



LEEDS  
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# Course Specification

Postgraduate Diploma  
Community Specialist  
Practitioner - District  
Nursing

Course Code: CSDDN

2021/22

# Postgraduate Diploma Community Specialist Practitioner - District Nursing (CSDDN)

## Applicant Course Specification for 2021/22 Postgraduate Entrants

Confirmed at March 2021

### General Information

<b>Award</b>	Postgraduate Diploma Community Specialist Practitioner - District Nursing
<b>Contained Award</b>	Postgraduate Certificate Health Related Studies
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification and Credits</b>	Level 7 of the Framework for Higher Education Qualifications, with 120 credit points at level 7 of the Higher Education Credit Framework for England.
<b>Course Length and Standard Timescale</b>	<p>Start dates are notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance:</p> <ul style="list-style-type: none"><li>• 1 year full-time (52 weeks)</li><li>• 2 years part-time (104 weeks)</li></ul>
<b>Part Time Study</b>	Part-time delivery is usually at half the intensity of the full-time equivalent course. Some modules may be delivered in a different sequence from that defined within this specification.
<b>Location of Delivery</b>	City Campus, Leeds, plus the location of work placement.
<b>Entry Requirements</b>	<p>Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning">www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning</a>.</p> <p>Admissions enquiries may be directed to: <a href="mailto:AdmissionsEnquiries@leedsbeckett.ac.uk">AdmissionsEnquiries@leedsbeckett.ac.uk</a>.</p>
<b>Course Fees</b>	Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to <a href="mailto:Fees@leedsbeckett.ac.uk">Fees@leedsbeckett.ac.uk</a> .

### Timetable Information

Timetables are made available to students during induction week via:

- The Student Portal (MyBeckett)
- The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

## **Policies, Standards and Regulations** [www.leedsbeckett.ac.uk/academicregulations](http://www.leedsbeckett.ac.uk/academicregulations)

The course follows the Academic Regulations except where noted below.

### *Fitness to Practise*

The course is authorised to use the University Fitness to Practise Policy and Procedure. Details can be found [here](#). Students are expected to act in a professional manner at all times in line with the Policy.

### *Requests for credit transfer (RPL)*

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

### *All assessments to be passed and pass/fail assessments*

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

### *In-level stage for mid-point assessment for practice*

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

### *Contained award*

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

### *Achievement of credit*

The Professional Development in Practice module is linked to the NMC placement requirements of the course (minimum 112.5 days) which includes 15 days alternative placement and 50 days consolidation of practice and excludes the Non-Medical Prescribing practice hours. The practice requirement is calculated to be 844 hours of work based learning (practice hours). This 20 credit module's 200 notional hours have therefore been exceeded and the usual 1200 hours for a postgraduate diploma.

### *Reasonable adjustment plans*

Due to the professional requirements of the course, readers and scribes are not usually permitted in any exams relating to online calculations, health care numeracy assessments or practical exams. These exams and assessments replicate practice and this level of support is not reasonable in practice. Students will be supported with extra time if detailed in the reasonable adjustment plan.

### *Attendance monitoring*

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

### *Non-Medical Prescribing (V300)*

While Non-Medical Prescribing is a 40-credit module within this course, it is also separately approved by the NMC. The practice hours and practice assessment are dealt with separately in the last semester of the course. Students must satisfy the criteria for this element of their course to comply with NMC standards.

### *Non-Medical Prescribing assessment pass marks*

Two assessments have pass marks above the threshold pass mark in order to assure patient and public safety, as mandated by the NMC: the examination has a pass mark of 80% and the numerical assessment examination has a pass mark of 100%.

## **Your Key Contacts**

<b>Course Director</b>	Paul Mackreth
<b>Academic Adviser</b>	Paul Mackreth
<b>Course Administrator</b>	Sarah Holstead, <a href="mailto:s.holstead@leedsbeckett.ac.uk">s.holstead@leedsbeckett.ac.uk</a>

## **Work Placement Information**

### **Summary**

This course is delivered in collaboration with healthcare employers. As an NMC approved course, 50% of time is spent in the practice placement, in order to bridge the theory/practice gap and to allow for experiential learning. The e-portfolio facilitates this process acting as a guide to developing action plans and in self-assessment tasks. The outcome is that all students must evidence, through practice, the meeting of the NMC standards. Each module assessment also is rooted in practice learning and is based upon a work-

based project. It is a requirement that all students are **supernumerary** to the staff establishment for practice-based learning.

### **Length**

The overall course is 52 weeks and of this 45 weeks are programmed, with the remaining 7 weeks taken as leave. These are detailed on the annual course calendar that is provided prior to the commencement of each course. To maintain the theory/practice 50% ratio, the expectation is that full-time students allocate their time as:

- Two days per week in practice placement when they also have two days a week in University.
- Spend up to 15 days in 'alternative practice'.
- Complete a ten week 'consolidation of practice' placement at the end of the course.

Students/seconding employers who opt for the part-time route will study the pro-rata course over 104 weeks with 7 weeks leave taken per year. These are detailed on the annual course calendar that is provided prior to the commencement of each year of their course. To maintain the theory/practice 50% ratio, the expectation is that part-time students allocate their time as:

- 1 day per week in practice placement when they also have 1 day a week in University.
- 2 days per week in practice placement during the prescribing element (last semester of their course) when they will also have 2 days of University time per week.
- Spend up to 15 days in 'alternative practice'.
- Complete a ten week 'consolidation of practice' placement towards the end of the course.

While the focus is to meet standards for specialist practice, there is scope also to plan and undertake a range of placement-based learning to broaden the scope of practice. A minimum of 15 days should be spent in self-sourced alternative settings. The selection of these settings can be based upon professional interest, learning needs or as opportunities arise. Past examples include working in rural teams, urban inner-city, specialist teams, or in other countries. Evidence of this experience is detailed in the e-portfolio.

### **Location**

Placements are provided by the student's employer.

## **Professional Approval Associated with the Course**

### **Professional Body**

Nursing and Midwifery Council (NMC)

### **Approval Summary**

The course is recognised by the NMC for the purpose of annotating the registration of a qualified nurse with:

- the title of Specialist Practitioner District Nurse, and
- Independent and Supplementary Prescribing (V300)

### **NMC Recordable qualifications information**

<https://www.nmc.org.uk/registration/staying-on-the-register/adding-qualifications/>

- *Specialist practitioner District Nursing:* Students need to apply to record onto their register within five years of the course completion date or they will not be able to record the qualification on the NMC register. If a student does not register their qualification within five years, they would need to complete the course again.
- *V300 Non-Medical prescribing:* Students are required to record this qualification within 12 months of completion. Failure to do so may result in the qualification not being recordable. It is only after the qualification has been recorded on the NMC register, that a registrant may prescribe.

## **Course Overview**

### **Aims**

This course is designed for registered nurses (adult field of nursing) who wish to specialise within an area of Community Specialist Practice, District Nursing. Students will have consolidated their pre-registration nursing outcomes and gained a deeper understanding in relevant professional practice prior to joining the course. This is a postgraduate course that enables graduates to record on their NMC register the title of Specialist Practitioner in District Nursing (NMC 2001) and V300 Independent and Supplementary prescribing (NMC 2018). Obtaining these professional qualifications allow for enhanced employment opportunities as a Specialist in community nursing practice. As such the course is rooted in facilitating the achievement of meeting NMC Standards (2001 and 2018) for safe and effective Specialist Practice. The course framework therefore adheres to these standards that are used as a basis for assessment of practice, grouped into four domains; with the addition of prescribing: clinical practice, care and programme management, clinical practice leadership, clinical practice development and Non-Medical Prescribing (V300).

Working toward being a Specialist Practitioner (NMC, 2001) requires learning to respond to both individuals and population groups. These include providing an all-embracing inclusive, community-wide perspective of needs, forming multi-agency perspectives and the ability to lead and manage teams of nurses within their communities. Inevitably this should also include influencing the commissioning and procurement of services and monitoring/evaluating outcomes to ensure sustainability of resources. The course therefore prepares the practitioner to build upon alliances with a range of people and groups, such as individuals with health needs, families, communities, national and local governments, education providers, business and industry, voluntary, faith and charitable organisations. The overall aim is to improve the health of the people within communities through addressing health inequality and social injustice. This can only be done through integrated working and through dialogue.

All modules on this course are core, but students learning on the majority of the modules include those from other health disciplines; this enables students to acquire greater understanding of each other's roles, shared challenges and opportunities to identify and respond to health needs collaboratively.

### **Course Learning Outcomes**

At the end of the course, students will be able to:

- 1 Demonstrate a critical understanding and application of skills, knowledge and abilities to make a valuable contribution to improving community health and wellbeing.
- 2 Lead, manage and influence service improvement that is underpinned by theory and reflexive recognition of the context in delivering a range of primary and community services.
- 3 Critically evaluate the breadth of the Specialist role and examine the scope for safe innovative care and effective practice.
- 4 Synthesise new knowledge into practice in order to achieve NMC (2001 and 2018) standards for specialist practice with independent prescribing (V300).
- 5 Deal with complex issues systematically and creatively to make sound and safe decisions.
- 6 Demonstrate personal responsibility and a higher level (NMC, 2001) of professional accountability.

### **Teaching and Learning Activities**

#### *Course induction*

It is recognised that professionals may be challenged by the prospect of returning to academic study. Mid-career study is an opportunity to stand back and reflect upon approaches to nursing practice. To facilitate the transition between busy day to day nursing practice and formal postgraduate study a one week induction programme is offered. This assists in the orientation of online systems and the campus, allows time for the student registration process, provides opportunities to create and form groups and is the commencement of course, professional and University relationships. As part of the induction to the course and specifically as part of the commencement of the 'Professional Development in Practice' module, students are expected to undertake a process of personal development and skills analysis as a basis for embarking on a placement. This is the start of their critical reflection and experiential learning.

#### *Experiential learning in developing specialist practice*

Assessment, learning and teaching activities embrace a student-centred philosophy and are designed around the principles of progressive lifelong learning and the development of postgraduate skills. Students enter their course as experienced 'expert' nurses and then become 'novices' in their journey in meeting their new standards for specialist nursing practice and independent and supplementary prescribing (Benner 1984; NMC, 2001, 2018). They form a strong professional and course identity in working as a peer group in classroom based and work-based tasks. This process is facilitated by Course Leader/ Academic Adviser (Academic Assessor) who is a specialist in the field of practice, together with a practice-based Practice Assessor. One of the first tasks students and the course team undertake is the formation of the tripartite

relationship between these three agencies. This supports the one to one recognition of a student's individual learning needs together with their learning strengths. The tripartite relationship is supported by the e-portfolio which provides a means by which students can share and develop their reflective work with both Academic and Practice Assessors.

### *Modular learning*

Modular learning and assessment are rooted in work-based discussion and the development of work-based projects. These are designed to bridge the theory/practice gap. Modular learning develops in-depth knowledge and an understanding of shared challenges in practice. This in turn leads to increased respect for the role of other health and community care practitioners, working in diverse long-term care and public health settings; promoting improved inter-professional co-operation; and ultimately prescribing and administering of treatment/ palliation.

Modules are purposely delivered to ensure that, by the end of the course, students produce for assessment a document that evidences the meeting of NMC standards for specialist practice and prescribing (2001 and 2018): the PebblePad e-portfolio. Each module challenges students to complete tasks and activities via lectures, seminars, simulated learning, and pre/post-classroom activities. The specific activities depend on modules undertaken, but artefacts and evidence from these sessions can be used in the e-portfolio. Throughout the course there is a focus on encouraging increasing independence and advancing academic skills, and the e-portfolio is central to this process as it allows for student self-assessment, planning of learning, the production of evidence to meet learning plans and ultimately their ability to confirm that they, under the supervision and assessment of a Practice Assessor, have met their own learning plans. At the end of the course, students are provided with ongoing alumni-access to their e-portfolio and its contents on a 'free for life' basis allowing them to continue to use it for ongoing CDP and to support NMC professional revalidation processes for nurses.

### *Transition to specialist practice*

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

### *Support offered to meet individual student needs*

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

### **Your Modules**

This information is correct for students progressing through the course within standard timescales. Details of module delivery is provided in your timetable. All modules are core.

Full-Time 52 week course Semester 1	Semester 2
Building Community Capacity in Public Health (20 credits)	Non-Medical Prescribing (NMC) (40 credits)
Understanding Social Research and Evaluation (20 credits)	
Leading and Managing with Compassion (20 credits)	
Professional Development in Practice (20 credits)	Professional Development in Practice (20 credits) <i>*Continued from Semester 1</i>

Part-Time 104 week course: Year 1 Semester 1	Semester 2
Professional Development in Practice (20 credits) <i>continues in year 2</i>	Professional Development in Practice (20 credits) <i>*Continued from Semester 1 and continues in year 2</i>
Building Community Capacity in Public Health (20 credits)	Understanding Social Research and Evaluation (20 credits)

Part-Time 104 week course: Year 2 Semester 1	Semester 2
Professional Development in Practice <i>continued from year 1</i>	Professional Development in Practice (20 credits) <i>*Continued from Semester 1</i>
Leading and Managing with Compassion (20 credits)	Non-Medical Prescribing (NMC) (40 credits)

## Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules. A standard (20 credits) credit module equates to 200 notional learning hours, comprising teaching, learning and assessment, embedded placement activities and independent study. Modules may have more than one component of assessment.

### Assessment

This course is assessed by coursework, examinations, a portfolio for practice and practical skills assessments. Students are assessed in practice.

### Workload

The course exceeds the normal notional 1200 hours for a postgraduate diploma due to placement requirements.

Overall workload	Hours
Teaching and Learning	296
Independent Study and Assessment	478

Overall workload	Hours
Placements/Work-Based Learning	934
Total	1708

## Learning Support

### University-based support

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

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to [studentadvicehub@leedsbeckett.ac.uk](mailto:studentadvicehub@leedsbeckett.ac.uk).

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

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

### Employer-based support

Depending upon your employment arrangements your employer will be able to provide a range of support, such as the provision of a practice assessor and practice supervisors who will meet with you on a regular basis to review your progress, an appropriate induction process and any number of other valuable services/facilities.

As practice is an integrated component within the course structure, it is supported by suitably prepared practice assessor and practice supervisors. These relationships are pivotal in reflective experience of practice and are available for the duration of the course. The planning of practice experience is essential and is done so through the e-portfolio in the form of Learning Contracts.