



UNIVERSITY OF  
PLYMOUTH

Faculty of Health

School of Nursing and Midwifery

# Programme Specification

Postgraduate Diploma District Nursing

Date of Approval: 7<sup>th</sup> July 2020  
Date of Implementation: September 2020  
Year of first award: 2022

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## 1. Award titles

### Final award title

Postgraduate Diploma District Nursing

### Level 7 Intermediate award title

Postgraduate Certificate

**UCAS code:** N/A

**HECOS code:**

**2. Awarding Institution:** University of Plymouth

**Teaching institution(s):** University of Plymouth

## 3. Accrediting bodies

Nursing and Midwifery Council

## 4. Distinctive Features of the Programme and the Student Experience

This contemporary Postgraduate Diploma District Nursing (PgDip DN) programme has been designed with close collaboration between key stakeholders including students, clinical representatives, academics and patient/service users, families and carers. Reflecting the constant changes within the community healthcare environment whilst building on existing good practice, the programme has been designed to take into account strategic and professional changes. It aligns with regional health care employers' strategic objectives and goals around workforce planning and the NMC Standards for Specialist Education and Practice District Nurse (2001). The design of this postgraduate programme is underpinned by two factors: existing expertise within the School of Nursing and Midwifery (SNAM) and expertise of practice supervisors and assessors within the placement learning setting.

Nursing and Midwifery Council (2001) Standards for Specialist Education and Practice. Available at: <https://www.nmc.org.uk/standards/standards-for-post-registration/standards-for-specialist-education-and-practice/>

#### **4.1 The student experience**

Students undertaking the programme will have a unique opportunity to undertake core modules within an inter-professional learning environment. Studying alongside students from other fields of nursing and other health disciplines, for example; physiotherapists, pharmacists, paramedics and podiatrists. They will also have the opportunity to be taught by a multi-professional team. For example students will be able to critically examine the concept of integrated care from a multi-professional perspective.

The student experience assumes increasing importance in the quality monitoring of programmes and in particular in Nursing and Midwifery as this has a significant impact on patient care and in retention of students to become active members of the health and academic community to which they belong. This applies equally to the students studying with the University of Plymouth. The programme team will listen to student feedback, undertake academic review, adhere to institutional quality measures and respond to contemporary pedagogical research. The programme team recognises that students' re-entry into higher education is acknowledged as a challenging and potentially difficult time. A student's ability to negotiate the academic demands of a programme of study and integrate into peer networks is essential to their retention and success.

#### **4.2 Sustainability**

Sustainability has been embedded throughout the nursing and midwifery curriculum based on the innovative research of the Sustainability, Society and Health Research Group (for example Grose *et al.* 2012, Grose and Richardson, 2013a,b,Manzi *et al.* 2016, Nichols *et al.* 2009, Richardson *et al.* 2009). Our approach has engaged students in discussion about sustainability in the nursing curriculum (Richardson *et al.* 2016) and won us a National Green Gown Award in 2014 for learning and teaching (Grose *et al.* 2015, Richardson *et al.* 2014). We were nominated again in 2018 for our development of the NURSusTOOLKIT ([www.nursus.eu](http://www.nursus.eu)) and embedding the content in our curriculum. This resource provides evidence based teaching and learning materials for nurses and health professionals, focusing on the health challenges for climate change and sustainability. Sessions have evaluated extremely

well, and in turn have raised practice-related issues for further research. Thus ensuring an ongoing and dynamic relationship between research and practice, and demonstrating significant impacts on knowledge and attitudes (Richardson *et al.* 2017).

### **4.3 Wider Patient Engagement**

The programme supports the importance of working with patients, service users and carers in a wider capacity to ensure that students gain a robust knowledge of hearing and responding to the patient voice. Our wider patient engagement (WPE) initiative instigated by Kim Young (2016) Associate Professor won the 2017 Health Education E Star Award for Education under the category of 'Hearing the Patient Voice'. Following the implementation of WPE, students will be guided and encouraged to seek out WPE activities during the programme with patient representation groups / organisations.

Examples of activities and resources include:

- Students linking to the Care Opinion organisation (formerly Patient Opinion) which provides students with a unique log-in to access patient stories and examples of written feedback provided by health care organisations. Thus students develop their knowledge of how patient and carer feedback is responded to and see how changes are made to enhance the patient and carer experience.
- Activities linked to clinical placement requirements, patient association groups, NHS Trust specific 'Patient Involvement Opportunities'.
- Providing evidence of learning from patient feedback at events

The WPE Steering Group meets during each academic year to monitor wider patient engagement activity within the programme. The group includes representation from a national patient representation organisation and patients and service users supporting external working relationships. Patient representatives contribute to the monitoring and quality aspects of the programme. The PgDip DN Programme Lead attends the Wider Patient Engagement steering Group with the current WPE Lead and together they are exploring how patient engagement and WPE activities can be adopted within the PgDip DN programme to enable a stronger focus for service user and patients within the programme and the practice learning arena.

#### **4.4 Digital Professionalism**

Digital professionalism is introduced early in the programme and reinforced throughout the programme. We ensure that students have the skills needed to be effective learners and practitioners (using for example: Digital Learning Environment (DLE), Pebble Pad, webinars, discussion forums, skype, online surveys, and video calls) and who understand the growing use of the Internet for e-health including the benefits and challenges for learners engaging in online activities. Our students will be encouraged to use Twitter to develop links with professionals, patient groups, and other students and healthcare practitioners around the world. Our approach promoting this professional use of Twitter has been researched and presented (Jones et al, 2016, Chudleigh and Jones, 2016, Jones and Trevena, 2017).

#### **4.5 E-health and technology**

The programme team are actively engaged in research exploring the use of technology in relation to health care. <https://www.plymouth.ac.uk/research/epic> Currently evaluating the use of the MYCOPD App for patients with Chronic Obstructive Airways Disease. Also exploring how particularly practice, district, community nursing, as well as domiciliary care may use voice data entry in practice. Students undertaking the programme will be able to share the expertise and experience of the programme team.

### **5. Relevant QAA Subject Benchmark groups**

The programme design has been informed by the NMC (2001) Standards for Specialist Education and Practice, and the Quality Assurance Agency (2014) Framework for Higher Education.

Nursing and Midwifery Council (2001) Standards for Specialist Education and Practice. Available at <https://www.nmc.org.uk/standards/standards-for-post-registration/standards-for-specialist-education-and-practice/>

Quality Assurance Agency (2014) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies UK. Quality Code for Higher Education Available at:

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

## 6. Programme Structure and Assessment

<b>Year 1</b>	<b>DNU701 Fundamentals of Community Nursing  20 Credits</b>	<b>APP701 Advancing Practice in Context  20 credits</b>	<b>APP710 Advanced Assessment for Clinical Practice  20 credits</b>	<b>Postgraduate Certificate  60 credits</b>
<b>Assessment Method</b>	<b>100% COURSEWORK  PRACTICE PASS/FAIL</b>	<b>100% COURSEWORK</b>	<b>OSCE 50% 50% CLINICAL LOGS CASE STUDY</b>	
<b>Year 2</b>	<b>NMP 703 Independent and Supplementary Non-medical prescribing  40 credits</b>	<b>DNU702 Contemporary Leadership and Management in Community Nursing  20 credits</b>		<b>Postgraduate Diploma District Nursing  120 credits</b>
<b>Assessment Method</b>	<b>50% COURSEWORK 50% OSCE PRACTICE PASS/FAIL</b>	<b>100% PRESENTATION  PRACTICE PASS/FAIL</b>		

The programme will be delivered over a period of 2 years. This equates to approximately 80 days theory over two years.

Students will attend 1-2 days a week theory and the remaining time will be undertaken in the work-based learning setting.

## 7. Programme Aims

The aim of the programme is to equip registered nurses (adult) working in the community setting to develop their knowledge, skills and practice to meet the requirements of a professional education which takes account of all the relevant professional and academic benchmarks and enable them to be competent and confident to perform in the role of Specialist Practitioner District Nurse. Undertaking the programme will enable them to:

- Gain a deeper understanding of the role of the district nurse and critically examine the theory, practice and principles of district nursing using an evidence based approach to enable them to adapt and provide a wide range of nursing care in home and community based settings.
- Develop a contemporary approach to community health and social care through advancing and utilising knowledge and skills in professional practice
- Deliver specialised advanced case management for people with highly complex and unpredictable needs including those nearing the end of their lives.
- Demonstrate confidence, competence, autonomy and legal, ethical and professional accountability
- Assume lead roles in district nursing practice leading clinical teams, coordinating care and managing complex and dynamic case-loads,
- Ensure quality processes, service evaluation and improvement methodology as well as working collaboratively as part of a wider health care team.
- Promote an understanding of the theory and procedures involved in research, to enable the use of research to improve care and services for people and communities.
- Develop an understanding of the wider determinants of health, community profiling and health promotion activity in order to respond to community and public health needs, developing a critical understanding of the contemporary issues that influence health service delivery.
- Demonstrate an understanding of the wider influences on and the principles of prescribing in order to practice safely and effectively within their scope of practice.

## **8. Programme Intended Learning Outcomes**

The intended programme learning outcomes for the PgDip District Nursing reflect the Level 7 Qualification Descriptors Quality Assurance Agency (QAA) Framework for Higher Education Qualifications. The descriptors are shown below:

Knowledge and understanding (subject specific)

Cognitive/intellectual skills (generic)

Key transferrable skills

Subject specific practical skills

Employment related skills

These descriptors and standards enable 'others' to judge the value of this qualification through improved understanding of the level of intellectual and conceptual activity demonstrated by our graduates. It defines their capability in respect of their knowledge as Specialist District Nurse Practitioners and the associated transferable skills that enhance employability. It also provides a reference point for other level 7 qualifications across the Higher Education sector. The Programme Learning Outcomes and programme content has been mapped to the professional, occupational, national and voluntary standards (Appendix 3).

The Postgraduate Diploma District Nursing will be awarded to students who meet the following descriptors

### **8.1. Knowledge and understanding (subject specific)**

On successful completion graduates should have developed:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of district nursing professional practice.
2. A deeper understanding of the influences, drivers and policies that inform this level of advanced specialist community practice.
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
4. Capabilities relating to, and embedding the principles of, the four pillars of advanced practice; clinical practice, education, leadership and management, research and development into the clinical arena

5. An understanding of the wider influences on and the principles of prescribing in order to practice safely and effectively within their scope of practice
6. A critical understanding of the wider determinants of health, community profiling and health promotion activity in order to respond to public health needs and the contemporary issues that influence health and health service delivery

## **8.2. Cognitive and intellectual skills**

On successful completion graduates should have developed:

1. The ability to evaluate and critically analyse current research, policy and theory and the discipline of district nursing to promote high quality and person –centred care.
2. The skills to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
3. The ability to demonstrate resilience, capability and the initiative to lead and manage appreciative of ambiguity, complexity and the limits imposed on practice and limitations of personal knowledge
4. The skills of enquiry and research to enable them to evaluate complex situations and so contribute to decision making in the planning, design, delivery and improvement in patient care.

## **8.3. Key and transferable skills**

On successful completion graduates should have developed the ability to:

1. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level
2. Continue to advance their knowledge and understanding, and to develop new skills to a high level.
3. Accept responsibility for their own professional practice applying ethical, legal and professional principles

4. Proactively adopt strategies to enhance the development of professional knowledge and safe practice of others through peer support, coaching and supervision, teaching and research
5. The ability to use and critically evaluate current and evolving technology to access information text and data in the support of the delivery of care

#### **8.4. Employment related skills**

On successful completion graduates should have developed:

1. Decision making skills in complex and unpredictable situations
2. The independent learning ability required for continual professional development
3. The skills to critically evaluate their role as agents of change working in partnership with health and social care professionals and agencies, service users, carers and their families.
4. Skills to evaluate the context of risk and development of quality improvement, patient/client safety and clinical governance agenda

#### **8.5. Practical skills**

On successful completion graduates should have developed:

1. Additional systematic and structured history taking assessment and physical examination skills, in order to integrate advanced assessment findings into clinical decision making including prescribing decisions.
2. Practice with competence, autonomy and professional accountability in the development of managing clinical complexity, systematically and creatively; and the ability to make sound judgements in the absence of complete data demonstrating expertise in complex decision making.
3. Increased fluency and confidence in the performance of the clinical skills associated with provision of community nursing care
4. The ability to prioritise their individual and team workload and case-load management to enable efficient and effective use of times in a pressurised environments.
5. Skills to deliver specialised advanced case-management for people with highly complex and unpredictable needs, including those near the end of their lives

## **9. Admissions Criteria, including RPL (Recognition of prior learning) and Disability Service arrangements**

Applicants applying for the PgDip DN programme must be employed for at least 30 hours per week and have full agreement and support from their health care employer. Applicants are then screened using a values based recruitment process that builds upon and enhances an already robust application and selection process. This robust admissions process followed for all applicants is transparent, fair and equitable and takes account of the University Equality & Diversity Policy (revised 2016). The School of Nursing and Midwifery is part of the values based recruitment project, the outcomes of the Francis Report recommendations (2013) regarding recruiting the right staff with the right values into posts. This has translated into the selection and recruitment of students on to nursing programmes. All applicants will undertake a face- to-face interview with a member of the programme team, employer and service user / patient. See Appendix 2 for the PgDip DN Admissions Process.

### **Admission Criteria**

- Entrants must be registered nurse **adult** (Level 1) and have a minimum of one year's post –registration experience
- Entrants should have completed study at Level 6 or higher within the last 5 years\*
- All applicants must normally have GCSE (or equivalent) Maths and English at Grade C/4 or above.

\* In order to commence the programme, the student must meet the University's entry requirements for study at postgraduate level. Applicants will normally have a first degree, BSc (Hons) at 2.2 or above; or European first cycle equivalent plus a professional qualification in health or social care. Those individuals without a degree but with appropriate practice related experience relevant to the programme may be eligible to apply.

Applicants where English is not their first language must also provide evidence of competence in written and spoken English in accordance with the NMC criteria of an overall score of 7.0, with at least 6.5 in the writing section and at least 7 in the reading, listening and speaking sections

It is necessary to assess the potential student's ability to study at Level 7 and therefore an interview will be necessary. Candidates without a first degree at 2.2 or above (or European first cycle equivalent) will normally be required to submit a short piece of writing as part of the admissions process.

Students will be required to be working in a community setting that will facilitate the successful completion of the programme learning outcomes and achievement of a minimum of 600 hours district nursing and community practice.

Claims for credit for prior learning, whether certificated or experiential are considered and if suitable accepted for Recognition of Prior Learning (RPL), following University regulations and Faculty procedures. Up to 50% of credit may be considered by the programme team for RPL as per University of Plymouth regulations.

<https://www.plymouth.ac.uk/about-us/university-structure/faculties/health-medicine-dentistry-human-sciences/cpd/accreditation-of-prior-learning>

[https://www.nmc.org.uk/globalassets/sitedocuments/circulars/2011circulars/nmccircular01\\_2011annexe1aplguidancecircularpreregistrationscphn.pdf](https://www.nmc.org.uk/globalassets/sitedocuments/circulars/2011circulars/nmccircular01_2011annexe1aplguidancecircularpreregistrationscphn.pdf)

### **Health and Enhanced Disclosures**

Offers are subject to an Enhanced Disclosure and Barring Service (DBS) verified by the employer and this is in place before the commencement of the programme. Failure to meet DBS disclosure will result in the offer being withdrawn.

In addition to references and DBS checks. Students will be required to complete a self-declaration form annually regarding any change in their circumstances on enrolment. If in the process of the DBS check or student annual declaration, there is any disclosure of a positive criminal conviction, further advice is sought from the Faculty Professional Issues Committee. The students' employer will be responsible for the provision of Occupational Health services and advice if required.

### **Disability Services and the Hub**

This programme is designed to enable the students to progress through an equitable experience. We work collegiately with expert colleagues in Disability Services at the Student Hub to ensure applicants, who consider studying with the University of Plymouth receive timely advice on the support available. This is particularly important for a programme that has a professional element and requirements for

practice. An applicant can declare a support requirement or disability via the Disclosure for applicants' pages.

<https://www.plymouth.ac.uk/student-life/services/student-services/disability-and-dyslexia>

## **10. Progression criteria for Final and Intermediate Awards**

Students will progress through the programme in line with the University academic framework and the conditions set by the NMC Standards (2001). Robust fitness to practice and academic measures are in place to act promptly to concerns raised regarding a student's conduct or progress, or where safety or learning is compromised. At the end of the period of study the Award Assessment Board will review the student's academic and practice achievements in the given period and determine progression to the next year of the programme. Both the University and programme specific regulations determine the criteria for progression.

Students who do not achieve all the outcomes for that first year of the programme at the end of the 45 week period will not be able to progress to the next academic year and will either be required to retake the outstanding elements within an agreed timeframe or be withdrawn.

Students who have interrupted the programme are eligible to resume the programme provided that this allows for completion within a five-year period from date of commencement in line with university regulations.

If there are additional costs associated with the student returning or extending the programme (for example due to academic regulations) this will need to be agreed with the employer. If the employer is not willing to support the student to retake referred modules the student will have to exit the programme. This will be recorded as a non-achiever/early leaver. The student will have the opportunity to continue with their studies if they self-fund and are able to achieve the practice learning hours. At the end of the programme, the Award Assessment Boards will ensure that all elements of the programme have been passed and achieved. This will include all theory and practice elements (including Practice Assessor confirmation), including confirmation of practice and theory hours.

## Progression / Exit Pathways

Students enrolling on the programme will complete the two year programme achieving a minimum of 600 theory hours and 600 practice hours. Students who successfully complete year one of the programme and wish to step off are awarded a Postgraduate Certificate.

In addition, any students wishing to achieve their Masters qualification may apply to undertake two further modules (see Table 1). This is an optional addition and is not required for attainment of the NMC Specialist Practice Qualification. Successful students on completion would be awarded a MSc Advanced Professional Practice (Nursing and Midwifery Professions).

Table 1

<b>APP745 Research Methodology and Application</b>	<b>SPP702 Substantive Professional Project</b>	<b>Top up to Masters</b>
<b>20 credits</b>	<b>40 credits</b>	<b>180 credits</b>

## Fitness to Practice

The University and the employer has a responsibility to ensure that Students are fit to practice and must adhere to regulatory advice provided by the NMC. Student Handbooks and the professional body websites provide information about the standards of behaviour expected. It is the students responsibility to familiarise him/herself with the provisions and requirements of the relevant professional bodies. Any student departing from the guidance given by regulatory bodies may be subject to consideration by the Fitness to Practice procedure of the Faculty of Health.

## 11. Non Standard Regulations

The normal University Regulations in respect of progression and assessment are followed with specific exceptions, due to the structure and professional nature of the programme:

- All elements and components of the programme must be achieved, with a minimum of 50% for all percentage weighted assessments; there is no compensation within modules.
- Successful completion of the programme is defined as the achievement of both theory and practice elements, and the completion of the required number of hours: a minimum of 600 theory and 600 practice hours.

## 12. Transitional Arrangements

The programme has not run before and is based on professional and new occupational standards and therefore there will not be existing students who require transition.

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Available at:

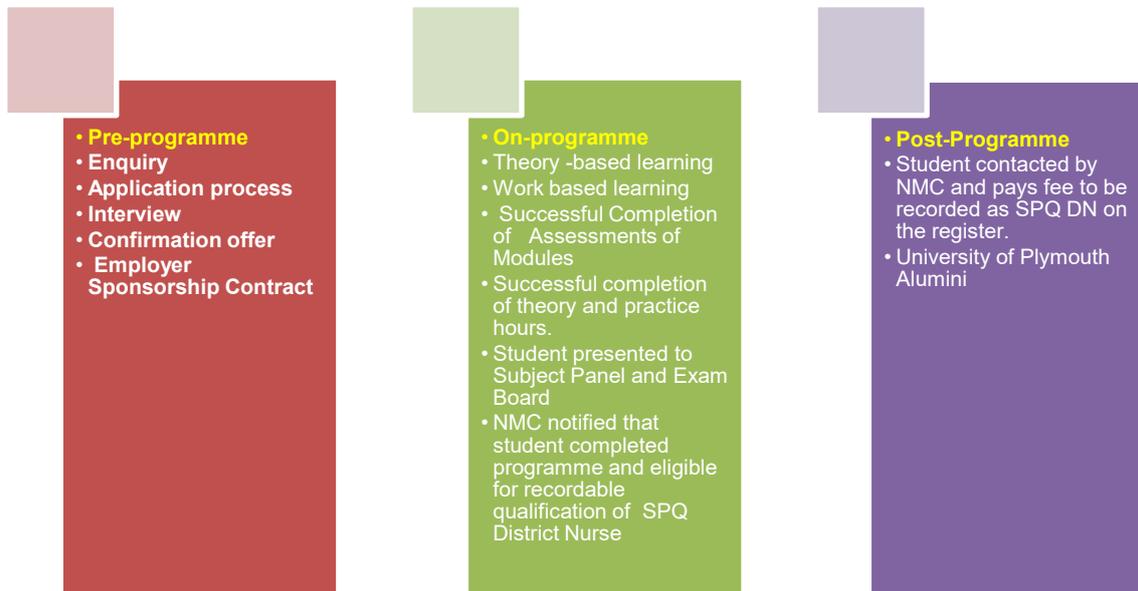
<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

## APPENDIX 1



**UNIVERSITY OF  
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### Programme Journey Steps



## Appendix 2

### Admissions Process Postgraduate Diploma District Nursing

1. Candidates must complete the relevant application form and send it to [pduadmissions@plymouth.ac.uk](mailto:pduadmissions@plymouth.ac.uk). The application form is downloadable from the PDU Admissions webpage:  
<https://www.plymouth.ac.uk/about-us/university-structure/faculties/health-medicine-dentistry-human-sciences/cpd/professional-development-unit-admissions>
2. In order to gain a place on the programme, candidates must:
  - a. Hold GCSE grade C (4) or above in both Maths and English (or alternative accepted IFA qualification)
  - b. Already be Registered Nurses on Part 1 of the NMC register
  - c. Meet University of Plymouth programme-specific academic entry requirements
3. The Professional Development Unit Admissions Team will acknowledge receipt of the application, then send it to the Programme Lead for a decision on suitability to study on the programme.
4. The Programme Lead will respond to PDU Admissions with a decision on the candidate's suitability.
5. PDU Admissions will then conduct checks and gather evidence of suitability, to include:
  - a) Ensuring that the candidate is a Registered Nurse on part 1 of the NMC register.
  - b) Checking the validity of qualifications, including the gathering of appropriate degree-level certification, GCSE certificates etc.
  - c) Sending out an Additional Information Form to gather information required for the programme that is not covered in the standard application form.
6. PDU Admissions inform Programme Lead when these checks are complete.
7. Programme Lead to arrange for candidates to be interviewed and communicates the results of the interview to PDU Admissions.

8. PDU Admissions send the candidate either an offer (to include relevant joining instructions and induction information, as well as signposting to support services) or a rejection. Candidates are added to the UNITE student record system as direct enrolments.
  
9. Start of Programme: September.



#### Appendix 4: Mapping to professional and voluntary standards

<b>Programme Intended Learning Outcomes:</b> <b>Knowledge and understanding</b> On successful completion graduates should have developed:	<b>NMC SPQ (2001) Standards District Nursing</b>	<b>Additional QNI (2015) Standards un-mapped to NMC (2001)</b>	<b>Apprenticeship Standard District Nurse ST0709 (2019)</b>	<b>Health Education England Multi-professional frame-work for advanced clinical practice (2017)</b>
1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of district nursing professional practice.	13.10 13.12	1.7	K8, K21,K22,K45 S12,S13,S21,S23	1.11, 2.9
2. Developed a deeper understanding of the influences, drivers and policies that inform this level of advanced specialist community practice.	13.12 13.13		K17,K45	1.10, 1.11, 2.9
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	13.18 13.24		K18,K40,K41 S12,S13,S21, S23	1.11,2.5
4. Develop one's own capabilities relating to, and embed the principles of, the 4 pillars of advanced practice, clinical practice, education, leadership and management,	13.8 13.13 13.18 13.19	3.2	K 24, K40 S10, S13, S18, S24 B1-6	All

research and development into the clinical arena.	13.23 13.24 13.26 13.27			
5. An understanding of the wider influences on and the principles of prescribing in order to practice safely and effectively within their scope of practice	13.7		K12, K14, K15	1.6, 1.9, 1.11 2.1,2.4,2.8
6. An understanding of the wider determinants' of health, community profiling and health promotion activity in order to respond to community and public health needs, developing a critical understanding of the contemporary issues that influence health and health service delivery	13.8 13.15 13.10 13.17	1.7	K12, K14, K15, K22, K26. K27, K34, K36, S15, S20, S21, S22	1.112.9, 3.3
<b>Programme Intended Learning Outcomes:</b> <b>Cognitive and intellectual skills</b> On successful completion graduates should have developed:				
1. The ability to evaluate critically analyse current research, policy and theory and the discipline of District Nursing to promote high quality and person –centred care.	13.12 13.16	3.2	K8, K12 S13, S23, S24	1.11, 2.5, 2.7

2. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences	13.18		K1, K8	1.6, 1.8, 1.11
3. Demonstrates resilience, capability and the initiative to lead and manage appreciative of ambiguity, complexity and the limits imposed on practice and limitations of personal knowledge	13.2 13.9 13.23	2.6 3.2	K32, K33, K46 S11, S29, S30	1.11, 2.1, 2.8, 2.10
4. The skills of enquiry and research to enable them to evaluate complex situations and so contribute to decision making in the planning, design, delivery and improvement in patient care.	13.23 13.24 13.26		K2, K29, K31, K39, K40 S12, S16, S17, S18, S19, S20, S23, S24	1.11, 2.5.2.7,2.8, 2.9 4.1-4.8
<b>Programme Intended Learning Outcomes:</b> <b>Key and transferable skills</b> On successful completion graduates should have developed the ability to:				
1. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level	13.2 13.4 13.15		K4, K42, K43. K44 B1-6	1.3, 1..6,1.8, 1.11, 2.8

2. Continue to advance their knowledge and understanding, and to develop new skills to a high level.	13.4 13.7		K7, K10 S4, S9, S15, S30	1.5, 1.7, 3.1, 3.2, 3.3
3. Accept responsibility for their own professional practice applying ethical, legal and professional principles	13.11		K11, K23, K42, K43, K44 S10, S11, S14, S28 B1-6	1.1, 1.2, 1.8, 2.2, 2.3, 3.8
4. Proactively adopt strategies to enhance the development of professional knowledge and safe practice of others through peer support, coaching and supervision, teaching and research	13.21 13.22 13.26 13.27	1.9.1	K16 S9, S22, S28, S30 B6	2.4, 3.5-3.7
5. The ability to use and critically evaluate current and evolving technology to access information text and data in the support of the delivery of care	13.18	1.6 1.6.1	S16, S30	
<b>Programme Intended Learning Outcomes:</b> <b>Employment related skills</b> On successful completion graduates should have developed:				
1. Decision making skills in complex and unpredictable situations			K1, K4, K38 S4	1.11
2. The independent learning ability required for continual professional development	13.19		K7, S9	1.3, 2.11, 3.11

3. Critical evaluation of their role as agents of change working in partnership with health and social care professionals and agencies, patients, service users, carers and their families.	13.8 13.9 13.13 13.14 13.17		S7, S13, S29, S30	1.4, 1.8, 1.9, 2.1, 2.6
4. Evaluate the context of risk and development of quality improvement, patient/client safety and clinical governance agenda	13.25 13.27		K8, K28, K 29, K30, K37, K39, K41, K42, K43 S10, I6, S19, S24, S25, S26, S27, S29	1.8, 2.7, 2.10, 2.11, 3.3, 4.6-4.8
<b>Programme Intended Learning Outcomes: Practical Skills</b> On successful completion graduates should have developed:				
1. Additional systematic and structured history taking assessment and physical examination skills, in order to integrate advanced assessment findings into clinical decision making.	13.8		K1, K6, K24 S6, S8, S14, S28	1.4
2. Practice with competence, autonomy and professional accountability in the development of managing clinical complexity, systematically and creatively; to make sound judgements in the absence of complete data	13.4 13.15		K1, K4, K6, K24, K38 S6, S8, S14, S28	1.2, 1.6

demonstrating expertise in complex decision making.				
3. Increased fluency and confidence in the performance of the clinical skills associated with provision of community nursing care	13.5 13.6		K38 S4, S6, S8	1.5
4. The ability to prioritise their individual and team workload and case-load management to enable efficient and effective use of times in a pressurised environments.	13.20		K4, K18, K19, K20, K22 S1, S5, S12	1.8
5. Deliver specialised advanced case –management for people with highly complex and unpredictable needs, including those near the end of their lives.	13.15		K1, K4, K6, K8, K9 S3, S6	1.7

<b>Module Learning Outcomes</b>	<b>NMC SPQ (2001) Standards District Nursing</b>	<b>Additional QNI (2015) Standards un-mapped to NMC (2001)</b>
<b>Fundamentals of Community Nursing</b>		
1. Critically examine the environmental, social, economic , professional and political factors, influencing the health of the population and delivery of community health services	13.1 13.12 13.14	
2. Critically evaluate the opportunities for community nurses to positively influence health, including mental health and well-being of populations, families and individuals in the community setting.	13.6 13.13 13.16 13.17 13.18	1.7
3. Recognise local population health needs using epidemiology and demographics and applying the wider determinants of health across the life span, and identify key agencies and networks that support care pathways	13.2 13.10 13.12	
4. Demonstrate critical understanding and holistic clinical application of community nursing assessments and assessment tools using an evidence-based approach.	13.1 13.15	1.7 1.9 1.9.1
5. Use a problem solving approach to plan and deliver appropriate interventions to meet the needs of the patient, service user and demonstrate the principles of advanced case management for people with highly complex and unpredictable needs.	13.1 13.2 13.4	1.7 1.9.1 2.6
6. Critically examine the theory and practice of advanced communication, to build therapeutic relationships and to support people to make shared decisions and promote person centred approaches in health care	13.3 13.5 13.9	
<b>Advancing Practice in Context APP701</b>		
1. Critically review the 4 pillars of Advanced Practice – Leadership, Clinical, Education, Research, which characterise the work of the	13.21 13.22 13.24	

advanced practitioner within a diversity of clinical settings.		
2. Critically appraise the challenges to and opportunities for leadership that stimulate and facilitate effective service change, supporting inter-professional working and service user involvement to facilitate high quality care.	13.19	
3. Critically evaluate contemporary policy drivers and frameworks within the health and social care sector in relation to an advanced level of practice.	13.17	
4. Identify and critically analyse the professional issues relating to their own practice role within the context of integrated care delivery.	13.8 13.19	
5. Critically debate the professional, political, legal and ethical demands of working within the context of advanced practice as an autonomous practitioner	13.8 13.11	
<b>Advanced Assessment for Clinical Practice</b>		
1. Synthesise knowledge of the anatomy, physiology and pathology sufficient to underpin assessment, diagnosis and management of presentations.	13.19	
2. Critically appraise the concepts, philosophies and evidence that underpin the notion of consultation and diagnostics.	13.19 13.20	
3. Differentiate and explore normal from abnormal findings for a wide range of clinical presentations and investigations.	13.1 13.19 13.20	
4. Integrate knowledge of the underlying anatomy and pathophysiology concepts to interpret the significance and implications of clinical findings.	13.19 13.20	
5. Critically evaluate and synthesise the findings from the consultation to implement safe, evidence based care management.	13.19 13.20	
<b>Independent and Supplementary Non-Medical Prescribing NMP703</b>		
1. Demonstrate critical understanding and clinical application of the holistic assessment and diagnostic processes	13.7	

which lead to a safe prescribing decision		
2. Critically evaluate and implement pharmacological and non-pharmacological prescribing options within the context of patients' individual needs	13.7 13.9	
3. Provide information and work in partnership with patients and carers to advocate for fully informed treatment decisions	13.7	
4. Initiate sound processes for ongoing monitoring and review which include integrated, multi-disciplinary working	13.7	2.6
5. Practice professionally within ones' scope of practice with awareness of the wider legal and ethical influences involved	13.7 13.11	
6. Recognise how to develop and improve prescribing practice which includes synthesis of research-based evidence and clinical governance resources	13.7	
<b>Contemporary Leadership and Management for Community Nursing</b>		
1. Critically discuss and apply the principles of case-load, work-load and workforce management in relation to community settings	13.24 13.25 13.27	1.6 1.6.1
2. Identify and analyse the requirements for effective co-ordination of high-quality care and the key components of good end of life care.	13.26	1.6 1.6.1 2.6 3.2
3. Critically examine the role of clinical leadership in the delivery of quality person centred care	13.2 13.22 13.23	3.2
4. Explore and discuss quality measures and quality improvement processes and its relationship to practice development	13.20 13.25	1.6 1.6.1
5. Critically appraise and synthesize the outcome of relevant research, evaluations and audit for community nursing	13.24	1.6 1.6.1
6. Critically explore and evaluate the importance of collaborative working and the challenges, drivers and barriers in the community setting	13.19 13.20	

NMC (2001) Indicative Content of Core and Specialist Practice Programme – mapped against modules and module learning outcomes.

\*Additional content from QNI (2015), DN Apprenticeship Standard.

Content of education for common core	Module Covers LO's
12.1 health promotion, health education and health need identification;	FCN (Fundamentals of Community Nursing)
12.2 biological, behavioural, sociological and environmental studies;	FCN
12.3 nature and causation of disease and/or conditions and their physical, emotional and social consequences;	APP 710 LO 1-4 FCN
12.4 advanced pharmacological studies and nurse prescribing from a nursing formulary, where the legislation permits;	NMP703 LO-1
12.5 diagnostic, therapeutic, resuscitative and technological procedures and techniques;	APP 710 NMP 703
12.6 ethics of professional practice and relevant literature/legislation;	APP710 NMP703 FCN CLM (Leadership and Management for Community Nursing)
12.7 problem solving and decision making;	
12.8 preventative strategies and intervention techniques for abuse and violence;	CLM
12.9 negotiation and person-effectiveness skills;	FCN
12.10 counselling, support, communication and related therapeutic techniques;	FCN
12.11 quality assurance - evaluation of standards and outcomes of clinical nursing care;	CLM
12.12 leadership, management and resource management skills;	CLM
12.13 health economics and policy;	APP 701, FCN, CLM

12.14 research methodology and implications for practice;	FCN APP701
12.15 appreciation of information technology and its application to practice;	FCN
12.16 approaches to education and teaching skills and	L and M (including coaching)
12.17 clinical supervision of practice, peer review and peer assessment techniques.	L and M
<b>The content of programme should be adapted to the area of specialist practice as appropriate:</b>	
14.1 health promotion, education and health need identification;	FCN
14.2 biological, behavioural, sociological and environmental studies;	FCN
14.3 development of the individual;	FCN NMP 703
14.4 nature and causation of disease and/or conditions and their physical, emotional and social consequences;	FCN
14.5 advanced pharmacology studies and nurse prescribing from a nursing formulary, where the legislation permits;	NMP703
14.6 diagnostic, therapeutic, resuscitative and technological procedures and techniques;	APP710 NMP703
14.7 ethics of professional practice and relevant literature/legislation;	APP701 NMP703 CLM
14.8 care and case management;	FCN
14.9 problem solving and decision making;	
14.10 preventative strategies and intervention techniques for abuse and violence;	CLM APP701
14.11 negotiation and person-effectiveness skills;	FCN CLM

14.12 counselling, supportive, communicative and related therapeutic techniques;	FCN
14.13 quality assurance - evaluation of standards and outcomes of nursing, health and care interventions;	CLM
14.14 leadership, management and resource management skills;	CLM
14.15 health economics and policy;	FCN CLM, APP 701
14.16 community development skills;	FCN CLM
14.17 research approaches, methodology and techniques and application to practice;	APP701
14.18 appreciation of information technology and its application to practice;	CLM
14.19 approaches to education and teaching skills and	CLM
14.20 clinical supervision of practice, peer review and peer assessment techniques	CLM
<b>28 Specific learning outcomes</b>	
<b>Clinical Nursing Practice</b>	
28.1 assess the health and health-related needs of patients, clients, their families and other carers and identify and initiate appropriate steps for effective care for individuals and groups;	FCN
28.2 assess, diagnose and treat specific diseases in accordance with agreed nursing/medical protocols and	FCN APP710 NMP
28.3 assess, plan, provide and evaluate specialist clinical nursing care to meet care needs of individual patients in their own homes	FCN APP710 NMP703
<b>Care and programme management</b>	

28.4 contribute to strategies designed to promote and improve health and prevent disease in individuals and groups;	FCN
28.5 manage programmes of care for patients with chronic disease and	FCN CLM APP710 NMP703
28.6 play a key role in care management as appropriate.	FCN CLM