

Postgraduate Programme Specification

PgD Specialist Practice District Nurse with Independent/supplementary prescribing (V300)

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

1. GENERAL INFORMATION			
Programme Title	Postgraduate Diploma Specialist Practice District Nurse (PgD SPDN) with Independent/supplementary prescribing (V300)		
Final Award	Postgraduate Diploma Specialist Practice District Nurse		
Awarding Body	Glasgow Caledonian University		
School	School of Health and Life Sciences		
Department	Department of Nursing and Community Health		
Mode of Study	Full-time Part-time		
Location of Delivery	Glasgow Campus		
UCAS Code			
Accreditations (PSRB)	Specialist Practitioner District Nursing Independent Prescriber (V300)		
Period of Approval	From:	September 2024	To: August 2029

2. EDUCATIONAL AIMS OF PROGRAMME
The PgD SPDN with V300 programme aims to provide high quality education which supports the development of reflective, analytical and critical thinkers who are equipped to meet contemporary political, organisational and clinical practice demands within specialist district nursing practice. This recognises that specialist practice district nurses (SPDNs) require advanced problem-solving and decision-making skills in challenging clinical situations when caring for people across the life span. SPDNs also need to be compassionate, emotionally resilient, pro-active and effective leaders, providing high quality, co- produced care which positively benefits the individuals and communities they serve. Consequently, delivery of the PgD SPDN with V300 programme recognises the requirement for advanced scholarship to underpin safe and effective practice at this level. This post-qualifying programme offers flexible part-time (17.5 hours per week) or full-time (35 hours per week) study options for first level registered (Adult) nurses to advance their career aspirations by seeking the NMC recordable qualification of Specialist Practitioner District Nurse (SPDN) (NMC, 2022) for entry to the NMC Register and also register as a Non-Medical Prescriber (Independent/supplementary V300) (NMC, 2018a, 2023). The PgD SPDN programme aims to build on SPDN students' existing professional knowledge while enabling them to develop knowledge and skills pertinent to SPDN practice using a range of dynamic and stimulating intra-professional and inter-professional learning opportunities.

In meeting stakeholders' demands for educational preparation, the PgD SPDN programme complies with NMC Standards of proficiency for community nursing specialist practice qualification (NMC, 2022a) and Standards for prescribing programmes (Independent/supplementary V300) (NMC, 2018a, 2023). It aligns with current UK healthcare policy drivers, The Knowledge and Skills Framework, as well as the Scottish Credit and Qualifications Framework and Glasgow Caledonian University's Strategy.

The educational aims of the SPDN programme are:

1. To provide a SCQF Level 11 study route for first level (Adult) registered nurses to achieve the recordable qualification of NMC SPDN and Independent Prescriber (V300)
2. To facilitate the development of clinical knowledge and advanced assessment skills to inform and enable practitioners to work within primary care/community settings and have direct responsibility for decision-making for patients, families and carers
3. To prepare SPDNs to undertake quality and service improvement to meet the contemporary and future demands associated with quality-based healthcare delivery
4. To expose SPDN students to the complexities of health and social care, enabling them to lead and participate in co-production of health, influencing effective change at national and local levels and work in partnership in a multi-agency environment
5. To enable SPDN students to acquire the knowledge and specialist skills to embrace and promote system leadership within district nursing, leading co-production within complex care
6. To provide the opportunity for continued personal and professional development in a clinically focused health career associated with self-directed life-long learning, in line with University, Government and Professional Body requirements.
7. To empower SPDN students through building resilience and confidence to effectively support, management and lead teams within SPDN practice

On meeting the NMC Standards of proficiency for community nursing specialist practice (NMC,2022a), students who have successfully completed both theory and practice elements of the programme will be eligible for the recordable qualification of SPDN and Independent Prescriber (V300), which will be annotated on the NMC Register.

Programme Philosophy:

As critical thinkers who are required to work at an advanced level of practice, demonstrating skills in clinical practice, leadership, research and education, the underpinning philosophy of the PgD SPDN programme is:

"Across a variety of community settings students will embrace person centred quality care, promoting the health potential through education and co-production with individuals, families and wider communities. Students will be strategic critical thinkers, equipped to lead and support their team within an integrated healthcare service demonstrating leadership through co-ordination and provision of multidisciplinary care. They will influence service design and delivery, engaging collaboratively across a multi-agency context, role-modelling behaviours of courage, resilience and care. This will be achieved through the use of system leadership approaches, high level decision making, critical thinking, person centred holistic assessment and utilisation of evidence-based practice for quality and service improvement."

3. LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

A: Knowledge and understanding;

- A1 Use appropriate knowledge and advanced clinical assessment skills to identify, holistically assess and promote the health care needs of patients, families and carers within the population
- A2 Critically and creatively appraise approaches to decision making in relation to contemporary specialist district nursing practice
- A3 Develop systematic, critical knowledge and awareness of current social, economic and political issues at the forefront of contemporary district nursing practice which support management of complex care
- A4 Demonstrate knowledge and a critical understanding of applicable techniques for research inquiry and advanced level scholarship for specialist district nursing practice, including research design and methodologies to generate evidence for service improvement
- A5 Critically evaluate factors that influence change and apply effective leadership strategies to empower transformation and service development
- A6 Develop a critical understanding of the economic principles which drive health and social care and their impact on resource allocation within specialist district nursing services
- A7 Synthesise knowledge from a range of theories and strategies to support innovative district nursing practice
- A8 Critically evaluate strategies to promote and influence change and improve health outcomes for individuals and communities
- A9 Demonstrate a comprehensive knowledge of theories and policy perspectives which support interdisciplinary and interagency teams to allow effective leadership and provision of care, optimising health and independence of individuals and communities

B: Practice: Applied knowledge, skills and understanding;

- B1 Practice high level decision making and diagnostic skills to manage the complete clinical care of patients, not focusing on any sole condition across the lifespan
- B2 Apply specialist knowledge of epidemiology, demography and the social determinants of health, taking action to influence policy, service design and co-production with individuals and communities to improve health outcomes
- B3 Deal with complex legal, ethical and clinical professional issues in accordance with codes of practice and make informed judgements, seeking guidance where appropriate
- B4 Explore and evaluate strategies which are responsive to addressing the health needs of individuals and communities requiring complex care and support, including health literacy
- B5 Apply a range of quality improvement methodologies to drive continuous service improvement within community nursing
- B6 Demonstrate compassionate leadership when managing community nursing, interdisciplinary and interagency teams
- B7 Apply a range of advanced communication and leadership skills to promote and influence the nursing profession in wider health and social care contexts

C: Generic cognitive skills;

- C1 Demonstrate the ability to critically analyse and evaluate district nursing practice and specialist knowledge associated with research and advanced practice

- C2 Synthesise knowledge from a range of theories and strategies to support innovative specialist district nursing practice
- C3 Demonstrate evaluation of a wide range of specialised theories, principles and concepts that influence the provision of clinical nursing care and consider their application to district nursing practice, taking account of complex, challenging and unpredictable circumstances
- C4 Utilise specialist district nursing knowledge and skills to deal with complexity, risk and unpredictability, including when there is lacking or missing data/information
- C5 Critically review, reflect and consolidate advanced level specialist knowledge, skills and practices to conceptualise new thinking within district nursing, maintaining currency of the evidence base by searching for and reviewing research based literature, which has relevance for practice
- C6 Critically appraise and synthesise information from varying perspectives to develop a broad and integrated understanding of the scope and boundaries of district nursing practice

D: Communication, numeracy and ICT skills

- D1 Demonstrate safe and appropriate prescribing skills in accordance with prescribing proficiencies and regulations
- D2 Engage and work effectively with others as part of collaborative integrated partnerships, interdisciplinary, multi-disciplinary and multi-agency team working
- D3 Participate in practice based activities that are underpinned by theory and principles to develop and demonstrate problem solving, communication and leadership skills
- D4 Utilise a wide range of ICT skills to support and enhance the use of digital health approaches within district nursing practice
- D5 Use a range of approaches to effectively communicate with service users, carers, peers, senior colleagues, discipline specialists and professionals from other disciplines within the integrated health and social care team
- D6 Undertake critical evaluation of quality improvement data to influence service development in community care
- D7 Critically analyse caseload demographics to inform co-production within service design, applying numeracy, literacy and digital technology skills required to demonstrate safe and effective specialist practice

E: Autonomy, accountability and working with others.

- E1 Practice autonomously, proactively and innovatively, demonstrating self-awareness, emotional intelligence and openness to underpin working with patients, families, communities and multi-disciplinary and multi-agency colleagues to lead and influence change/co-production of services
- E2 Practise in ways which demonstrate advanced leadership skills, including the principles of courage, transparency and the professional duty of candour when leading and managing a service
- E3 Demonstrate the application of theory to practice of high level decision-making and communication skills to lead and promote care within district nursing that is person-centred, culturally competent and inclusive
- E4 Take responsibility for leading high-level clinical and strategic decisions, acting as a role model when leading and managing change
- E5 Appraise and evaluate professional, legal and ethical dimensions/frameworks to underpin specialist district nursing practice

E6	Recognise the need for and lead on actioning reasonable adjustments for people, groups and communities, influencing health policy and promoting best practice and taking action to resolve inequity arising from stigma or discrimination
E7	Critically analyse and evaluate leadership roles and responsibilities associated with specialist nursing practice and district nursing
E8	Use advanced communication strategies and relationship management skills when interacting with people who may have a range of mental, physical, cognitive, behavioural and social health challenges

4. LEARNING AND TEACHING METHODS
The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module. Across the programme the learning and teaching methods and approaches may include the following: • Lectures • Seminars • Practical classes • Placements • Simulation experiences • Groupwork • Flipped classroom approaches • Online learning The above approaches may be delivered either in person or online as appropriate and determined at module level by the Module Leader.

5. ASSESSMENT METHODS
The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module. Across the programme the assessment methods may include the following: • Written coursework (essays, reports, case studies, dissertation, literature review) • Oral coursework (presentations, structured conversations) • Practical Assessment (Placement, VIVA, Laboratory work) • Group work • Blogs and Wikis • Portfolio Presentations • Formal Examinations and Class Tests The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

6. ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

The Course webpage specific to this Programme is: <https://www.gcu.ac.uk/study/courses/pgd-postgraduate-diploma-specialist-practice-district-nurse-with-v300-glasgow>

All students entering the programme are required to adhere to the [GCU Code of Student Conduct](#).

7. PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS¹

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
MMB724491	Advanced research methods *	Core	11	30	100		Pass/Fail
MMB730677	Promoting Health and Planning Co-ordinated Complex Care *	Core	11	15	60	40	Pass/Fail
MMB726314	Advanced clinical assessment and decision making in acute and primary care *	Core	11	15	70	30	
MMB726148	Prescribing for Healthcare practitioners *	Core	11	30	50	50	Pass/Fail
MMB730678	System Leadership and Quality Improvement in District Nursing Practice *	Core	11	30	70	30	Pass/Fail

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above. This may be subject to variation for students commencing the programme at other times of year (e.g. January) and/or undertaking the programme on a part-time or distance learning mode of delivery.

The following final and early Exit Awards are available from this programme²:

Postgraduate Diploma in Specialist Practice District Nursing with V300 - *achieved upon successful completion of xxx credits which must include the modules asterisked above*

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at:

<https://www.gcu.ac.uk/aboutgcu/services-and-facilities/qualityassuranceandenhancement/regulations-and-policies>

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

¹ Periodically, programmes and modules may be subject to change or cancellation. Further information on this can be found on the GCU website here:

<https://www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures>

² Please refer to the [GCU Qualifications Framework](#) for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.

Exemption case: 227a

An early retrieval should be offered at an early reassessment diet where an outstanding submission is preventing the student from completing their programme and accessing the NMC register (SPDN with Independent/supplementary prescribing). This opportunity will only be offered to students who have no more than one outstanding academic assessment. Students who are still completing practice placements are still eligible. Students are required to have evidence of engagement in the module. There will be no opportunity for early retrieval for students who have failed due to academic misconduct.

Exception case: 220

Consolidation of existing Exceptions Cases (139, 148, 190, 191) for modules hosted within MSc NAPP:

1. Minimum thresholds for clinical modules (marks will be normalised)
2. No compensation
3. No Aggregate award

Exception case: 248

Exemption from Fit to Sit declaration process (Section 1 of Fit to Sit policy only) for all placement/work-based/practice-based learning (placement/WBL/PBL) assessment components in modules on the programmes listed that are undertaken in the clinical or professional workplace environment (including simulated environments where the number of hours/days contribute to the total number of placement hours required on a programme and that are concerned with the direct assessment of professional skills, competency and abilities in practice.

Exception case: 177

Non-standard module credit size: 30 and 45 credit M-Level modules

Exception Case: 253

Minimum threshold of 50% on all components of assessment within the Advanced Research Methods module.

VERSION CONTROL (to be completed in line with AQPP processes)

Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.

<i>Version Number</i>	<i>Changes/Updates</i>	<i>Date Changes/Updates made</i>	<i>Date Effective From</i>
1.0	PSP created on template as part of programme approval	Mar 2024	Sept 2024
1.1	'With V300' made more explicit throughout PSP	Aug 2026	Sept 2026