. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of district nursing discipline and practice
3. a comprehensive understanding of the techniques applicable to their own research or advanced scholarship

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4. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in District Nursing
5. conceptual understanding that enables the student
  - i to evaluate current research and advanced scholarship in the discipline
  - ii to evaluate methodologies, provide critiques and where appropriate propose new hypotheses
6. the ability to deal with complex issues both system both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to individuals, groups and the wider community
7. the ability to demonstrate self direction and originality in tackling and solving problems and act as an autonomously in planning and implementing tasks at a professional level
8. the ability to advance their knowledge and understanding, and to develop new skills to a high level
9. the qualities and transferable skills necessary for employment as a District Nurse requiring:
  - i the exercising of initiative and personal responsibility
  - ii decision making in complex and unpredictable situations
  - iii a pro-active role in the personal and professional development of one's self and others
10. Produce postgraduate practitioners in community specialist practice who are equipped with the specialist knowledge, intellectual aptitude, enhanced professional awareness and key skills to meet the needs of their patients/clients/communities and to rise to the challenge of contemporary community health care nursing.

### **Distinctive features of the programme**

The curriculum structure and content is developed around the principles outlined in the NMC (2001) Standards for Specialist Education and Practice. Specialist Practice requires the exercising of higher levels of judgment, discretion and decision making based on four broad areas. These are:

- Clinical Practice
- Care and Programme Management
- Clinical Practice Development
- Clinical Practice Leadership

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The programme comprises of 50% theory (spent in the University or on directed study) and 50% practice (spent in a practice placement).

Whilst in the practice placement you will have supernumerary status and will be supported and assessed by a sign off practice teacher or specialist practice mentor.

You may also work with experienced practitioners and clinical specialists from the field of health and social care, student practice teachers/specialist practice mentors and qualified practice teachers/specialist practice mentors who are working towards sign off status.

You will develop a practice portfolio whilst on the programme. It acts as a tool to facilitate your learning in the practice placement enabling you to integrate theoretical principles to your practice.

The development of specialist and core modules will give you the opportunity to study alongside colleagues from a range of health and social care services ensuring an inter-professional approach is embedded within the curriculum.

Input from guest speakers and clinical specialist from the field of health and social care help you develop your knowledge and skills in your defined area of practice.

Service users and carers share their perspectives with you on a regular basis in timetabled sessions.

You will have the opportunity to undertake a week of alternative practice within a relevant health or social care setting other than your own.

You will be taught and have access to brand new state of the art clinical and teaching facilities within Bolton One (a collaborative partnership with NHS Bolton and Bolton Metro).

The programme lead is a District Nurse Specialist Practitioner with an NMC approved teacher qualification. All tutors within the programme are also qualified healthcare professionals either with or working towards an NMC approved teacher qualification.

## **Programme learning outcomes**

### **K. Knowledge and understanding**

On completion of the programme successful students will be able to demonstrate a systematic understanding of the knowledge, and a critical awareness of current problems/or new insights through:

1. critical application of the principles underpinning Specialist Education and Practice and the statutory codes of conduct relevant to their scope of practice
2. critical exploration of different ethical, anti-discriminatory and anti-oppressive values and how to actualise these in health and social care practice including responding to unethical, discriminatory and oppressive practices
3. critical analysis and evaluation of health and social care configuration
4. a systematic understanding of research and evidence-based concepts relating to

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community nursing and how explanations from the wider disciplines of psychology, sociology, social policy and law can influence and impact on care and service delivery

5. critical analysis and justification of needs assessment, planning, implementation, evaluation and management of care for individuals, families and groups in a range of community settings

6. critical analysis and evaluation of policy, policy frameworks as applied to contemporary district nursing practice

### **C. Cognitive, intellectual or thinking skills**

On completion of the programme successful students will be able to demonstrate the ability to deal with complex issues both systematically and creatively through:

1. critical analysis and evaluation of the contested nature of concepts, policies and practices that characterise the uncertainty, ambiguity and limits of knowledge for community nursing
2. critically analyse and evaluate practice and theoretical evidence that contributes to an understanding of practice and service delivery by developing critiques and applying and making links between research, theory and practice.
3. critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete) to justify decision making processes
4. the formulation of original questions in response to complex issues that can be accounted for on rational, ethical and professional grounds with application to practice situations
5. demonstrate higher levels of judgement, discretion and decision making
6. critically reflecting on self development to advance their knowledge and understanding and demonstrate perspective transformation
7. Recognise own responsibilities and wider accountability structure in relation to self and others

### **P. Practical, professional or subject-specific skills**

On completion of the programme successful you will be able to demonstrate the ability to:

1. Work with others to identify your own learning and development needs, to manage their own learning and achieve the competencies to demonstrate achievement of the Standards of Specialist Education and Practice
2. Use interpersonal and facilitation skills to foster effective therapeutic relationships to assess the health and social care needs of individuals and their families that actively encourages them to participate and contribute to decisions about their care and care delivery.
3. Apply the methods and techniques that you have learned to critically review, consolidate, extend and critically apply knowledge, skills and understanding to;

Clinical leadership at an operational and strategic level

Supervision and management of clinical practice

Initiate, lead and carry out practice developments

Implement and monitor quality assured standards of care

Act as a change agent at an operational and strategic level

Contribute to strategies designed to promote and improve health and prevent disease in individuals and groups

Work collaboratively with a range of individuals and organisations (including service users,

health and social care and voluntary agencies) from a well developed understanding of the contribution community nurses can play within these partnerships  
Prescribe legally, safely and effectively within your scope of professional practice

## **T. Transferable, key or personal skills**

On completion of the programme successful students you will be able to demonstrate the ability to:

1. Use higher level and extended communication skills
2. Use written and numeracy skills
3. Use information and communication technology
4. Demonstrate your ability to lead and work within a team
5. Problem solve and make decisions involving key stakeholders and members of the public in complex situations
6. Demonstrate dignity and respect for user and carers

**In addition to the above Postgraduate students will also demonstrate** a high level of autonomy in the critical appropriation, transfer and transformation of knowledge derived from diverse sources to underpin their own professional development and the enhancement, with others, of health care delivery and outcomes for service users and / or the community.

## **Programme structure**

You will enter the programme with a number of academic credits usually (360 or AP(E)L equivalent). In order to obtain this Postgraduate diploma you must gain 20 credits at HE6 and 100 credits at HE7. Each student may have a slightly differing portfolio of credits on admission and therefore the number of credits you are required to complete will have been discussed and agreed with you at interview / on admission. To ensure District Nurses can deliver a flexible, high quality and forward thinking service to meet the needs of diverse communities and deliver care closer to home the programme incorporates an elective module. In conjunction with your district nursing lead and practice teacher/specialist practice mentor you will have the opportunity to choose one 20 credit module from the postgraduate portfolio offered within health and social care. Clinical examination skills, safeguarding vulnerable adults and multi-disciplinary end of life care are just a few examples of the modules available to you. A full listing of the elective modules can be found in your programme handbook

| <b>Module Code</b> | <b>Module title</b>  | <b>Core/<br/>Elective/<br/>Specialist<br/>(C/O/S)</b> | <b>Credits</b> | <b>Length<br/>(1, 2 or 3<br/>periods)</b> |
|--------------------|--|---|----------------|---|
| HLT7029            | Principles and Practice for<br>Community Specialist Practice | S   | 20             | 2   |
| HLT6031            | Community Nurse Prescribing<br>(V100)                        | S   | 20             | 2   |
| HLT7010            | Critical Evaluation, Evidence &<br>Practice                  | C   | 20             | 1   |
| HLT7013            | Principles for Community<br>Public Health Practice           | C   | 20             | 1   |
| HLT7030            | Leadership and Innovation                                    | C   | 20             | 1   |
| HLT                | Elective   | E   | 20             | 1   |

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## **Learning and teaching strategies**

The NMC Standards for Specialist Education and Practice (NMC, 2001) stipulate that a balance of 50% practice learning and 50% theoretical learning must be achieved. Our aim at all times is to deliver a stimulating, challenging and engaging programme of study, to help you broaden and deepen your knowledge and develop the essential skills to study for a PgDip in Community Specialist Practice. The following strategies will thus be utilised to help meet these requirements.

The strategies for teaching and learning are consistent with those adopted for the provision of professional education in health care. It is recognised that you are extending your previous professional practice education to develop, contribute and improve the quality of community health nursing. Accordingly approaches to teaching and learning seek to utilise and build upon your current knowledge and experience as a practitioner therefore, practice based learning is valued and draw upon throughout

A wide variety of teaching and learning strategies will be used on this course. They include lectures, presentations, simulations delivered by tutors, seminar discussion, small group workshops, small group tutorials and one to one tutorials. In addition the use of the virtual learning environments (VLE) – will include e-learning packages via moodle, podcasts and video presentation et cetera. It is therefore essential that you use these to their full advantage and access them on a regular basis. Failure to do so could potentially hinder your learning and progression within the course.

It is important to realise that the time spent with a tutor during formally timetabled classes and the VLE packages is only a very small part of the learning time identified for a module. In addition to the contact time with lecturers and use of the VLE's a significant amount of personal study should be undertaken. This personal study time should be spent, for example, engaging in general background reading, preparing for seminar activities, working on assignments or revising for examinations. Early in your studies guidance will be provided as to how you can make best use of this time however, as a postgraduate student it is expected that you will demonstrate significant independence in your study taking responsibility for the management of your own learning time.

### **Learning activities (KIS entry)**

Not applicable to 120 credit programmes

### **Assessment strategy**

The assessment strategy for the programme is designed to ensure that students achieve the overall aims and learning outcomes of the programme, as well as the learning outcomes for individual modules. A range of formative and summative assessment methods is used on the programme including, essays, reports, presentations, portfolios, set exercises via multiple choice questions, Objective Structured Clinical Examinations (OSCE) and traditional examinations. Good use is also made of formative assessment in order to promote student learning. The assessment for each module may differ considerably. Each module has clearly identified aims, learning outcomes, and the nature and type of assessment for that module is clearly specified and linked to these learning outcomes. The full module specifications describe the assessment briefly and the module handbook will provide you with additional helpful information.

The Programme is conducted in accordance with the University assessment regulations for the Postgraduate assessment regulations which cover information on assessment

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(including marking criteria and definitions of grade descriptions). A link to the document is provided below:

[Postgraduate Assessment Regulations and Procedures](#)

Please ensure that you read and understand this information. It will be assumed that you are familiar with the Assessment Regulations for the Postgraduate Modular Framework.

### **Assessment methods (KIS entry)**

Not applicable to 120 credits of the programme

### **Assessment regulations**

[Postgraduate Assessment Regulations and Procedures](#)

### **Grade bands and classifications**

*for information only at this stage – the Assessment regulations are being revised for September 12. )*

| <b>Grade Description</b>     |        |          | <b>Hons Degree Classification</b> |
|------------------------------|--------|----------|-----------------------------------|
| Work of exceptional quality  | High   | 80+      | i                                 |
|                              | Middle | 75-79    | I                                 |
|                              | Low    | 70-74    | i                                 |
| Work of very good quality    | High   | 67-69    | ii.i                              |
|                              | Middle | 64-66    | ii.i                              |
|                              | Low    | 60-63    | ii.i                              |
| Work of good quality         | High   | 57-59    | ii.ii                             |
|                              | Middle | 54-56    | ii.ii                             |
|                              | Low    | 50-53    | ii.ii                             |
| Work of satisfactory quality | High   | 47-49    | iii                               |
|                              | Middle | 44-46    | iii                               |
|                              | Low    | 40-43    | iii                               |
| Borderline fail              |        | 35-39    |                                   |
| Fail                         |        | Below 35 |                                   |

### **Role of external examiners**

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

### **Support for student learning**

- The programme is managed by a programme leader
  - Induction programme introduces the student to the University and their programme
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- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) integrated into all programmes
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy
- Library and IT services
- Student Liaison Officers attached to each Faculty
- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students
- Access to a state of the art clinical skills laboratory

### In the practice placement

- **Sign Off Practice Teacher:** An experienced practice teacher who has completed the final assessment of at least three district nurse specialist practitioner students in the past and who continues to meet the standards to support learning and assessment in practice. Sign off practice teachers work with you and a range of health and social care practitioners to ensure you have access to a range of suitable learning opportunities. They are responsible and accountable for assessing your proficiency in practice.
- **Practice Teacher:** A district nurse specialist practitioner who has undergone preparation for a practice teacher role and who is working towards sign off status. Practice teachers work with you, a sign off practice teacher and a range of health and social care practitioners to ensure you have access to a range of suitable learning opportunities. They make on-going assessments in respect of your performance and share feedback with the sign off practice teacher who remains accountable for assessing your proficiency in practice.
- **Sign Off Specialist Practice Mentor:** An experienced district nurse specialist practitioner who has met the NMC additional criteria for assessing proficiency and is responsible and accountable for making the final sign-off in practice and continues to meet the standards to support learning and assessment in practice. Sign off mentors work with students and a range of health and social care practitioners to ensure you have access to a range of suitable learning opportunities.
- **Specialist Practice Mentor:** A district nurse specialist practitioner who has undergone preparation for a mentorship role and is working towards sign off status. Specialist practice mentors work with you, a sign off specialist practice mentor and a range of health and social care practitioners to ensure you have access to a range of suitable learning opportunities. They make on going assessments in respect of your performance and share feedback with the sign off mentor who remains accountable for assessing your proficiency in practice.
- **Line manager/sponsors:** Have usually met you at interview and really want you to do well and successfully complete the programme. It is important that you brief them as quickly as possible about any absences or difficulties that you may be having. They can be very helpful in debating issues and may come up with some

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- good ideas in respect of the local policy agenda and ideas for assignment work
- Library and IT facilities within employing organisation.
- Clinical supervision

### **Methods for evaluating and enhancing the quality of learning opportunities**

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS),
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports
- NMC Annual Monitoring
- North West NHS Annual Monitoring

### **Other sources of information**

[University of Bolton Student Portal](#)

[University of Bolton Student's Portal](#)

[Faculty of Wellbeing and Social Sciences Student Handbook](#)

[Student Entitlement Statement](#)

[Link to module database to be added after validation](#)

[Moodle](#)

[External Examiner's Reports](#)

[Careers Services](#)

### **Document control**

**Author(s)** Wendy Daly

**Approved by:**

**Date approved:**

**Effective from:**

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## Document History:

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### Learning outcomes map

| Module title  | Mod Code | Status C/E/S | K1  | K2   | K3   | K4   | K5   | K6   | C1   | C2   | C3  | C4   | C5   | C6   | C7   | P1   | P2   | P3   | T1   | T2   | T3 | T4   | T5   | T6   |
|---|----------|--------------|-----|------|------|------|------|------|------|------|-----|------|------|------|------|------|------|------|------|------|----|------|------|------|
| Principles and Practice for Community Specialist Practice | HLT 7029 | S            | DTA | DT A | DT A | DT A | DT A | DT A | DT A | DT A | DTA | DT A | DT A | DT A | DT A | DT A | DT A | DT A | DT A | DT A | D  | D    | DT A | DT A |
| Critical Evaluation, Evidence & Practice                  | HLT 7010 | C            |     | DA   |      | DA   |      |      | DT A | DT A | DTA | DT A | DA   |      |      |      |      |      |      | DA   |    |      |      |      |
| Principles for Community Public Health Practice           | HLT 7013 | C            | DA  | DT A | D    | D    | DT A | DT A | DT A | DT A | DTA | DT A | DA   | DA   | D    | DA   |      | DA   | DA   | DA   | DA | D    | DA   | D    |
| Community Nurse Prescribing (V100)                        | HLT 6031 | S            | DTA | DT A |      | D    | DT A | DT A | DT A | DT A | DTA | DT A | DA   | DA   | DT A | DA   | DA   | DT A | DA   | DT A |    | DA   | DT A | D    |
| Leadership and Innovation                                 | HLT 7030 | C            | DTA |      | D    | D    |      | D    | DT A | D    | DTA | DT A | DA   | DA   | D    | DA   |      | DT A | DA   | DA   | DA | DT A | DA   |      |

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills

T. Transferable, key or personal skills

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

## Module listing

| Module title  | Mod Code | New ?<br>✓ | Level | Credits | Type | Core/Elective/Specialist C/E/S | Pre-requisite module | Assessment 1    |                  |                     | Assessment 2    |                |                     | Assessment 3    |              |                     | Assessment 4    |              |                     |
|---|----------|------------|-------|---------|------|--------------------------------|----------------------|-----------------|------------------|---------------------|-----------------|----------------|---------------------|-----------------|--------------|---------------------|-----------------|--------------|---------------------|
|   |          |            |       |         |      |                                |                      | Assessment type | Assessment %     | Add Y if final item | Assessment type | Assessment %   | Add Y if Final item | Assessment type | Assessment % | Add Y if final item | Assessment type | Assessment % | Add Y if Final item |
| Principles and Practice for Community Specialist Practice | HLT 7029 |            | 7     | 20      | STAN | Specialist                     | N/A                  | CW              | 100%             | N                   | CW              | 0% (pass/fail) | Y                   |                 |              |                     |                 |              | LENGTH = 2          |
| Critical Evaluation, Evidence and Practice                | HLT 7010 |            | 7     | 20      | STAN | Core                           | N/A                  | CW              | 100%             | Y                   |                 |                |                     |                 |              |                     |                 |              |                     |
| Principles for Community Public Health Practice           | HLT 7013 |            | 7     | 20      | STAN | Core                           | N/A                  | CW              | 0% (Pass / Fail) | N                   | CW              | 100%           | Y                   |                 |              |                     |                 |              |                     |
| Community Nurse Prescribing (V100)                        | HLT 6031 |            | 6     | 20      | STAN | Specialist                     | N/A                  | Exam            | 50%              | N                   | CW              | 50%            | N                   | Prac            | 0%           | Y                   | CW              | 0%           | N                   |

|                           |          |  |   |    |                  |      |     |    |     |   |        |     |   |  |  |  |  |  |  |
|---------------------------|----------|--|---|----|------------------|------|-----|----|-----|---|--------|-----|---|--|--|--|--|--|--|
| Leadership and Innovation | HLT 7030 |  | 7 | 20 | S<br>T<br>A<br>N | Core | N/A | CW | 80% | N | C<br>W | 20% | Y |  |  |  |  |  |  |
| PLUS ONE ELECTIVE         |          |  |   |    |                  |      |     |    |     |   |        |     |   |  |  |  |  |  |  |

Type = DISS (Dissertation); FLDW (Fieldwork), INDS (Independent study); OTHR (Other); PLAC (Placement); PRAC (Practical); PROJ (Project);

STAN (Standard); WBL (work-based learning)

Assessment = EX (Written Exam); CW (Coursework); PRA (Practical)

### Bolton Key Core Curriculum requirements

| Module Title  | Module Code | C/E/S      | Employability |               |           |                         |          |                 |                            |                 |                |            |                              | Bolton Values         |                              |   |
|---|-------------|------------|---------------|---------------|-----------|-------------------------|----------|-----------------|----------------------------|-----------------|----------------|------------|------------------------------|-----------------------|------------------------------|---|
|   |             |            | PDP           | Communication | Team work | Organisation & Planning | Numeracy | Problem solving | Flexibility & adaptability | Action planning | Self awareness | Initiative | Personal impact & confidence | Inter-nationalisation | Environmental sustainability | Social, public and ethical responsibility |
| Principles and Practice for Community Specialist Practice | HLT 7029    | Specialist | TD A          | TD A          | DA        | TDA                     |          | TDA             | TDA                        | TDA             | TDA            | TDA        | TDA                          | D                     | TDA                          | TDA                                       |
| Critical Evaluation, Evidence and Practice                | HLT 7010    | Core       | D             |               | D         | DTA                     |          | DA              |                            |                 |                | D          | D                            | D                     | TDA                          | TDA                                       |
| Principles for Community Public Health Practice           | HLT 7013    | Core       | D             | D             | D         | DA                      |          | DA              | D                          | D               | D              | D          | D                            | D                     | TDA                          | TDA                                       |
| Community Nurse Prescribing (V100)                        | HLT 6031    | Specialist | TD A          | TD A          | TD A      | TDA                     | TDA      | DA              | DA                         | D               | TDA            | D          | D                            |                       | TDA                          | TDA                                       |
| Leadership and  | HLT 7030    | Core       | D             | TA            | DT A      | D                       |          | DTA             | D                          | DTA             | DTA            | DT         | DTA                          | D                     | D                            | D   |

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|            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Innovation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)