

GLASGOW CALEDONIAN UNIVERSITY

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION	
1. Programme Title:	PgD Advancing District Nursing Practice with Specialist Practitioner Qualification
2. Final Award:	Post Graduate Diploma Advancing District Nursing Practice
3. Exit Awards:	Post Graduate Diploma Advancing District Nursing Practice
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	5 th November 2019
6. School:	Health & Life Sciences
7. Host Division/Dept.:	Department of Nursing and Community Health
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 for Prescribing Programmes (2019) NMC Standards for Supervision and Assessment (2019); NMC Standards for Nursing and Midwifery Education (2018)
12. Dates of PSP preparation/revision:	November 2019

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 people across the life span. Consequently, delivery of the PgD Advancing District Nursing Practice 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, 2019). The PgD Advancing District Nursing Practice programme aims to build on students' existing professional knowledge and enable them to extend their capabilities to develop knowledge and skills pertinent to Advancing 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 Advancing District Nursing Practice complies with NMC Standards for specialist education and practice (NMC, 2001) and Standards for prescribing programmes (Independent/supplementary V300) (NMC, 2019). 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 (2015-2020) (GCU, 2019).

The educational aims of the Advancing District Nursing Practice programme are:

- i. To provide a SCQF Level 11 study route for first level (Adult) registered nurses to achieve the recordable qualification of NMC District Nursing (SPQ).
- 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, families and carers
- 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 and participate in an integrated healthcare system, work in partnership and 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 Advancing District Nursing Practice programme is:

“Across a variety of community settings students will embrace person centred quality care, promoting the health potential through education and partnership working with individuals, families and wider communities. Students will be equipped to lead and support their team within an integrated healthcare service demonstrating leadership through co-ordination and provision of multidisciplinary care. This will be achieved through the use of advanced decision making, critical thinking, holistic assessment and utilisation of evidence based practice.”

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: [cross refer to the appropriate benchmark statement]

3A Knowledge and understanding;

The PgD Advancing District Nursing Practice 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
- B Practice: Applied Knowledge, Skills and Understanding
- C Generic Cognitive Skills
- D Communication, Numeracy and ICT Skills
- E Autonomy, Accountability and Working with Others

These areas exhibit affinity with each other in representing the expectations of professional learning and provide the basis for the development of the Advancing District Nursing Practice 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 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 for student supervision and assessment (2019)
- QNI/QNIS Voluntary Standards for District Nurse Education and Practice (2015)
- CNOD Transforming Nursing, Midwifery and Health Professions (2017)
- NMC Standards for prescribing programmes (2019)
- NHS Education Scotland Career and Development Framework District Nursing (2012)
- QAA The UK Quality code for higher education (2018)
- GCU Qualifications Framework (2010)
- GCU Strategy for Learning (2015-2020)

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 Identify, critically analyse and evaluate issues, which underpin the effective development and delivery of advancing practice within the context of District Nursing services.

A3 Critically and creatively appraise approaches to decision making in relation to contemporary advancing district nursing practice.

A4 Synthesise knowledge from a range of theories and strategies to support innovative district nursing practice.

A5 Develop systematic, critical knowledge and awareness of current social and political issues at the forefront of District Nursing Practice, which support anticipatory care.

A6 Appraise the role and contribution of statutory and non-statutory organisations and other professions in the delivery of health and social care policy.

A7 Evaluate theoretical knowledge of bio-psychosocial concepts and relate to promoting health and well-being to inform District Nursing practice.

A8 Demonstrate a comprehensive knowledge of theories and policy perspectives, which support and engender health and social care integration and interdisciplinary working.

A9 Demonstrate knowledge and a critical understanding of applicable techniques for research inquiry and advanced level scholarship for District Nursing practice.

A10 Critically evaluate factors that influence change and apply effective leadership strategies to empower transformation and service development

A11 Critically evaluate anticipatory care strategies that seek to empower and enable people across the lifespan to optimise and retain their independence in the home/homely setting

A12 Identify appropriate measures and resources to deal with high risk/vulnerable populations and sub-populations, utilising holistic assessment, and a public health approach.

3B Practice: Applied knowledge, skills and understanding;

B1 Apply professional accountable, autonomous practice, and high level decision making to underpin advanced nursing practice and in the context of district nursing practice

B2 Explore and evaluate strategies and care planning which are responsive to addressing the health needs of individuals, and communities, requiring complex nursing care

B3 Appraise the range of approaches to effectively communicate with service users and carers across cultural and generational contexts,

B4 Deal with complex legal, ethical and clinical professional issues in accordance with codes of practice and make informed judgements, seeking guidance where appropriate.

B5 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.

B6 Identify appropriate measures and resources to deal with high risk/vulnerable populations and sub-populations, utilising holistic assessment, screening and surveillance approaches

3C Generic cognitive skills;

C1 Demonstrate the ability to critically analyse and evaluate the nature of District Nursing practice and other specialist knowledge associated with research and advanced practise.

C2 Synthesise knowledge from a range of theories and strategies to support innovative advancing district nursing practice.

C3 Reflect on and critically appraise the actions of self and others in relation to the provision of safe and effective advanced level care.

C4 Critically appraise and synthesis information to develop a broad and integrated understanding of the scope, main areas and boundaries of District Nursing practice.

C5 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 District Nursing practice.

C6 Critically review, reflect and consolidate advanced level knowledge, skills, and practices to extend thinking within District Nursing to maintain currency of the evidence base by searching for and reviewing research-based literature, which has relevance for practice.

3D 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 Using 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.

3E Autonomy, accountability and working with others.

E1 Practise autonomously and with accountability, to demonstrate the application of theory to practice in high-level decision-making and communication skills to underpin District Nursing practice.

E2 Take responsibility and the lead in formulating and evaluating anticipatory care plans/strategies that are responsive to addressing the health needs of adults and carers within the population.

E3 Practise in ways that demonstrate advanced leadership skills, critically reflecting on own and others roles and responsibilities.

E4 Appraise and evaluate professional, legal and ethical dimensions/frameworks to underpin District Nursing practice

E5 Critically debate the challenges to leading and managing frailty within the home setting and provide possible solutions to improve outcomes for people including the promotion of health and well-being.

E6 Take responsibility for leading high-level clinical and strategic decisions and managing change

E7 Demonstrating working with patients, families, communities and multi- disciplinary and multi-agency colleagues to lead and influence change

E8 Critically analyse and evaluate leadership roles and responsibilities associated with advanced nursing practice and district nursing.

Strategy for Learning and Common Good Attributes

The strategy for learning (2015-2020) is a key GCU policy driving the design and enhancement of the learning experience for all students. Appendix 4, Review document 1 demonstrates the PgD ADNP for the strategy for learning curriculum design template. In addition, the Common Good attributes for GCU are embedded throughout the curriculum. Appendix 4 Review document 1 provides the mapping of the common good attributes PgD ADNP programme.

The University's strategy for learning (2015-2020) is affirmed by a clear commitment to work in partnership with staff, students, employers and the wider community to develop an accessible, dynamic and flexible environment for learning and teaching. This acknowledges that specific to the PgD ADNP programme the team welcome the contribution of students, service practice partners from the NHS, practice assessors, practice education facilitators in addition to feedback from service users and the wider community to establish currency within a responsive curriculum.

Adopting this approach to learning within academic and practice settings means that PgD ADNP students will be expected to develop a range of attributes to meet the complex demands of the modern healthcare setting. Consequently, PgD ADNP students will be actively encouraged to develop their skills as independent lifelong learners via an innovative and contemporary curriculum that adopts a student centred approach to developing knowledge skills and attributes. These are guided by the standards for specialist practitioner standard in practice (NMC, 2001) which within the 4 definitive areas of practice outline the professional requisites based on acquisition of evidence based knowledge and research at the forefront of the discipline.

The educational journey of the PgD ADNP student will be supported through a clear commitment to providing excellence in learning, teaching and research and high quality tailored, educational support and guidance to enhance their student experience. The programme is aligned to the GCU values of integrity, creativity, responsibility and confidence. Students are encouraged to gain confidence and leadership skills which will allow them to achieve their potential as specialist practitioners undertaking the PgD ADNP programme.

Students will be encouraged and supported to develop transferable skills within the context of post registration professional skills. This is promoted via varied and contemporary approaches to teaching, learning and assessment within the PgD ADNP programme. This will include support for learning and assessment in practice which will be facilitated via the Practice Learning Plan which evidences achievement of specified practice based learning outcomes. This document includes self-assessment to support learning and development, enabling student to determine their current level of performance in relation to set learning outcomes, identification of learning needs and to inform learning associated with the integration of theory and practice.

The PgD ADNP programme will be underpinned by strategic approaches and embeds the curriculum design principles as outlined within the current strategy for learning. Mapping of this programme is outlined in appendix 1 of the Review Document 1.

The learning and teaching approaches for the PgD ADNP programme are designed to ensure practitioners graduating from this programme are knowledgeable, skilled, safe and equipped to

practice at senior practitioner level (NES, 2012). It adopts the perspective that education will be delivered based on best research evidence and leading edge practice which promotes holistic care in community/primary care settings. In this context it takes into account the characteristics of 1st level registered adult nurses, who as adult professional learners will be in current employment. Consequently, the programme provides flexibility in relation to the study mode via options for full time (35 hours/week) and part time (17.5 hours/week) study.

The programme embraces and promotes a self-directed student centred learning, supported by the flexible use of online digital technology. Students will have a variety of approaches to learning including blended learning and teaching, which combines face to face delivery with on-line digital technology. GCU learn is the university's virtual learning environment (VLE) and represents the platform for computer mediated learning deployed appropriately across all the modules within the PgD ADNP programme. This is utilised in two ways within the programme. All modules will utilise GCU learn to communicate with students and provide module-learning resources.

In the context of professional learning the PgD ADNP programme recognises the importance of learners building upon their existing professional knowledge and skills. The programme, in embedding the strategy for learning and teaching, synthesises a range of pedagogies to enable further development of knowledge, intellectual, professional and transferable skills. A variety of teaching methods and approaches to learning are utilised to enable the integration of theory and practice and enhance students' progression and development in relation to the PgD ADNP programme. These include lectures, group discussion, seminars, tutorials, authentic simulation experiences and on-line learning.

Authentic simulation has been used as a teaching approach within the current PgD ADNP programme and has consistently evaluated well. The programme team intend to continue using this approach as it enables students to engage with reflective thinking, develop metacognition skills including clinical reasoning and critical thinking and integrate theory with practice in a safe and supportive environment. Utilising reflective thinking and analysis in this way enables students to draw meaningful conclusions from their experience and identify areas for further learning and development while gaining support and feedback from their Practice Supervisor/ Practice Assessor and peers to improve their practice in future.

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

The Postgraduate (PgD) Advancing District Nursing Practice complies with the NMC Standards of proficiency for Specialist education and practice (NMC, 2001) and the NMC Standards for Prescribing programmes (NMC, 2019). This modular programme reflects the Scottish Credit and Qualification Framework (SCQF) and follows the standard Glasgow Caledonian University structure for Postgraduate programmes, comprising of 120 credits for PgD. This programme entails 36 weeks of full time study and 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 ADNP may wish to progress their studies and academically progress to attain a Masters exit award through accessing the MSc Nursing Advancing Professional Practice programme. This will entail undertaking the Masters Research Dissertation (60 credits), which will confer a total accumulation of 180 credit points.

Programme Prescribing element

Whilst it has been established that Community Practitioner Nurse Prescriber (V100) is a mandatory requirement of this professional award, our main practice partner NHS Glasgow and Clyde, made a specific request at the previous 2014 programme review that the students they support will undertake nurse/midwife independent/supplementary prescribing (V300). Therefore, since 2014 all students undertaking the PgD ADNP programme have completed V300 and this will continue to be a core module for this PgD ADNP programme. The requirements of V100 set out within the NMC Standard for prescribing programmes (2019) have been mapped to the V300 module to demonstrate that students will meet the requirements for V100 in addition to those for the V300 within the programme. Utilisation of nurse/midwife prescribing (V300) represents the advanced knowledge and clinical skills associated with the recordable NMC qualification of SPDN and aligns with the merged NMC outcomes and CNO recommendations that underpin the practice element of the programme as referenced previously.

Independent/Supplementary Prescribing (V300) (NMC, 2019) therefore 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 Prescribing Practice Assessor. NMC guidance (2019) 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 Advancing District Nursing Practice, the student must attain accreditation of 120 SCQF points with a minimum of 90 being attained at Level 11 (GCU

Qualification Framework, 2019). All modules specified within the programme are compulsory. In line with University and NMC guidance (NMC, 2001), Recognition of Prior Learning (RPL) 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.

Scottish Higher Education Masters Level		Credit
MMB724491	Advanced Research Methods	30
MMB726148	Prescribing for Healthcare Practitioners	30
MMB726138	Leading District Nursing Practice	30
MMB726034	District Nurse role in Supporting Anticipatory Care for Long Term Conditions	15
MMB724202	Advanced Clinical Assessment and Decision Making in Acute and Primary Care 15 credits	15
<i>Exit Award – Post Graduate Diploma Advancing District Nursing Practice</i>		120
MMB722342	Masters Research Dissertation	60
<i>Exit Award – Masters of Science [named award e.g. Nursing: Advancing Professional Practice]</i>		180

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

Student Performance feedback.

The University is committed to providing the best possible student learning experience. This includes providing high quality student performance feedback that is timely, fit for purpose and designed to enhance the future learning of students. Programme Teams commit to implementing

the 8 GCU Feedback Principles within all modules and across all programmes of study at both undergraduate and postgraduate levels. Therefore, all modules will apply a student performance feedback strategy that embraces the 8 GCU Feedback principles of feedback being:

- A dialogue
- Supportive of future learning
- Timely
- Related to clear criteria
- Accessible to all students
- A continuous process
- Available on all forms of assessment
- Flexible and suited to students' needs

As part of implementing the above principles, all Module Leaders are required to upload their module feedback policy to the relevant GCULearn module site. This is an opportunity for Module Leaders to contextualise the GCU Feedback Principles to modular level. The module feedback policy should highlight the date that students should expect feedback for each component of assessed work (which should normally be within three working weeks of submission) and should also outline the type of feedback to be expected. Further information regarding GCU's policy and support for student feedback can be found at: <http://www.gcu.ac.uk/futurelearning/>

Learning Development Centre

The School of Health and Life Sciences has a Learning Development Centre which provides academic writing support for home and international students, ICT support, advice on study skills and other academic support and guidance. [The School of Health and Life Sciences Learning Development Centre \(LDC\)](#) is a resource for all students and operates an enhancement led approach to student support. The key aim of the LDC is to provide all our students with the information and communications technology (ICT) and academic skills to enable them to develop as independent learners. Study skills are provided by means of workshops, small group sessions, one to one appointments, webinars and tailored teaching sessions embedded within professional modules, usually at the request of a module leader. The aim of these activities is to help students develop the academic and ICT skills needed to succeed at University-level study. Each discipline in the School has a named ADT who liaises with the programme team and attends the relevant programme board. Bespoke materials, appropriate to professional requirements, may be designed by the LDC Team at the request of programmes.

The LDC is staffed by 4.1 (FTE) academic development tutors (ADTs) and 1.0 FTE) ICT skills tutor who have developed close working relationships with programme teams, and other student-related services within GCU such as the [Disability and GCU Wellbeing Teams](#).

The Programme team comprises of the Programme Leader, (who holds 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 PgD ADNP student population. A designated programme coordinator 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 Recognition of Prior Learning.
- Providing information and guidance during induction
- 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 with named academic assessor
- Facilitating multiple communication channels for students via telephone, E-mail, Twitter 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 <https://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.

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

<https://www.gcu.ac.uk/gaq/complaintsstudentconduct/complaints/>.

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

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](#)
<https://www.gcu.ac.uk/equality/equalityanddiversityatgcu/policy/>

Professional Requirements

Applicants to the PgD Advancing District Nursing Practice programme must evidence current 1st level Adult Registration and normally have a minimum of one year's 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 for Prescribing Programmes (NMC, 2019), 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 one year's post registration experience before being admitted to this programme.

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 Advancing District Nursing Practice programme will be asked to provide one professional and one academic reference in support of their application. Short-listed applicants are invited for interview in partnership with NHS Practice partners. 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](#).

Practice Teacher Provision

Entry to the programme is contingent on the availability of an approved practice area and appropriate supervision by a Practice Supervisor and availability of a Practice Assessor. 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.

Flexible Entry - Credit Transfer and RPL:

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 [GCU RPL policy](#). 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.

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 Examiner(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)
- Programme 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

- GCULearn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Personal Tutor

Staff development priorities include:

- Postgraduate Certificate in Academic Practice
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Advanced HE
- Membership of and involvement with Professional Bodies
- External examiner appointments

8. ASSESSMENT REGULATIONS

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

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on the year of entry and with the following approved exceptions can be found at:

[GCU Assessment Regulations](#)

Exception section 13.2: Awaiting exception Number

No compensation will be allowable within the PgD ADNP programme. To be eligible for this award the student must pass all modules.

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

Exception section 22: Awaiting exception Number

No aggregate award will be recommended in relation to the award of PgD ADNP

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 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 -at week 7 pause for feedback and on completion of each module. This includes theory and practice components.

Annual Programme Analysis

External Assessor Reports

Postgraduate 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

Post Graduate 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, module leaders and tutors

Staff development priorities include:

Postgraduate Certificate in Academic Practice (PgCAP) 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

Conference presentations

Membership of the professional body

Membership of Advanced HE

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Handbooks
- University Website <http://www.gcu.ac.uk>
- School Website
- GCULearn
- 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 website. 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: **October 2016**

Curriculum Map for PgD Advancing District Nursing Practice

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

Modules

Programme outcomes

	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	E1	E2
SCQF11	MMB724491	Advanced Research Methods				X	X			X	X	X									X	X	X	X	X	X						
	MMB726138	Leading District Nursing Practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
	MMB726034	DNSAC	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X
	MMB726148	Prescribing for Healthcare	X	X										X	X			X	X	X			X	X	X		X	X	X	X		

ASSESSMENT LOADING MATRIX

Appendix 2

SHE Level 11									
Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Practice	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
MMB724491	Advanced research methods	A	30	100					
MMB726034	District Nurse role in Supporting Anticipatory Care for Long term conditions	A	15	100		P/F			
MMB724202	Advanced Clinical Assessment and Decision Making in Acute and Primary Care	A	15	100		P/F			
MMB726148	Prescribing For Health care Practitioners	B	30	50	50	P/F			
MMB726138	Leading District Nursing Practice	BC	30	50	50	P/F			
EXIT AWARD: Post graduate Diploma									

