

GLASGOW CALEDONIAN UNIVERSITY
Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

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| 1. Programme Title: | PgD Advanced Practice in District Nursing with Specialist Practitioner Qualification |
| 2. Final Award: | Post Graduate Diploma Advanced Practice in District Nursing |
| 3. Exit Awards: | Post Graduate Diploma Advanced Practice in District Nursing |
| 4. Awarding Body: | Glasgow Caledonian University |
| 5. Approval Date: | 28 th May 2014 |
| 6. School: | Health & Life Sciences |
| 7. Host Division/Dept: | Department of Health and Community Sciences |
| 8. UCAS Code: | N/A |
| 9. PSB Involvement: | Nursing and Midwifery Council |
| 10. Place of Delivery: | Glasgow Caledonian University |
| 11. Subject Benchmark Statement: | NMC Standards for Specialist Education & Practice (2001); NMC Standards of proficiency for nurse and midwife prescribers (2006) |
| 12. Dates of PSP preparation/revision: | May 2014/November 2015/August 2017 |

2. EDUCATIONAL AIMS OF THE PROGRAMME

Our aim is to provide high quality educational experiences, which support the educational development of reflective, analytical and critical thinkers who are capable of meeting contemporary political, organisational and clinical practice demands. This recognises that District Nurses will be required to demonstrate problem-solving and decision-making skills in challenging clinical situations in caring for the Adult and older population. Consequently, delivery of the Advanced Practice in District Nursing 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, 2001) for entry to the NMC Register and also register as a Non-Medical Prescriber (Independent/supplementary V300) (NMC, 2006). The PgD Advanced Practice in District Nursing programme aims to build on students' existing professional knowledge and enable them to extend their capabilities to develop knowledge and skills pertinent to District Nursing practice using a range of dynamic and stimulating intra-professional and inter-professional learning opportunities.

In meeting stakeholders' demands for educational preparation, the PgD Advanced Practice in District Nursing complies with NMC Standards for specialist education and practice (NMC, 2001) and Standards of proficiency for nurse and midwife prescribers (Independent/supplementary V300) (NMC, 2006). 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 for Learning (2013-2020) (GCU, 2013).

The educational aims of the Advanced Practice in District Nursing programme are:

- i. To provide a Masters level study route for first level registered nurses to access the Specialist Practitioner pathway of District Nursing.
- ii. 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 within the Adult population.
- iii. Prepare practitioners to contribute to the work of the wider health and social care workforce to meet the contemporary and future demands associated with quality based healthcare delivery.
- iv. To expose students to the complexities of health and social care, thus enabling them to lead, participate, work in partnership and/or influence local and national health agendas
- v. To enable students to acquire the knowledge and advanced skills to embrace and promote professional leadership within District Nursing, allowing them to contribute meaningfully to the development and modernisation of anticipatory care delivery.

- vi. 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.

On meeting the NMC Standards for specialist education and practice (2001), students who have successfully completed both theory and practice elements of the programme will be eligible for the recordable qualification of SPDN, which will be annotated on the NMC Register.

Programme Philosophy

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

'Across a variety of community settings, students will embrace patient-focused quality care, promoting the health potential and education of patients, carers and the wider community. Students will be equipped to lead and support their team to work in a multidisciplinary context that provides care through use of advanced practice skills which will be underpinned by holistic assessment and utilisation of evidence based practice'

This programme will be located within the School's Masters Framework for Advanced Practice within which students are supported in developing clear and coherent pathways of study to meet their professional and personal needs.

3. INTENDED LEARNING OUTCOMES

The PgD Advanced Practice in District Nursing Programme provides opportunities for students to demonstrate progression and achievement in the following areas:

- A Professional Knowledge and Understanding
- B Intellectual Skills
- C Professional Values, Skills and Attributes
- D Transferable/key skills

These areas exhibit affinity with each other in representing the expectations of professional learning and provide the basis for the development of the Specialist Practitioner District Nursing student. This programme has been specifically designed to provide the opportunity for students to demonstrate these attributes through the achievement of the following intended learning outcomes. The relationship between these areas and modules within the PgD Advanced Practice in District Nursing programme are demonstrated within the curriculum map.

The PgD Advanced Practice in District Nursing Programme programme will enable 1st level Registered (Adult) nurses to attain the recordable NMC qualification of SPDN and as such this programme has been informed by the following:

- NMC Standards for specialist education and practice (2001)
- NMC Standards of Proficiency for nurse and midwife prescribers (2006)
- NMC Standard for Supporting learning and assessment in practice (2008a)
- Department of Health Advanced Level Nursing: A Position Statement (2010)
- NHS Education Scotland Career and Development Framework District Nursing (2012)
- QAA Code of Practice for the assurance of academic quality and standards in higher education: Section 9: Work-based and placement learning (2007)
- QAA Code of Practice for the assurance of academic quality and standards in higher education: Section 6: Assessment of students (2006)
- GCU Qualifications Framework (2010)
- GCU Programme specifications: Pro Forma and Guidance
- GCU Strategy for Learning (2013-2020)
- NHS The Knowledge and Skills Framework: Agenda for change

3A Knowledge and Understanding:

- A1 Use appropriate knowledge, advanced practice skills and techniques, which identify, holistically assess and promote the health care needs of older adults and carers within the population.
- A2 Identify and critically analyse issues, which underpin the effective development and delivery of advancing practice within the context of District Nursing services.
- A3 Demonstrate understanding of the decision-making theory and its application in Advanced Practice in District Nursing.
- A4 Develop systematic, critical knowledge and awareness of current social and political issues at the forefront of Advanced Practice in District Nursing practice, which support anticipatory care
- A5 Appraise the role and contribution of statutory and non-statutory organisations and other professions in the delivery of health and social care policy.
- A6 Evaluate theoretical knowledge of bio-psychosocial concepts and relate to promoting health and well being to inform Advanced Practice in District Nursing.
- A7 Demonstrate a comprehensive knowledge of theories and policy perspectives, which support and engender multiprofessional working.
- A8 Demonstrate knowledge and critical understanding of applicable techniques for research inquiry and advanced level scholarship for Advanced Practice in District Nursing.
- A9 Critically analyse and evaluate leadership roles and responsibilities associated with advancing practice.

Learning, teaching and assessment methods used to enable outcomes to be achieved and demonstrated:

A variety of learning methods are associated with modules within the programme, which include lectures, seminars, on-line activities, presentations, and directed learning. The University's virtual learning platform, GCU Learn provides a further learning resources to support and develop Advanced Practice in District Nursing knowledge in providing guidance for directed learning and acting a repository for all course materials (handbooks/work books/study guides). As active learners, Advanced Practice in District Nursing students are

also expected to engage with the relevant literature as part of self-directed learning to consolidate and expand their knowledge base. Assessment of knowledge occurs via formative and summative coursework submissions and examinations (NMC requirement – V300 prescribing) and presentations. The Practice Learning Plan also provides direction for and evidence of professional development, learning and achievement. Application of knowledge is also assessed via the Practice Teacher's assessment of practice.

3B Intellectual Skills:

- B1 Demonstrate the ability to critically analyse and evaluate the nature of Advanced Practice in District Nursing and other specialist knowledge associated with research and advanced practise.
- B2 Evaluate the provision of care and its delivery by synthesising information and data from wide range of health and social perspectives.
- B3 Evaluate strategies that contribute to holistically assessing health and health outcomes, including those that require numeracy skills, as necessary, for Advanced Practice in District Nursing
- B4 Reflect on, and critically appraise, the actions of self and others in relation to the provision of safe and effective advanced practice.
- B5 Critically appraise and synthesis information to develop a broad and integrated understanding of the scope, main areas and boundaries of Advanced Practice in District Nursing.
- B6 Demonstrate evaluation of a wide range of specialised theories, principles and concepts that influence the provision of clinical nursing care and management and consider their application for Advanced Practice in District Nursing.
- B7 Critically review, reflect and consolidate Advanced Practice in District Nursing knowledge, skills, and practices to extend thinking within this discipline to maintain currency of the evidence base by searching for and reviewing research-based literature, which has relevance for practice.
- B8 Appraise and evaluate professional, legal and ethical dimensions/frameworks to underpin Advanced Practice in District Nursing.
- B9 Identify, critique, clarify, explain and solve practical problems associated with development of best practice within the context of Advanced Practice in District Nursing.

Learning, teaching and assessment methods used to enable outcomes to be achieved and demonstrated:

Seminars, group discussions, on-line activities which include practice-based learning scenarios and presentations provide the forum for creative and constructive dialogue and interactions, which explore the reality and challenges, associated with contemporary Advanced Practice in District Nursing. A variety of assessment methods, including opportunities for formative assessment to support the development of intellectual skills, are adopted to evidence these outcomes. Learning assessed via coursework and examinations includes appraisal of the extent to which intellectual skills are demonstrated, transferred and applied to practice. Advanced Practice in District Nursing students are encouraged to demonstrate imitative and initial inquiry to promote the active, self-directed autonomous learner.

3C Professional/Practical Skills, Values and Attributes:

- C1 Practise accountably and autonomously, and in a manner that demonstrates the application of theory to practice in high-level decision-making and communication skills to underpin Advanced Practice in District Nursing.
- C2 Take responsibility for self in formulating and evaluating anticipatory care plans/strategies that are responsive to addressing the health needs of older adults and carers within the population.
- C3 Practise in ways that demonstrate advanced leadership skills, critically reflecting on own and others roles and responsibilities.
- C4 Explore and evaluate anticipatory care strategies that seek to empower and enable older adults and carers within populations to optimise to retain their independence in the home/homely setting.
- C5 Deal with complex legal, ethical and professional issues in accordance with codes of practice and make informed judgements, seeking guidance where appropriate.
- C6 Identify appropriate measures and resources to deal with high risk/vulnerable populations and sub-populations, utilising holistic assessment, screening and surveillance approaches.
- C7 Where necessary, demonstrate safe and appropriate prescribing skills in accordance with prescribing proficiencies and regulations.
- C8 Engage and work effectively with others as part of collaborative cross-boundary partnerships, interdisciplinary, multi-disciplinary and multi-agency team working.
- C9 Participate in practice-based activities that are underpinned by theory and principles to develop and demonstrate problem solving, communication, and leadership skills.
- C10 Using a range of approaches to effectively communicate with service users, carers, peers, senior colleagues, discipline specialists and professionals from other disciplines within the health and social care arena.

Learning, teaching and assessment methods used to enable outcomes to be achieved and demonstrated:

The provision of disciplinary and multidisciplinary learning environments aim to promote the development of professional, ethical, legal and non-discriminatory holistic assessment and care. Activities within modules create the opportunity for students to develop and refine a range of skills to meet the intended outcomes, including those related to V300 prescribing. Practice based learning provides the opportunity to demonstrate problem solving and decision making skills under the supervision of the Practice Teacher. Learning and assessment in practice is supported by the Practice Learning Plan which also provides the forum for reflective dialogue to facilitate the integration of theory to practice as well as assessment of practice.

3D Transferable/Key Skills:

- D1 Demonstrate through active engagement, a critical, analytical and evaluative approach to lifelong independent learning.
- D2 Use a range of specialised skills to communicate with a range of stakeholders and audiences with differing levels of knowledge and expertise
- D3 Demonstrate self-direction in problem solving, dealing with complex and unpredictable

situations, abstract issues and acting autonomously in planning and implementing holistic care at a professional level

- D4 Exercise substantial autonomy and initiative in professional activities to demonstrate a standard of practice, which equates with Advanced Level Nursing.
- D5 Demonstrate independence, initiative and personal responsibility for own work in managing time and prioritising workload.
- D6 Demonstrate cognisance with professional body requirements to evidence accountable practice

Learning, teaching and assessment methods used to enable outcomes to be achieved and demonstrated:

Practice based learning will be supported by the PLP, enabling a developmental approach to evidencing transferable skills. In this context Advanced Practice in District Nursing students will critically reflect, appraise and evaluate their learning and performance. The modules provide the educational framework for professional development. Integrated assessment in practice and academic settings provide the evidence for development of key transferable skills.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

The Postgraduate (PgD) Advanced Practice in District Nursing complies with the NMC Standards of proficiency for Specialist education and practice (NMC, 2001) and the NMC Standards of proficiency for nurse and midwife prescribers (NMC, 2006). This modular programme reflects the Scottish Credit and Qualification Framework (SCQF) and follows the standard Glasgow Caledonian University structure for Postgraduate programmes, which normally comprise 120 credits for PgD. However, the NHS Service level request to include independent/Supplementary Prescribing (V300) dictates the accumulated credits associated with this exit award will this particular programme will equate with 135 masters level credits. This programme entails 43 weeks of full time study, pro-rata for part-time study. Students will undertake 17.5 hours per week if following the part-time option and 35 hours per week if following the full-time study option.

Students undertaking this PgD may wish to progress their studies and academically progress to attain a Masters exit award. Students will be able to access MSc Advanced Nursing or MSc Health and Social care, which are hosted within the Masters Framework in Advanced Practice. This will entail undertaking the Masters Framework Research Dissertation (60 credits), which will confer a total accumulation of 195 credit points.

Programme Prescribing element

Independent/Supplementary Prescribing (V300) (NMC, 2006) contributes to this curriculum and involves the demonstration of learning in relation to both theory and practice. The practice-based component will be facilitated and assessed by a Designated Medical Practitioner. NMC guidance (2006) indicates supervised learning in practice should equate with no less than 78 hours of practice.

Post Graduate Diploma Advanced Practice in District Nursing

To be eligible for the award of PgD Advanced Practice in District Nursing, the student must attain accreditation of 135 SCQF points with a minimum of 90 being attained at Level 11 (GCU Qualification Framework, 2010). All modules specified within the programme are compulsory. In line with University and NMC guidance (NMC, 2001), Recognition of Prior Learning may contribute to this programme and will be assessed on an individual basis. In accordance with University Policy, students may be eligible to claim up to 50% of credit points associated with the exit award. However, it should be noted that RPL will not normally be permitted against specialist modules, which contain practice-based learning elements associated with Specialist District Nursing Practice, and that exemption against part of a module will not normally be permitted.

Students who are unable to meet the theoretical and practice requirements of the PgD Advanced Practice in District Nursing will, where appropriate, have the opportunity to transfer and pursue Postgraduate Studies in other health related programmes under the provision made the School's Masters Framework in Advanced Practice.

Scottish Higher Education Masters Level		Credit
MMB724491	Advanced Research Methods	30
MMB721798	Non-Medical Prescribing (V300)	30
MMB722901	Leading Advanced Practice in District Nursing 1	15
MMB722903	Supporting Anticipatory Care for Long Term Conditions	15
MMB421993	Evaluating Professional Perspectives and Clinical Decision Making for Advanced Practice	15
		30
MMB722902	Leading Advanced Practice in District Nursing 2	
<i>Exit Award – Post Graduate Diploma Advanced Practice in District Nursing</i>		135
MMB722342	Masters Framework Research Dissertation	60
<i>Exit Award – Masters of Science [named award e.g. Advanced Nursing]</i>		195

5 SUPPORT FOR STUDENTS AND THEIR LEARNING

The School of Health and Life Sciences is committed to equipping students with the skills

they require to become both successful students and competent practitioners. In implementing the University's Strategy for Learning (2013-2020) (GCU, 2013a), the School acknowledges the diverse range of previous academic and practice experience and strives to enable every student to attain their highest possible level of professional and personal development. All of the programmes within the School attract students from a variety of educational backgrounds, including mature students and those who meet non-traditional entry requirements and students with specific needs. Each Department also has a special needs advisor.

Academic Guidance provision within the School now aligns with the University's Student Experience Framework (2013-2017) (GCU, 2013b), which aims to ensure that all students develop the cognitive and generic skills necessary to maximise their learning opportunities, academic, career and personal development. Students are appointed an academic advisor upon commencement of their studies in line with University policy and they provide appropriate support on a regular basis. Students undertaking this programme are provided with supported sessions regarding the expectations of Masters level study (**Document 1: Appendix 8**).

Additionally, within the School of Health and Life Sciences a team of Academic Development Tutors (ADTs) provide confidential, tailored student learner support, with referral to appropriate services if required. The ADTs adopt a flexible and shared approach that allows students to identify the skills that they would like to develop e.g. essay-planning, note taking, interpreting coursework feedback, balancing university with work and other commitments and revising effectively for exams. This is facilitated through embedded tutorials, lectures and seminars alongside a weekly workshop programme and drop-in sessions. The ADTs have also developed blended learning materials and web resources to support students in their development of graduate attributes. A mix of delivery methods ensures sufficient accommodation for students who have competing demands on their time and differing preferences in terms of mode of engagement and learning.

All activities follow an enhancement model to equip students with academic skills tailored to their programme. The ADTs adopt an academic literacy approach, making explicit to students the expectations that staff have of their work and providing progressive support as students develop the skills necessary to meet those expectations. The ADTs work closely with colleagues in academic roles throughout the School to develop a programme of activities which are both incremental in complexity, and delivered at a time when students need particular input. Key areas within the learning and teaching strategy of the School, such as inquiry based learning and reflection, have also been incorporated as core themes. The sessions also have a strong focus on the applicability of developing sound academic skills for clinical practice and lifelong learning as an evidence-based practitioner. The team also notes the strong role of emotion in learning and the impact this can have on student confidence and participation. Therefore there are aspiration and confidence raising elements to all activities.

The Programme team comprises of the Programme Leader, Pathway Leader (professional lead holding the NMC recordable qualification of Specialist Practitioner District Nursing),

Module Leaders and module tutors. The team have wide ranging knowledge, skills and expertise in learning, teaching and assessment, which supports programme delivery and aligns with meeting the needs of the District Nursing student population. A designated programme administrator who provides additional expertise supports the programme. Together the team offer advice and guidance to the students throughout the duration of their study. Included are issues such as:

- Advising applicants with respect to admission criteria.
- Providing information, guidance and support for Flexible Entry.
- Providing information and guidance during induction
- Compiling a Student Framework Handbook, this is issued at the beginning of their programme and posted on the GCU Learn site.
- Compiling a Module Guide for each module the student is undertaking.
- Developing and maintaining module and programme GCU Learn sites.
- Providing academic guidance and supervision in relation to formative and summative assessments.
- Providing written feedback on all submitted course work (formative or summative) in line with policy Feedback for Future Learning.
- Supporting students and clinical supervisors in relation to work related learning.
- Facilitating multiple communication channels for students via telephone, E-mail and GCU Learn.
- Offering opportunities for those students requiring additional support and
- Academic guidance.
- Utilising the services of the School Disability Advisor where appropriate.

Central services and facilities for students available within the University

Services and facilities can be accessed by students on line via the Student Home Page at www.gcu.ac.uk/student. Support for students and their learning includes:

- IT Helpdesk and email
- GCU Learn and audio visual services
- Saltire Learning Centre/Library
- Academic Development Tutors
- Students association - Finance, child care, counselling and accommodation
- Disability advisor

Learning environments are distributed throughout the University, where students have computer, Learning Café and Library services. Study space can be accessed within the Saltire Centre and general assistance is available to all students via the Base.

Student complaints

The University's Student Complaints and Grievance Procedure explain the procedure by which students can make a complaint about any service which is part of the University's provision.

Information can be accessed via the student page of the University web site: <http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/supportservices/Complaints-Handling-Procedure-August-2013.pdf>

6 CRITERIA FOR ADMISSION

University requirements

Applicants must meet the Admissions and General Entrance Requirements of Glasgow Caledonian University and the NMC requirements for admission to programmes leading to the award of the NMC recordable qualifications of SPDN and Independent/Supplementary Prescriber (V300). This programmes will fully comply with the University's Equality and Diversity Policy <http://www.gcu.ac.uk/hr/policies/2012%20policies/Equality%20and%20Diversity%20Policy%20and%20Procedurev2.pdf>

Professional Requirements

Applicants to the PgD Advanced Practice in District Nursing programme must evidence current 1st level Adult Registration and normally have a minimum of three years post registration experience to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant professional practice. Furthermore, pre-requisite employer-related requirements to accessing V300, as specified in the Standards of proficiency for nurse and midwife prescribers (NMC, 2006), will be met. Current Registration status on the Adult register (Part 1) will be verified with the NMC.

Academic Requirements

Applicants will normally be expected to have an honours degree. However, degree level qualifications, including honours awards, for initial nurse registration is not universally evident in Scotland and consequently a number of applicants may hold professional diplomas/unclassified degrees. Those applicants who hold an unclassified degree or professional diploma will normally be expected to have at least three years post registration experience before being admitted to this programme. In cases where there is no history of recent educational experience or evidence of awareness of research methodologies and attainment of basic IT skills, applicants will be expected to undertake a short course/self-directed study, prior to the commencement of the programme, in order to gain the skills required for masters level learning.

The admission process requires applicants to submit a completed application form with a supporting statement and the aforementioned V300 requirements. Evidence of adequate funding for programme/module fees is also required from employers or individual candidates. Applicants seeking admission to the PgD Advanced Practice in District Nursing programme will be asked to provide one professional and one academic reference in support of their application. Short-listed applicants are invited for interview. Applicants who reveal a disability will be invited to meet with the Disability Advisor to ensure that specific needs may be assessed. The university's Code of Practice: Students with Disabilities will apply to entrants to the programme. An audit trail of all documentation relating to the admission process will be held within each student's record. Selection panel members include service representatives; all panel members will have undertaken or provided with the offer of equality and diversity training to comply with the University's Equality

and Diversity Policy.

Flexible Entry: Credit Transfer/ Recognition of Prior Learning

University Policy confirms that students may be eligible to claim up to 50% of credit points associated with the exit award. Due consideration will be given to those students who wish to have Recognition of Prior Learning (RPL) (credited/ informal) taken into account. This will be provided on an individual basis will be offered to all students in accordance with University policy outlined at http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/Revised%20GCU_RPL_Policy_190613.pdf. However, in the context of professional study leading to a NMC recordable qualification, RPL will normally not be permitted against specialist modules, which contain practice-based learning elements associated with Specialist Practice District Nursing, and exemption against part of a module will normally not be permitted.

Fitness to Practise

All applicants are required to demonstrate sufficient good health and character in the interests of health and safety of students and the public; this is carried out by means of the School's Fitness to Practice Documentation which Advanced Practice in District Nursing students are required to comply (**Document 1**: Appendix 7). Additionally, students will be required to confirm, with their Practice Learning Plan (**Document 3**), the following statement at commencement and on completion of the programme:

'I confirm that I have completed all the practice learning outcomes and am competent to work at the level of Specialist Practitioner. I remain of good health and character'.

Practice Teacher Provision

Entry to the programme is contingent on the availability of an approved practice area and appropriate supervision by a Practice Teacher. The programme team work in close partnership with NHS service providers to collaborate in the recruitment, selection and placement of applicants. NHS organisations who offer practice placements for students ask for verification of professional indemnity arrangements, status with regard to Hepatitis B vaccination and /or health status.

Protection of Vulnerable Groups (PVG)

Applicants to the PgD Advanced Practice in District Nursing are require to provide current Protection of Vulnerable Groups statement and/or other information which is relevant to safeguarding patients and clients <http://www.disclosurescotland.co.uk/disclosureinformation/pvgscheme.htm>

English Language Proficiency

In line with University requirements, an applicant whose first language is not English or who has not been educated wholly or mainly in the medium of English, will be expected, before commencing the programme, to demonstrate an appropriate level of competency in the English language. Whilst the University provides guidance on the minimum International English Language Test (IELTS) for entry to programmes, the NMC's requirements for professional registration states that, prospective registrants must undertake an academic IELTS achieving and

overall score of 7 with not less than 7 within each of the associated domains ((NMC Circular 1/2007) NMC, 2007).

Internationalisation

Applications are welcomed from International students providing they can evidence and meet the entry criteria, including having current NMC registration. Where appropriate, international perspectives on specific topics are included within the content of modules. International visitors are welcomed to the School of Health and Life Sciences and invited to address students and staff as appropriate.

7 METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Assessors' Reports
- Annual monitoring (undertaken by Mott MacDonald on behalf of NMC)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APC)
- University Senate
- School of Health and Life Sciences Quality Enhancement Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire (MFQ)
- GCU Learn
- Access to members of Programme Team e.g. Module Leaders, Programme Leader and tutors.

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance Development Annual Review (PDAR)

- Peer Support for Teaching
- Mentoring Scheme for New Lecturing Staff
- Conference and Seminar attendance and presentation
- Research Assessment Exercise (RAE) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies
- Government committees and working groups
- External Examiner appointments

8 ASSESSMENT REGULATIONS

Glasgow Caledonian University Assessment Regulations (2015)

<http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/assessmentregulations/University%20Assessment%20Regulations%202015-16%20Taught%20Postgraduate.pdf>

apply to this programme with the following approved exceptions:

Deviation: Section 18

No compensation will be allowable within the PgD Advanced Practice in District Nursing programme. To be eligible for this award the student must pass all specified modules.

Rationale

Assessment strategies include summative assessment of the student's standard of practice within specified modules and, in the light of professional and statutory requirements it is deemed inappropriate that compensation should be allowable for practice components.

Deviation: section 55

No aegrotat award will be recommended in relation to the award of PgD Advanced Practice in District Nursing.

Rationale

The award confers eligibility for a professional qualification and assessment of the student's standard of practice is an integral part of the summative assessment strategy. In the light of professional and statutory requirements it is deemed inappropriate that an award be recommended in circumstances where a student's standard of practice has not been assessed as satisfactory.

9. INDICATORS OF QUALITY AND STANDARDS

Mechanisms for review and evaluation of teaching, learning, assessment, curriculum and outcome standards:

Module Leader responsibilities as per University Quality Assurance and Enhancement Handbook.

Module evaluation on completion of each module. This includes theory and practice components. Biannual review by School's Quality and Enhancement Committee of all modules 'owned' by the School of Health and Life Sciences

Annual Programme Analysis
External Assessor Reports
Framework (Programme) Board
Reports from Annual Monitoring by external bodies
Academics acting as External Assessors in other Higher Education Institutions
Enhancement led subject internal review – 5 year cycle

Committees with responsibility for monitoring and evaluating quality and standards:

Student/Staff Consultative Group
Programme Board
Post Graduate Assessment Board
School Board
Academic Quality Assurance Committee (AQAC)
Academic Policy Committee
University Learning and Teaching Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

University's Module Evaluation Questionnaire
Student/Staff Consultative Group
Student representation on Programme Boards and School board
Open access to programme, pathway and module leaders and tutors

Staff development priorities include:

Post Graduate Certificate in Learning and Teaching in Higher Education
Increased development of innovative teaching/learning methods
Support for curriculum review and development
Continuous Professional Development
Staff Development and Performance Assessment Review
Peer support for teaching
Mentoring scheme for new lecturing staff
Programme Board meetings
Research Forum
Conference presentations
Research Assessment Exercise submission
Membership of the Institute of Learning and Teaching
Membership of the professional body

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Approved Programme Document
- Programme Handbook
- Student Handbook
- Level Handbook

- University Website <http://www.gcu.ac.uk>
- School Website
- GCU Learn
- My Caledonian
- University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University web-site. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: **April 2014**

Curriculum Map for PgD Advanced Practice in District Nursing

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3. This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes, which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement.

Module		Programme outcomes																			
	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9	
LEVEL M	MMB723191	Evaluating Evidence to Develop Research and Inform Practice	X	X						X		X	X			X	X	X		X	
	MMB721798	Non-Medical Prescribing (V300)	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X
	MMB722901	Leading Advanced District Nursing Practice 1	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X
	MMB722903	Supporting Anticipatory Care for Long Term Conditions Management	X	X		X	X	X	X		X		X	X	X	X	X	X			X
	MMB421993	Evaluating Professional Perspectives and Clinical Decision making for Advanced Practice	X	X	X				X		X	X	X		X	X	X	X	X	X	X
	MMB722902	Leading Advanced District Nursing Practice 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Module		Programme outcomes																
	Code	Title	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	D1	D2	D3	D4	D5	D6
LEVEL M	MMB723191	Evaluating Evidence to Develop Research and Inform Practice									X		X	X		X		X
	MMB721798	Non-Medical Prescribing (V300)	X	X	X	X	X	X	X	X	X	X		X	X			X
	MMB722901	Leading Advanced District Nursing 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	MMB421993	Supporting Anticipatory Care for Long Term Conditions Management	X	X	X	X		X		X	X	X		X		X		
	MMB722903	Evaluating Professional Perspectives and Clinical Decision making for Advanced Practice	X		X		X	X		X	X	X	X		X	X		
	MMB722902	Leading Advanced District Nursing Practice 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

