

## De Montfort University

### Course Template

#### 1. Basic information

- Course Name: Nursing (Specialist Practice) - Adult Nursing with NMC SPQ
- Course Code: PN087T
- Level (UG, PG): Postgraduate Taught
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Nursing and Midwifery
- PMB NRMW
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Master of Science
- All possible exit awards : Postgraduate Diploma; Postgraduate Certificate; Institutional Postgraduate Credit
- Award notes :
  - PG Cert Health Related Studies
  - PG Cert Accountability and Consultation skills
  - Institutional credits
  - PG Dip Nursing (Specialist Practice) - Adult nursing with NMC SPQ
  - PG Dip Nursing (Specialist Practice) - Adult Nursing

· Students will be recommended to the NMC for their recorded qualification on successful completion of the first 120 credits.

Students can exit with a combination of modules totalling 60 credits and achieve a PG Cert in Health Related studies.

Students can exit having undertaken the Accountability Module and the Consultation skills Module plus one other totalling 60 credits and achieve a PG Cert Accountability and Consultation Skills

It is on successful completion of 120 credits at level 7 that the student will be enabled to achieve:

- The recorded qualification with the NMC as a Specialist Practitioner (adult, learning disability, mental health, district nursing (with NMC V100) or general practice nursing
- Academic award of the PG Dip or progression to study the final module of the MSc.

#### Professional Body Recognition

- Accreditation by Professional/Statutory body:
- Exemption by Professional/Statutory body:
- Details
- Modes of attendance: Main MOA: Part-Time  
Other MOA:
- Mode Notes:
- Course leader: Deborah Dowsett

## 2. Entry Requirements and Profile

A UK Honours degree (2:2 or above in a relevant subject, or equivalent)

A minimum 60 credits (inclusive of research) at level 6 plus three years' clinical experience

Effective registration on the Nursing and Midwifery Council (NMC) professional register

At least two years' clinical experience in nursing in a chosen field of practice, and demonstration of experience in leadership, within their clinical area either through Continued Professional Development (CPD) or publication of clinical articles/material

Candidates should also be able to demonstrate that they have the requisite clinical skills and relevant CPD required and therefore be in a position to develop higher level skills

Demonstration of direct and continuing contact with clients who have specialist care needs, prior to and continuing throughout the duration of the course

Provide two references, one giving emphasis to academic ability and the second relevant to clinical experience

You will be expected to attend an interview

You must complete a declaration form and enhanced DBS disclosure application form (if you are overseas you will also need to submit a criminal records certificate from your home country), before starting the course, which need to be cleared in accordance with DMU 's ad mission policy. Contact us for up-to-date information.

If English is not your first language an IELTS score of 6.5 or equivalent when you start the course is essential. English language tuition, delivered by our British Council accredited Centre for English Language Learning, is available both before and during the course if you need it.

NHS East Midlands employees may be eligible for funding from Health Education East Midlands and should check with their line manager/trust authorised signatory. Employees from the private, voluntary and independent sector may also be eligible. Please contact us for more information.

## 3. Course Description

### Characteristics and Aims

The programme philosophy incorporates the key beliefs about specialist nursing and education and leads to the key characteristics as follows:-

The programme is designed to support a wide range of professional nursing practitioners who wish to advance their knowledge and skills in their specialist practice domain. It is designed to optimise and maximise the client experience through the acquisition and application of higher level skills and experience which directly affects the delivery of specialist care and service development. In addition, nurses will be able to:

- Exercise higher levels judgement, discretion and decision making
- Develop service delivery within their clinical area through the advancement and development of clinical practice
- Recognise the uniqueness of a person by promoting the provision of holistic care
- Embrace and respond to initiatives and developments so as to monitor and improve the standards of care
- Underpinned by the supervision of practice, clinical audit, service developments, application to practice, research and teaching, support and manage professional colleagues

through the provision of skilled professional leadership.

Students will be challenged to consider the socio, economic and political factors which influence health care demands and provision. They will be facilitated to develop their knowledge and skills to enhance personal performance and effectiveness in the provision of health care reflecting contemporary perspectives. Students will be enabled, through integrated theory practice approach, to develop the skills, knowledge and attitudes necessary for safe and effective specialist practice. This in itself reflects the ethos of specialist care delivery, one which acknowledges the contribution of a multi professional approach to meeting the holistic needs of patients, carers and relatives.

The Specialist Practitioner standards set by the NMC (2001) have informed the characteristics and learning outcomes of the programme and will enable students to study for the NMC Specialist Practitioner qualification. The new programme can be characterised as follows:

- a fully integrated theory/practice (50% theory 50% practice) programme which will be a minimum of 32 weeks in length (FTE equivalent);
- offered through a part-time mode (full-time may also be offered to the District Nursing pathway), with a maximum registration period of two academic years for full time students and four years for part time students. The top up to MSc is normally only offered as a part time option.

- A programme with multiple pathways: SPQ (Adult, learning disability, mental health, district and general practice nursing).

- A modular structure comprising of modules totalling 120 credits at level 7 for the PG Dip. The core modules equal the value of 75 credits with 45 credits being taken from a suite of expertise and optional modules.

- All the core and optional modules undertaken as part of the programme will be supported by practice experience in the defined area of practice i.e. within the defined area of pathway.

- The practice experience will run concurrently with the theoretical aspects of the programme.

- To gain the award of MSc a major Service Improvement Project must be undertaken following progression of 120 credits at level 7. This module will demonstrate research and test the academic and practice elements of the course undertaken, through the achievement of innovative and autonomous skills to advance Specialist Practice in Nursing.

The aims of PG Dip is to enable students on completion:

- To apply knowledge, understanding and skills to reflect the changes required for Specialist Nursing Practice employment
- To provide specialist practice required to contribute safely and effectively in a defined area
- To competently assume responsibilities and accountabilities for specialist nursing practice

The aims of the MSc in addition to the above is to enable students on completion:

- To demonstrate the synthesis of theoretical and practical evidence to engage with innovative implementation of service improvement

### *Teaching, Learning and Assessment Strategies*

The learning, teaching and assessment strategies within this curriculum adhere to the DMU assessment policy and are underpinned by the University's Learning, Teaching and Assessment Strategy (ULTAS) (2007/08-2011/12),

Available at: <[http://www.dmu.ac.uk/Images/ULTAS-2007-12\\_tcm6-42200.pdf](http://www.dmu.ac.uk/Images/ULTAS-2007-12_tcm6-42200.pdf)>

The Guiding Principles of this are:

- Supporting students through HE
- Maintaining the currency of the curriculum
- Communicating with students
- Assessment of students.

The Faculty (of Health and Life Sciences) Learning Teaching and Assessing Strategy (FLTAS) for Implementation reflects the University Strategy and has been utilised to inform

the development of the programme philosophy and programme learning, teaching and assessment strategy. The approaches are designed to draw on the students' current experiences and encourage the application of newly acquired knowledge to practice through shared learning. This includes promoting a high standard of assessment and clinical decision making by relating research / evidence based theory to practice.

The focus of the programme is student-centred learning and the intention that all post graduate modules includes a wide variety of learning and teaching strategies. There are student-centred activities within the curriculum that include case studies, scenarios, small group work, action learning sets, workshops, pod casts, reflection, student presentations, and focused tutorials. This aims to facilitate the students' ability to integrate theory with practice and meet the diverse needs of our student groups.

It is through integrated practice and a programme portfolio that will facilitate a variety of student-centred activities that will enable students to develop the skills to critique and synthesise ideas, evaluate and reframe arguments and apply the knowledge to clinical practice. The ability of the student to be able to evaluate the evidence base for specialist nursing is a core theme that runs across the programme.

To recognise the importance of the partnership approach between the University and our practice partners to the Programme, the Personal Tutor, Module Tutors, Pathway leads and Mentors/Practice Teachers will work together to provide support and guidance for the student while in practice.

Our practice colleagues are also involved through the development of the curriculum, module development and planning, assessing students in the practice area and in the delivery of taught elements with particular expertise. Recruitment of students onto the programme involves a joint interview process involving the SPQ programme lead, pathway lead and Trust representatives, which truly reflects the partnership approach to the provision.

Recognising that effective care can best be provided by inter-professional co-operation, shared learning and inter-professional education and learning (IPE) will form part of the course. This will be principally be with other students on the individual pathways within the programme, but also may be with other professional practitioners, through module delivery.

The use of Technology Enhanced Learning and information technology skills will be taught and developed throughout the programme to enable students' to access information to maximise their learning and enable them to succeed within the modern workplace. This will include making maximum use of the Virtual Learning Environment. The DMU 'Draft threshold for the use of technologies document' have been utilised to guide the design and development of the Blackboard learning materials and will be used for each module.

Meeting the learning outcomes

Students will be expected to take responsibility for their personal, professional and academic development. The emphasis of individual development centred on the collection of evidence for the practice assessment and portfolio will enable the student to reflect on the integration of theory and practice in meaningful way. Students will be required to identify their learning needs in practice with their Mentor/Practice Teacher and actively seek opportunities to acquire the knowledge and skills that will enable them to achieve the clinical learning outcomes associated with the each module and the programme.

The emphasis is on the link between theory and practice in all the modules. Students will be encouraged to explore, challenge and change existing knowledge and acquire new skills to achieve competency in their field/pathway. Guided reading and preparation from a range of sources will be utilised.

The learning, teaching and assessment strategies inherent within the provision are designed to ensure that students are able to provide a sound rationale for clinical decision making and practice. The Standards for Specialist Education and Practice (NMC 2001) will be assessed both formatively and summatively in practice by a Mentor/Practice Teacher (same field) to demonstrate proficiency/competence.

#### 4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
• Knowledge & understanding	The programme outcomes are informed by the characteristics of the programme which

	<p>are based upon the standards (Appendix 1) set by the NMC for the Specialist Practitioner Qualification , the NMC nurse prescribing standards and the QAA Subject Benchmarks and FHE for health care programmes.</p> <ol style="list-style-type: none"> <li>1. Demonstrate an ability to appraise knowledge from a range of perspectives and effectively communicate complex issues to a wide audience</li> <li>2. Evaluate local national and international health care strategies and the impact of global relationships on nursing practise and service delivery.</li> <li>3. Demonstrate a critical awareness of developments in current nursing practice leading to service transformation.</li> <li>4. Demonstrate, the ability to evaluate a range of research and theoretical propositions that can make a substantial contribution to the enhancement and development of nursing practice</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Cognitive skills</b></li> </ul>	<p>The programme outcomes are informed by the characteristics of the programme which are based upon the standards (Appendix 1) set by the NMC for the Specialist Practitioner Qualification , the NMC nurse prescribing standards and the QAA Subject Benchmarks and FHE for health care programmes.</p> <ol style="list-style-type: none"> <li>1. Demonstrate an ability to plan, construct, and effectively communicate an intellectual argument.</li> <li>2. Evaluate current research and evidence based practice within specialist nursing and make informed judgements</li> <li>3. Synthesise knowledge to propose innovate solutions to problems in clinical practice.</li> <li>4. Identify, conceptualise and define new and abstract ideas to make informed judgments when making higher level decision making.</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Subject specific skills</b></li> </ul>	<p>The programme outcomes are informed by the characteristics of the programme which are based upon the standards (Appendix 1) set by the NMC for the Specialist Practitioner Qualification , the NMC nurse prescribing standards and the QAA Subject Benchmarks and FHE for health care programmes.</p>

	<ol style="list-style-type: none"> <li>1. Apply and make relevant use of empirical data to identify and implement a range of research tools derived from primary sources to clinical practice</li> <li>2. Critically evaluate a range of data and its significance within the context of specialist nursing practice</li> <li>3. Apply problem solving skills in complex and unpredictable situations</li> <li>4. Critically analyse and synthesise using reflective skills to enhance and develop autonomous nursing practice</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Key Skills</b></li> </ul>	<p>The programme outcomes are informed by the characteristics of the programme which are based upon the standards (Appendix 1) set by the NMC for the Specialist Practitioner Qualification , the NMC nurse prescribing standards and the QAA Subject Benchmarks and FHE for health care programmes.</p> <ol style="list-style-type: none"> <li>1. Be able to exercise autonomy, initiative, higher level decision making and influencing and research skills within specialist nursing.</li> <li>2. Demonstrate the skills of leadership contributing to change and development in an area of practice relating to the delivery of specialist practice</li> <li>3. Undertake holistic critical analysis of the complex health, socio, cultural, diverse and professional issues /problems specific to specialist practice.</li> <li>4. Demonstrate the ability to utilise initiative to deal with complex issues and make informed judgments and apply problem solving skills in complex and unpredictable situations</li> <li>5. Demonstrate effective dissemination of knowledge relating to the nursing practice of colleagues and peers.</li> <li>6. Critically appraise ethical and legal issues which have implications for specialist nursing practice and respond where appropriate.</li> </ol> <p>By the end of the MSc programme, students will be able to in addition to the below:</p> <p>Generate a research proposal aimed at an identified service improvement</p> <p>Justify through critical debate an appropriate</p>

	methodology for a chosen service improvement project area Critically analyse and evaluate the literature related to a chosen Service improvement project, synthesizing innovation for practice Critically evaluate the methods of collection and analysis of data at an advanced level Synthesize sustainable conclusions from research of a chosen topic area and make recommendations for future development or practice innovation.
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## 5. Structure and Regulations

### Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>		<u>Semester</u>	<u>Locations</u>
SPEC5601	15.00	5	Both	1	DM	
SPEC5602	15.00	5	Both	1	DM	
SPEC5603	15.00	5	Both	2	DM	
SPEC5604	30.00	5	Both	2	DM	
SPEC5605	30.00	5	Both	1	DM	
SPEC5610	15.00	5	Must Pass		2	DM
SPEC5611	15.00	5	Must Pass		2	DM
SPEC5612	15.00	5	Must Pass		2	DM
SPEC5613	15.00	5	Must Pass		2	DM
SPEC5614	15.00	5	Must Pass		2	DM
SPEC5615	15.00	5	Must Pass		2	DM
SPEC5616	15.00	5	Must Pass		2	DM
SPEC5617	60.00	5	Both	1	DM	

### Structure

#### Structure notes

1 The award of the MSc / PG Dip Nursing (Specialist Practice) with NMC SPQ (with the mandatory V100 for the district nursing pathway) requires the student to pass all modules and complete all professional requirements.

#### Course Specific Differences or Regulations

1 The assessment regulations for the programme exceed the Universities General regulations in that: i. Students are required to complete all components of theory and practice successfully and to meet the statutory requirements in attendance and professional conduct in order to qualify for professional qualification and for the academic award;

#### Numbers at sites, including partner institutions

1

#### Relevant QAA Subject Benchmarking statement(s)

1

## 6. Quality Assurance Information

### QA of Workbased Learning

### Liaison with Collaborative Partners

### Procedures for Maintaining Standards

As per DMU usual procedures

**Course Handbook Descriptor**

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