Programme Specification

Programme Title: BSc (Hons) Community Specialist Practice (General Practice Nursing) (Full Time)

Awarding Institution:	University of Bolton		
Teaching Institution:	University of Bolton		
Division and/or Faculty/Institute:	Faculty of Wellbeing and Social Sciences		
Professional accreditation	Professional body	Professional body URL	Status of graduates
	Nursing and Midwifery Council (NMC)	http://www.nmc-uk.org/	Recordable professional registration
	Nursing & Midwifery Council	http://www.nmc-uk.org/	Recorded as Community Practitioner Nurse Prescriber (unless this has already been achieved)
	Specialist Practitioner: General Practice Nursing		

Final award(s):	BSc (Hons) Community Specialist Practice (CSP) (General Practice Nursing)
Interim award(s)	None
Exit or Fallback award(s)	Students who do not meet the practice requirements of this programme may be considered for transfer to the BSc (Hons) in Professional Studies (Health & Social Care)
Programme title(s)	BSc (Hons) Community Specialist Practice
UCAS Code	
JACS Code	B700
University Course Code(s)	Full Time - HLT
QAA Benchmark Statement(s)	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 Benchmark Statement Health Care Programmes
	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

Accumulated prior learning of 120 credits at HE4 and 120 credits at HE5 academic credits at HE5 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

Access to a practice placement within a General Practice 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 BSc (Hons) 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 General Practice Nursing at graduate level

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 key aspects of their field of study, gaining sound knowledge which is informed by defined and innovative aspects of General Practice Nursing practice

3. an ability to utilise established techniques of enquiry and analysis within General Practice Nursing.

4. conceptual understanding that enables students to:

    i. to devise and sustain arguments and/or to solve problems, using ideas and techniques , some of which are at the forefront of General Practice Nursing

ii.   to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in General Practice Nursing

5. an appreciation of the uncertainty, ambiguity and limits of knowledge

6. the ability to manage their own learning and to make use of a range information sources

7. apply the methods and techniques they have learnt to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects

8. the ability to critically evaluate arguments, assumptions, abstract concepts and data to make judgments to support their decision making

9. communicate information, ideas, problems and solutions to individuals, groups and the wider community

10. the qualities and skills necessary for employment requiring:

I. the exercise of initiative and personal responsibility

II. decision-making in complex and unpredictable contexts

III. the learning ability needed to undertake appropriate further training of a professional or equivalent nature

11. Produce graduates 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 communities/patients/clients 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

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. The General Practice Nurse Pathway is lead by a Practice Nurse Specialist Practitioner. 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 systematic knowledge and understanding of

1. The principles underpinning Specialist Education and Practice and the statutory codes of conduct relevant to their scope of practice
2. Ethical principles, values and moral concepts inherent in health and social care practice
3. An understanding of health and social care configuration
4. Research and evidence-based concepts relating to 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. Needs assessment, planning, implementation, evaluation and management of care for individuals, families and groups in a range of settings
6. Knowledge of current problems, policy, policy frameworks and practice in their specific area of professional practice

C. Cognitive, intellectual or thinking skills

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

1. Explore the contested nature of concepts, polices 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 applying and making links between research, theory and practice.
3. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete)
4. Frame appropriate questions and make judgements 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 reflect on self development and identify personal development needs
7. Recognise own responsibilities and wider accountability structure in relation to self and practice

P. Practical, professional or subject-specific skills
On completion of the programme successful you will be able to demonstrate your ability to:

1. Work with others to identify your own learning and development needs, to manage your 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 review, consolidate, extend and apply your 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
Prescribe legally, safely and effectively within your scope of professional practice

T. Transferable, key or personal skills
On completion of the programme you will be able to demonstrate the ability to:
1. Utilise higher level and extended communication skills
2. Utilise written and numeracy skills
3. Utilise information and communication technology
4. Demonstrate effective team working and leadership skills
5. Problem solve and make decisions in complex situations
6. Demonstrate dignity and respect for user and carers
Programme structure
You will come to the programme with120 credits at HE4 and 120 credits at HE5, 240 credits

in total. In order to obtain this Honours Degree you are required to undertake another 120 credits at level HE6. Each module you undertake equals 20 credits. Each student will have a slightly differing portfolio of credits 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 General Practice Nurses can deliver a flexible, high quality and forward thinking service to meet the needs of diverse communities and care closer to home the programme incorporates an elective module. In conjunction with your General Practice Nursing lead and practice teacher/specialist practice mentor you will have the opportunity to choose one 20 credit module from the undergraduate 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

Module Code	Module title	Core/ Elective/ Specialist (C/O/S)	Credits	Length (1, 2 or 3 periods)
HLT 6048	Principles and Practice for Community Specialist Practice	S	20	2
HLT 6031	Community Nurse Prescribing (V100)	S	20	2
HLT 6030	Critical Evaluation, Evidence & Practice	C	20	1
HLT6032	Principles for Community Public Health Practice	C	20	1
HLT6049	Leadership and Innovation	C	20	1
	Elective	E	20	1

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 degree 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 your contribution to effective and high quality care in the practice setting. Accordingly approaches to teaching and learning seek to utilise and build upon your current knowledge and experience 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. As you progress through your programme however, this guidance will become less structured and prescriptive. 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.

Assessment methods (KIS entry)
Not applicable to 120 credits of the programme

Assessment regulations

[Assessment Regulations for Undergraduate Modular Programmes](#)

Grade bands and classifications

Grade Description			Hons Degree Classification
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	

Honours Classification

(i)A student will normally be awarded the honours classification resulting from application of the following algorithm:

Rule ACM20

A weighted average of the marks from modules worth a total of 200 credits at Levels HE5 and HE6 combined, including the marks from modules worth no more than 80 credits at least at Level HE5 (weighted 30 percent) and marks from modules worth at least 120 credits at Level HE6 (weighted 70 percent), which represent the best marks achieved by a student at those Levels.

(ii) Where a student has marks available for 120 credits or less at Level HE6, the honours classification shall normally be based **solely** on a simple average of the available marks for modules at Level HE6, subject to there being marks for a **minimum of 60 credits awarded by the University**. **Upgrading of the honours classification will not normally be available to students for whom there are marks available for fewer than 120 credits at Level HE6**, unless explicitly approved.

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
- 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 General Practice 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 heath 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 General Practice 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 General Practice 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 General Practice 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 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

<mark>Link to module database to be added after validation</mark>

Moodle

External Examiner's Reports

Careers Services

Document control

Author(s)   Wendy Daly

Approved by:

Date approved:

Effective from:

Document History:

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 6048	S	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	D	DTA	DTA
Critical Evaluation, Evidence & Practice	HLT 6030	C		DA		DA			DTA	DTA	DTA	DTA	DA							DA				
Principles for Community Public Health Practice	HLT 6032	C	DA	DTA	D	D	DTA	DTA	DTA	DTA	DTA	DTA	DA	DA	D	DA		DA	DA	DA	DA	DA	D	DA	D
Community Nurse Prescribing (V100)	HLT 6031	S	DTA	DTA		D	DTA	DTA	DTA	DTA	DTA	DTA	DA	DA	DTA	DA	DA	DTA	DA	DTA		DA	DTA	D
Leadership and Innovation	HLT 6049	C	DTA		D	D		D	DTA	D	DTA	DTA	DA	DA	D	DA			DTA	DA	DA	DA	DTA	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? ✓	Level	Credits	Type	Core/Elective/Specialist C/E/S	Pre-requisite module	Assessment 1 type	Assessment 1 %	Add Y if final item	Assessment 2 type	Assessment 2 %	Add Y if Final item	Assessment 3 type	Assessment 3 %	Add Y if final item	Assessment 4 type	Assessment 4 %	Add Y if Final item
Principles and Practice for Community Specialist Practice	HLT 6048		6	20	STAN	Specialist	N/A	CW	100%	N	CW	0% (pass/fail)	Y					LENGTH = 2	
Critical Evaluation, Evidence and Practice	HLT 6030		6	20	STAN	Core	N/A	CW	100%	Y									
Principles for Community Public Health Practice	HLT 6032		6	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

Programme specification: BSc (Hons) Community Specialist Practice (Practice Nursing) (Full Time)

Leadership and Innovation	HLT 6049		6	20	S T A N	Core	N/A	CW	100 %														
PLUS ONE ELECTIVE				20																			

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 6048	Specialist	TDA	TDA	DA	TDA		TDA	TDA	TDA	TDA	TDA	TDA	D	TDA	TDA
Critical Evaluation, Evidence and Practice	HLT 6030	Core	D		D	DTA		DA				D	D	D	TDA	TDA
Principles for Community Public Health Practice	HLT 6032	Core	D	D	D	DA		DA	D	D	D	D	D	D	TDA	TDA

Module	Code	Type	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Community Nurse Prescribing (V100)	HLT 6031	Specialist	TDA	TDA	TDA	TDA	TDA	DA	DA	D	TDA	D	D		TDA	TDA
Leadership and Innovation	HLT 6049	Core	D	TA	DTA	D		DTA	D	DTA	DTA	DT	DTA	D	D	D

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