Programme Specification

University of Cumbria

Programme Title and Name of Award	Postgraduate Diploma Community Specialist Practitioner District Nursing		
	Postgraduate Diploma Community Specialist Practitioner Community Learning Disability Nursing		
Academic Level	7	**Total Credits**	120
Professional Body Accreditation / Qualification	The programme prepares students to be eligible to be recorded on the Nursing and Midwifery Council (NMC) register as a District Nurse or Community Learning Disability Nurse. The programme also prepares District Nursing, and Community Learning Disability Nursing students for eligibility for annotation with the Nursing and Midwifery Council as a Nurse or Midwife Independent/Supplementary Prescriber (V300) - on successful completion of this award, which is mandatory for District Nurses but optional for Community Learning Disability Nursing students.		
Date of Professional Body Accreditation	01.02.2021	**Accreditation Period**	Indefinite NMC approval (*subject to the disclaimer given below)
UCAS Code	N/A		
HECoS Code	100281 Community Nursing (District Nursing) 100286 Learning Disabilities Nursing		
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. Standard critieria for APL will apply. Detailed criteria for admission to this programme can be found on the programme webpages:- • https://www.cumbria.ac.uk/study/courses/postgraduate/pgd-community-specialist-practitioner-district-nursing/ • https://www.cumbria.ac.uk/study/courses/postgraduate/community-specialist-practitioner-community-learning-disability-nursing/ The following additional requirements apply for entry to this commissioned programme:		

1. A Registered Nurse with the Nursing and Midwifery Council on part 1 of the register. This is checked on receipt of the application form.

2. Reflects the NMC Standard in respect of demonstrating a sufficient period of experience in the field of practice.

3. Hold a degree in a health-related subject or equivalent

4. The application must be supported by two references, one of which must make reference to the applicant's professional competence. One referee must be the applicant's current employer.

5. An expectation that you will have in place a satisfactory enhanced Disclosure and Barring Service (DBS) check. If an additional DBS check is required, as it is for the Non-Medical Prescribing programme, it is the responsibility of the student or employer, to arrange for and fund this. Please see https://www.cumbria.ac.uk/applicants/offers/dbs-information/

6. Please refer to specific entry criteria for the University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) here: https://www.cumbria.ac.uk/study/courses/postgraduate/independent-prescribing-for-nurses-midwives-and-specialist-community-public-health-nurses-v300-level-7/

7. For reference: Programme Specification University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) programme specification to refer to: https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/programmespecification/healthsocialcare/UAwdIndependentSupplementaryPrescribingForNursesV300Level7.pdf

8. A selection process in collaboration with Managers from NHS Trusts is undertaken and may include formal interview; literacy test; group discussion or presentation. Advice and guidance may be given to the applicant during the interview, to ensure that they understand what is required of them for entry to the programme and successful progression whilst on the programme. . Interview questions from service users are also included and where possible and practical for our service users, we endeavour to include them on the interview panel in person.

9. The NMC (2018) Standards for Student Supervision and Assessment (SSSA) will underpin the support students will receive during the programme. All students are allocated a Practice Assessor (PA) who is recorded on the NMC register as a Specialist Practitioner in the discipline-specific field of practice and has the appropriate experience to support and assess students to achieve the proficiencies set out in the NMC (2001) Standards for Specialist Education and Practice. All students are allocated a Practice Supervisor (PS). All

	students will be supported by Practice Educator Facilitators (PEF) within the practice areas of each organisation.
	10. A self-declaration of good health and character will be undertaken as part of the admission process and will be repeated during practice placements.
	11. If you have Non-Medical Prescribing at level 6, then under University Regulations we may be able to APL 20 credits into this programme. A 20 credit level 6 module, namely, HCSP6006, has been built into the programme structure specifically to facilitate this.
	12. If you have Non-Medical Prescribing at level 7 and were awarded 40 credits or more, you may be able to APL a maximum of 40 credits.
	13. If you have Non-Medical Prescribing at level 7 and were awarded 35 credits or less, you may be able to APL a maximum of 20 credits
Teaching Institution	University of Cumbria
Owning Institute	Institute of Health
Programme delivered in conjunction with	NHS Trusts providing the practice placement and the allocated Practice Assessor and Practice Supervisor.
Principal Mode of Delivery	The programme has a number of Framework options shown below, **District Nursing has a mandatory requirement to study the University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300**) • Community Learning Disability Nursing • Community Learning Disability Nursing with University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) • District Nursing with University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) The programme delivers teaching and learning Face-to-Face, Blended Learning, Online Learning and Work-Based Learning. Work based Learning is integral to the programme as all students spend 50% of their learning within the practice placement supported by a Practice Assessor and Practice Supervisor. This programme is also optionally available predominantly online for distance learning, in agreement with Service Managers. The exception to this is that full attendance (which may be online) is required for the University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300).

Pattern of Delivery	Full Time, Part Time and Part Time Predominantly online for Distance Learning
	All students studying a pathway which includes the V300 award are mandated to attend **(online or face to face)for all study days on the University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300). It is also mandatory to attend the examination and viva voce examination**. This includes part time students and those who are predominantly studying online part time.
	Attendance to discipline-specific Framework days and day one of the beginning of a module are strongly recommended. (which may be online)
	Total weeks of study: 52 or 104 for PT students
Delivery Site(s)	Lancaster Campus
Programme Length	52 weeks if Full Time and 104 weeks Part Time or Part Time Distance Learning predominantly online (104 weeks)
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Post-Graduate Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme:
	PGDip Health Care Studies 120 level 7 credits. On achievement of the academic components of the PGDip but failure of the Qualificatory Practice Unit component. NB exit at this point does NOT confer eligibility to apply for recording with the Nursing and Midwifery Council (NMC)
	PGCert Health Care Studies 60 level 7 credits. NB exit at this point does NOT confer eligibility to apply for recording with the Nursing and Midwifery Council (NMC).
Period of Approval	University approval from 1st March 2021 to 31st July 2026.
	Indefinite NMC approval issued on 1st February 2021 (*subject to the disclaimer given below)

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. *NMC approval for the programme will be indefinite, unless the NMC change the standards or decide to withdraw approval if significant concerns are raised which involve a risk to patient and public safety.

The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

- https://www.cumbria.ac.uk/study/courses/postgraduate/pgd-community-specialist-practitioner-district-nursing/

- https://www.cumbria.ac.uk/study/courses/postgraduate/community-specialist-practitioner-community-learning-disability-nursing/

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

The distinctive features of this programme are:

➢ Its applicability to a range of healthcare professionals

➢ The promotion of leading and advancing practice within your discipline, recognising the context of practice.

➢ Contemporary content reflecting current health and social care policy.

➢ Mode of delivery which blends online learning with classroom attendance.

➢ NMC standards for specialist practice to address contemporary District Nursing, Community Learning Disability Nursing

➢ The opportunity for interprofessional learning.

➢ The development of an understanding of global health.

➢ The programme contributes to service improvement in practice.

➢ The flexibility of routes to encourage students to study the programme

➢ The use of service user involvement; interprofessional learning; as well as identifying a range of learning, teaching and assessment strategies.

The programme has a number of Framework options, please note however that District Nursing has only one option due to the mandatory requirement to study University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300):

The programme has a number of Framework options shown below, **District Nursing has a mandatory requirement to study the University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300**)

- Community Learning Disability Nursing

- Community Learning Disability Nursing with University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300)

- District Nursing with University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300)

The Curriculum

The University of Cumbria is proud to have a long history of outstanding nurse education, preparing registered nurses to qualify as a Specialist Practitioner in District Nursing or Community Learning Disability Nursing. Overarching the programme, are the influencing factors of the current philosophical, societal, disciplinary and political landscapes.

In particular, the NHS Long Term Plan (NHS England, 2019) and for District Nurses, the Queen's Nursing Institute's Voluntary Standards for District Nursing Education and Practice (2015), Blake Stevenson Limited's Evaluation of post-registration standards of proficiency for specialist community public health nurses and the standards for specialist education and practice standards (NMC, 2019) have informed the curricula of the programme. In addition, the recent publication of the District Nurse Apprenticeship has also informed the development of this programme. The QNI are currently working on Community Learning Disability Nursing Education and Practice with currency within the discipline gained from government policy and peer reviewed journal articles. The NMC Standards for the Specialist Qualification in District Nursing are currently being reviewed and are expected to replace the existing NMC (2001) Standards for Specialist Education and Practice.

This distinctive programme looks ahead to the future challenges and opportunities that have influenced the changing context of education and practice for Specialist Practitioners, where representatives from stakeholder NHS organisations, patients and carers from the large geographical footprint have contributed to the needs of the organisations and are reflected within this contemporary programme. We are proud to work in partnership with Managers, Practice Assessors, Practice Supervisors, and Practice Educator Facilitators from each stakeholder NHS organisation, who have positively engaged with the programme and continue to support students within clinical placements.

Please see Table 1 on page 12 for details of the March 2021 intake and Table 2 on page 13 for details of the September 2021 intake.

Each discipline will study their individual 40 credit module either HCSP 7001 Leading and Advancing Community Learning Disability Nursing, or HCSP 7002 Leading and Advancing District Nursing where you will be guided by your framework tutor through contemporary research-based practice that underpins your learning around your chosen discipline. For Community Learning Disability Nursing students, you will study a 20 credit HCSP 7004 Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan. For District Nursing students you will study a 20 credit HCSP 7000 Consultation and Physical Examination: Health Assessment for Community Specialist Practitioners that were considered essential modules by our external stakeholders during collaborative engagement around the curriculum. The module leads are very experienced in teaching and delivering these modules and in HCSP7000, volunteer patients are used within the clinical skills laboratory and OSCE to enhance the student experience.

Embedded within the programme is the stand-alone 40 credit HPHN 7411 University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) and this is an option for Community Learning Disability Nursing students. However, this is a core module for District Nursing students unless previously studied who can APL these credits into the programme (District Nursing

students can, if they wish, choose to study a negotiated learning module on a topic negotiated with their tutor which will be undertaken at the same time frame as peers studying the V300). Colleagues from the Non-Medical Prescribing team, including pharmacists will teach and deliver the prescribing element (V300).

Alternatively, Community Learning Disability Nursing students can choose to study the 40 credit module HCSP7006 Negotiated Learning for Community Specialist Practitioners where you can choose a topic that you want to investigate within your area of discipline and engage in regular student led tutorials with a designated tutor where you will engage in presenting your thoughts, findings and engaging in critical debate.

The programme team are highly motivated and committed to your learning and development as a Community Specialist Practitioner so that you are fit for purpose working within your chosen discipline. The programme lead is a Queen's Nurse (QNI) and chairs the regional meeting for all Queen's Nurses working in the North West. In addition, the programme lead is an active member of the Association of District Nurse Educators (ADNE) that meets biannually with other District Nursing Educators in the four countries. This external engagement and knowledge of the political drivers for community nursing has informed the context of this contemporary programme. This expertise will provide you with the knowledge and skills that have currency in working within your discipline and future integrated teams. Your time on the programme will provide opportunities to reflect on, analyse and explore specific aspects of your professional practice, drawing upon your previous experience and transferable skills to examine the evidence base within your discipline. You will develop the skills of lifelong learning and being a reflective practitioner with the ability to problem solve, make sound clinical judgements and adapt to new situations and models of working within your area of practice. Expert healthcare clinicians and service users will also be used to support the programme as appropriate.

There is substantial evidence available to support the continued delivery of Specialist Practitioner (QNI, 2015; The Kings Fund, 2018), as it is essential that you are prepared to meet and adapt to the challenges of working with increased demand of patients with complex health and social care needs.

The curriculum structure and content are developed around the principles outlined in the NMC (2001) Standards for Specialist Education and Practice Specialist Practice https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-for-specialist-education-and-practice.pdf requires the exercising of higher levels of judgment, discretion and decision-making based on four broad areas. These are:

Clinical Practice

Care and Programme Management

Clinical Practice Development

Clinical Practice Leadership

To gain entry to the programme, you can apply to the advert on NHS jobs or within each NHS Trust who are requesting students for the Specialist Practitioner programme here at the University of Cumbria in either District Nursing, Community Learning Disability Nursing. Each NHS Trust, through a commissioned place, seconds the majority of places, or you may want to self-fund. There are opportunities to study the programme full time over 52 weeks (1 Year) or part-time over 104 weeks (2 Years) or part-time via distance learning that is predominantly online over 104 weeks (2 Years). The University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) requires mandatory attendance which may be online. For students who choose to follow the part-time distance-learning mode of study, we recommend that you attend the discipline-specific Framework days and, based on previous student evaluations, attend the first day of any module which may be online.

Full-time study

For the full-time mode of study, you will attend all University days (may be online) and undertake a minimum of 90 days in a new practice placement over a period of 52 weeks, where you will undertake supernumerary working with a Practice Assessor, Practice Supervisor and the wider team. You will have the benefit of one study day each week within your timetable. Typical weeks may consist of 2 days in University and 2 days in your practice placement with an allocated study day, which may be negotiated with your Practice Assessor if there is opportunity to partake in an experience that may benefit your professional development and use the study day on an alternative day of the week if possible. You will have the opportunity to shadow key people or groups to extend and enhance your learning experience and acknowledge how other services complement and provide input to improve outcomes. Annual leave, which is family friendly, is set within the timetable and you will not be able to take any annual leave outside these dates. Students enjoy studying the course with the opportunity to move from their substantive place of work to a new clinical placement and are supernumerary. Although this is intensive, you complete the course in 1 year.

Part-time study

For the part-time mode of study, you will attend all University days and undertake a minimum of 90 days over a period of 104 weeks in a new practice placement within the discipline you are specialising in. You will be supernumerary, working with a Practice Assessor, Practice Supervisor and the wider team. You will have the opportunity to shadow key people to extend and enhance your learning experience and acknowledge how other services complement and provide input to improve outcomes. Typical weeks will involve 1 day in University, 1 day in your practice placement and 1 study day, which may be negotiated with your Practice Assessor if there is opportunity to partake in an experience that may benefit your professional development and use the study day on an alternative day of the week if possible. Some students work the remaining days in a substantive role or in another working environment where they are not supernumerary. Students enjoy studying the course over a longer period and may already work part time.

The opportunity to work in their normal role and then work 1 or 2 days in a new practice placement appeals to them and they find they can adapt to each role within the working week.

Part-time distance learning predominantly online

For the part-time distance learning predominantly online mode of study, you will undertake a minimum of 90 days over a period of 104 weeks and enrol on to modules that are delivered via distance learning, where you have the opportunity and flexibility to study in your own time within an online environment. This mode of study often attracts students who have specific commitments in their personal life, are well suited to working online and enjoy independent learning rather than attending face-to-face teaching. You will have the opportunity to access the learning resources to understand the assessment and dates of submission. You will also contribute to online work called 'Threads' for each module so that you can learn the key concepts and theories and receive academic feedback on your writing. You will work in your substantive role, undertaking normal duties with a Practice Assessor and Practice Supervisor within your team. You will not be supernumerary, so you and your Practice Assessor will need to negotiate how you will work towards achieving the proficiencies within the NMC (2001) Standards for Specialist Education and Practice. You will have the opportunity to shadow key people to extend and enhance your learning experience and acknowledge how other services complement and provide input to improve outcomes. Typically, your organisation allows you 2 study days each month. You will be strongly encouraged to attend Framework days in your discipline with your Academic Assessor, although these may be online.

For students studying the University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300):

It is important to note that for all modes of study it is mandatory that you attend all of the university days for the V300 award, it is also mandatory to attend the examination and viva voce examination. Again, these may all be delivered online.

Blended Learning

Blended learning involves a strong practice focus, representing 50% of the learning. The university has a good reputation in supporting students with distance learning and online delivery using technology as supported by feedback in course evaluations. Numerous methods of support will be used such individual tutorials both face to face and online to provide both pastoral and academic support.

If you are studying part-time or predominantly online, you will have the opportunity to obtain suitable learning experiences for a period equivalent to 50% of the programme. There is a period of practice for all students who will take responsibility for a caseload, increase their leadership and manage team members with supervision and support from their Practice Assessor and Practice Supervisor.

Practice Placement

There is a requirement to have a practice placement arranged and agreed in advance on commencement of the programme. A multi-professional educational audit of all placement areas will have been undertaken to approve the suitability of the placement and ensure that the audit is current during the 2 Years. The NMC (2018) Standards for Student Supervision and Assessment (SSSA) https://www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/standards-for-student-supervision-and-assessment/student-supervision-assessment.pdf will underpin the support you will receive during the programme. A Practice Assessor is allocated to you, who is recorded on the NMC register as a Specialist Practitioner in the same discipline-specific field of practice and has the appropriate experience to support and assess you throughout the programme to achieve the proficiencies set out in the NMC (2001) Standards for Specialist Education and Practice. Additional support from a Practice Supervisor and Practice Educator Facilitator (PEF) will be available to you within the practice areas of each organisation.

It is essential that the collaborative support structure is in place between the University, yourself as the Student, the Practice Assessor, Practice Supervisor and Manager within the workplace, and this support is formalised through a signed Learning Agreement.

Aims of the Programme

The overall aims of the Programme are:

The programme aims to provide a challenging and flexible learning environment for registered nurses to develop as competent, reflective nurses in Community Specialist Practice who are able to:

1. Critically appraise, implement and promote an evidence-based approach to the assessment, planning, implementation and critical evaluation of programmes of care in a range of settings, in response to the diversity of need of individuals, families and communities.

2. Through the development of leadership knowledge and skills, effectively lead, manage and critically evaluate Community Specialist Practice in response to a changing and dynamic practice environment and health and social policy.

3. Critically appraise theoretical frameworks for collaborative working and apply these to multi agency working to reduce health inequalities, prevent ill-health and develop the confidence, skills and capacity of individuals, groups and communities to improve and maintain their own health and well-being.

4. Critically assess and manage risk and vulnerability within established frameworks for practice, working in effective partnerships with a range of agencies to deal appropriately with complex situations and conflicting priorities.

5. Demonstrate a systematic understanding of the key aspects of their Specialist Practice, including acquisition of coherent and detailed knowledge, based on current research and advanced scholarship.

The overall aim of training to be a Specialist Practitioner is to ensure that as a qualified nurse, you have the opportunity to expand your scope of practice and establish yourself as a senior nurse who is able to advance your profession (NMC, 2019). In addition, you need to be skilled in managing teams to deliver nursing care to patients that is often highly complex and requires skills in coaching, teaching and supporting people and their family carer/carers, whilst effectively collaborating with other agencies and services involved in enabling people to remain safely in the community (Queen's Nursing Institute (QNI), 2015. The increasingly complex challenges facing contemporary practice are widely recognised by both UK Government departments and key professional bodies, such as the Institute for Health Protection (2020), The Kings Fund and the Royal College of Nursing. Another significant aim is to prepare you as a Registered Nurse to prescribe safely, appropriately and cost-effectively as a Nurse Independent/Supplementary Prescriber (V300), in accordance with the legislation and professional standards applying to your professional registration, and ensuring you will therefore be eligible to apply for annotation as a Nurse Independent/Supplementary Prescriber (V300) to your registration with the Nursing and Midwifery Council (NMC).

FRAMEWORK	COMMUNITY SPECIALIST PRACTITIONER PGDIP PROGRAMME MARCH COHORT SCHEMATIC STRUCTURE			
	MODULES			
	March through to June	March through to June	September through to February	September through to February
Community Learning Disability Nursing	HCSP7004 Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan (20 credits)	HCSP 7005 Contemporary Leadership and Management of Change for Community Specialist Practitioners (20 credits)	HPHN 7411 University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) (40 credits) **EITHER**	HCSP 7006 Negotiated Learning for Community Specialist Practitioners (40 credits) **OR**
	HCSP 7001 LEADING AND ADVANCING COMMUNITY LEARNING DISABILITY NURSING (40 CREDITS) March through to January			
District Nursing	**March through to September** HCSP 7000 Consultation and Physical Examination Assessment Skills (20 credits)	HCSP 7005 Contemporary Leadership and Management of Change for Community Specialist Practitioners (20 credits)	HPHN 7411 University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) (40 credits)	
	HCSP 7002 LEADING AND ADVANCING DISTRICT NURSING (40 CREDITS) March through to January			
	HCSP 9000 QUALIFICATORY PRACTICE UNIT: COMMUNITY SPECIALIST PRACTITIONER March through to February			

COLOUR CODE		Core Module		Core Discipline Specific Module		Optional Module		Qualificatory Practice Unit

FRAMEWORK	COMMUNITY SPECIALIST PRACTITIONER PGDIP PROGRAMME SEPTEMBER COHORT SCHEMATIC STRUCTURE
	MODULES

	September through to December	September through to December	January through to June	January through to June
Community Learning Disability Nursing	HCSP7004 Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan (20 credits)	HCSP 7005 Contemporary Leadership and Management of Change for Community Specialist Practitioners (20 credits)	HPHN 7411 University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) (40 credits) **EITHER**	HCSP 7006 Negotiated Learning for Community Specialist Practitioners (40 credits) **OR**
HCSP 7001LEADING AND ADVANCING COMMUNITY LEARNING DISABILITY NURSING (40 CREDITS) March through to January				
District Nursing	**March through to September** HCSP 7000 Consultation and Physical Examination Assessment Skills (20 credits)	HCSP 7005 Contemporary Leadership and Management of Change for Community Specialist Practitioners (20 credits)	HPHN 7411 University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) (40 credits)	
HCSP 7002 LEADING AND ADVANCING DISTRICT NURSING (40 CREDITS) March through to January				
HCSP 9000 QUALIFICATORY PRACTICE UNIT: COMMUNITY SPECIALIST PRACTITIONER March through to February				

COLOUR CODE		Core Module		Core Discipline Specific Module		Optional Module		Qualificatory Practice Unit

Module Code	Credits	Module Title	Module Aims
HCSP7000	20	**Consultation and Physical Examination: Health Assessment Skills for Community Specialist Practitioners**	This module aims to advance the knowledge and skills in consultation and physical examination techniques across a range of specific body systems that CSP's can utilise in the community setting. The aim being to enhance the CSP undertaking a holistic assessment of the patient; to enable the CSP to have a higher level of knowledge and skills to understand what are normal findings and what are not normal; improve the communication about the patient and any referrals to the GP and other health professionals and to aim to keep the patient in optimal health within their home setting to prevent hospital admission.
HCSP7001	40	**Leading and Advancing Community Learning Disability Nursing**	This module aims to facilitate the CSP to think, read and discuss using a critical approach, to be reflective practitioners who incorporate a wide range of contemporary evidence and research to inform, lead and advance contemporary Community Learning Disability Nursing interventions that informs their professional practice. In this module, students will advance their knowledge and understanding around key concepts and theories of health and social policy; holistic assessment and development of therapeutic relationships with individuals with disability, their families and carers and the importance of partnership working. Students will understand the complexities of the legal, ethical and professional issues around their discipline including assessment of vulnerability and risk.
HCSP7002	40	**Leading and Advancing District Nursing**	This module aims to facilitate the CSP to think, read and discuss using a critical approach, to be reflective practitioners who incorporate a wide range of contemporary evidence and research to inform, lead and advance contemporary District Nursing interventions that informs their professional practice. In this module, students will advance their knowledge and understanding around key concepts and theories of health and social policy; holistic assessment and development of therapeutic relationships with patients, their families and carers and the importance of partnership working. Students will understand the complexities of the legal, ethical and professional issues around their discipline including assessment of vulnerability and risk.

HCSP7005	20	**Contemporary Leadership and Management of Change for Community Specialist Practitioners**	This module aims to advance leadership skills by critically exploring a range of leadership models and theories. It will develop an understanding of organisational culture and change management including critical evaluation in the context of community specialist practice. In this module, students will have a higher level of understanding of the importance of regulatory, professional, ethical and political frameworks and how these influence their role as a leader. Students will also be able to critically reflect on their personal attributes, levels of resilience, communication with the team and the importance of how their role leads to staff within the organisation being valued.
HCSP7006	20	**Negotiated Learning for Community Specialist Practitioners**	The module will allow students to significantly advance their knowledge and understanding in an area of study that complements previous experience and learning within their discipline. They will prepare for the tutorial with the designated tutor and present findings, synthesis of key concepts and theories and engage in critical discussion.
HCSP7004	20	**Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan**	The aim of this module is to enable students to achieve an advanced awareness of the principles relating to safeguarding across the lifespan. Key concepts will around abuse and neglect, legislative frameworks and the importance of multi-agency working in safeguarding.
HPHN7411	40	**Independent/ Supplementary Prescribing for Nurses and Midwives (V300)**	The aim of this stand-alone module is to prepare nurses and midwives for their roles as nurse and midwife independent prescribers in accordance with the legislation and professional standards applying to professional annotation as a Nurse or Midwife Independent/Supplementary (V300) prescriber.
HCSP9000	QPU	**Qualificatory Practice Unit: Community Specialist Practice**	The aim of the qualificatory practice unit is to enable students to undertake a period of practice development and to be summatively assessed as competent against the NMC (2001) Standards for Specialist Education and Practice in relation to their specialist field of practice (District Nursing, or Community Learning Disabilities Nursing).

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display 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 your academic discipline, field of study or area of professional practice.

- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.

- Generate new ideas and support the achievement of desired outcomes.

- Accept accountability for decision making including the use of supervision.

- Analyse complex concepts and professional situations by means of synthesis of personal and workplace reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

All programme outcomes are directly informed by the following:

QNI (2015) The QNI/QNIS Voluntary Standards for District Nurse Education and Practice

https://www.qni.org.uk/wp-content/uploads/2017/02/District_Nurse_Standards_WEB.pdf

NMC (2001) Standards for Specialist Education and Practice
https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-for-specialist-education-and-practice.pdf

The programme provides opportunities for you to develop and demonstrate the following:

At the end of the programme, you will have demonstrated a systematic understanding and critical awareness of the following areas that are fundamental to specialist practice:

After 60 credits of study (PGCert) you will be able to demonstrate:

K1. The philosophical principles, theories and policy drivers that underpin specialist practice and the complexities of professional, ethical and legal perspectives.

K2. Complex reasoning, critical thinking, problem solving, reflection and analysis to inform your holistic assessments, clinical judgements and decisions using evidence-based approaches.

K3. Comprehensive knowledge and understanding of the anatomy and physiology relating to common medical presentations of illness and associated assessment strategies to maximise health outcomes.

After 120 credits of study (PGDip) you will be able to demonstrate:

K4. Comprehensive knowledge and understanding of systematic approaches for the assessment and management of risk to individuals and family carers and strategies for prioritising and managing complex situations.

K5. Critical analysis and evaluation of key theories and concepts to support innovative approaches to the leadership and management of teams and the development of collaborative and effective working partnerships.

K6. High level of knowledge and its application to work across professional, organisational and system boundaries and proactively developing and sustaining new partnerships and networks to influence and improve healthcare outcomes.

K7. High level of emotional intelligence to develop self and others through education, research and the use of audit of your own practice and that of others.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

S1. Systematic advancement of your knowledge and understanding in leading and advancing specialist practice in your field.

S2. Critical exploration of the contested nature of concepts, policies and practices that characterise the uncertainty, ambiguity and limits of knowledge for specialist practice.

S3. Critical analysis and evaluation of practice and theoretical evidence that contributes to an advanced understanding of practice and service delivery by critically exploring, applying and making links between contemporary research, theory and practice.

S4. High level search techniques to critically evaluate research studies and other forms of evidence and, where appropriate, articulate and present findings to ensure best practice that is culturally sensitive, ethically sound and cost efficient.

S5. Critical application of a comprehensive range of knowledge and exercise a high level of professional judgement when assessing patients and managing complex programmes of care, both directly and by supervising team members, within the home and other community settings.

S6. Advanced understanding to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete).

S7. Synthesis of current evidence at the forefront of your discipline to undertake full holistic assessments, which frame appropriate questions and make sound professional judgements that can be accounted for on rational, ethical and professional grounds with application to practice situations.

S8. Advanced levels of judgement, discretion and decision making.

S9. High level of professionalism to conceive creative strategies for addressing identified limitations in service provision and care delivery, showing intelligence and originality in problem solving.

S10. High level of emotional intelligence to critically reflect on self-development and identify personal development needs.

S11. Advanced levels of recognising own responsibilities and wider accountability structure in relation to self and practice

S12. Effective working within professional, ethical and legal frameworks, being able to critically reflect upon your own practice and that of others and take responsibility and accountability for your own professional practice.

S13. High levels of professionalism to work in effective partnerships with others, in a range of different situations and settings.

S14. The use of advanced level communication skills that include verbal, non-verbal, written and electronic means to convey information.

S15. High levels of professionalism to self-awareness to use proactive leadership, change and resource management skills, interacting effectively in teams.

S16. The use of professional judgement to effectively manage complex situations, drawing upon and applying appropriate empirical research, evidence-based tools and interventions.

After 120 credits of study (PGDip) you will be able to demonstrate:

S17. Advanced levels of leadership of teams and effectively manage resources ethically and effectively to promote optimal patient care and staff wellbeing.

S18. Advanced levels of leadership and the ability to effectively manage projects in creative and innovative ways to develop services.

S19. Critically evaluate strategies to develop, manage and deliver programmes of care for people with complex and enduring health and nursing needs.

S20. Commitment to critically explore styles of communication used to promote good relationships with individuals, groups and communities.

S21. Mastery of the evidence and skills to assess the needs of patients, carers and their families for nursing/health care using a holistic approach and apply this when consulting with clients in a variety of settings in order to collect and collate information.

S22. Synthesis of the evidence to appraise the local and national health and social care policy agenda in terms of the potential to positively influence the health and well-being of the local population and justify the approach used when contributing to and influencing the policy agenda for health and social care

S23. High levels of knowledge and skills to critically apply the principles and practice of multi-agency, multi-disciplinary and independent working to practice, including prescribing, health promotion and illness prevention.

S24. Innovate and outline strategies, which facilitate and support patients, clients and carers to lead their care.

S25. Critical appraisal of styles of leadership and management and show high levels of professionalism to justify the use of particular approaches when leading and managing the team, individuals and resources in situations, which may have ethical and legal implications and act accordingly to minimise risk.

S26. Advanced levels of knowledge and understanding to review strategies, which facilitate the continuing professional development of team members by effective and efficient use of education opportunities.

S27. Advanced levels of knowledge and experience gained as a specialist practitioner to articulate a vision, based on sound arguments, for the future role and functions of the Specialist Practitioner.

S28. High levels of professionalism to work in partnership with patients, informal carers, other professionals and agencies to meet the health and wellbeing needs of your client group.

S29. High levels of professionalism to critically evaluate established techniques to identify and manage risk, in the home and other community settings, with a range of patient groups including the most vulnerable.

S30. Advanced levels of knowledge and professionalism to innovate change by leading, developing, and evaluating practice to improve quality of care and health outcomes.

S31. Critically analysis and evaluate the process and purpose of developing relationships with groups and individuals in order to improve health and social well-being.

S32. High levels of professional judgement to critically review the strengths and weaknesses of systems of quality governance.

S33. Systematic understanding to critically evaluate the planning, implementation and delivery of care in different environments with varied resources.

S34. Advanced levels of self-reflection to critically explore own and team members' professional accountability in applying skills, knowledge and attitudes in dynamic practice environments.

S35. High levels of professionalism to work and study in line with The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives (NMC, 2018) and, if relevant, the Standards of Proficiency for Nurse and Midwife Prescribers (NMC, 2006).

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

External Reference Points

The revised UK Quality Code for Higher Education https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_8

The Subject Benchmark Statements for Healthcare Professions are now out of date and have been removed from the QAA website.

NMC (2001) Standards for Specialist Education and Practice https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-for-specialist-education-and-practice.pdf

NMC (2018) Standards for Student Supervision and Assessment https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf

NMC (2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf

NMC (2019) Evaluation of post-registration standards of proficiency for specialist community public health nurses and the standards for specialist education and practice standards https://www.nmc.org.uk/globalassets/sitedocuments/education-programme/evaluation-post-registration-scphn-and-spq-standards.pdf

NMC (2019) Standards for Prescribing Programmes https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/programme-standards-prescribing.pdf

QNI (2015) The QNI/QNIS Voluntary Standards for District Nurse Education and Practice

Internal Reference Points

UoC Strategic Plan

UoC Learning, Teaching and Assessment Strategy

UoC Academic Regulations and Academic Procedures and Processes

Graduate Prospects

Following successful completion of the Community Specialist Practice programme, you will be eligible to record your qualification on the NMC register. This is a portable qualification in high demand to take on senior leadership roles within health care professions. Reflecting on previous students has shown that many secure positions as District Nursing Sister/Charge Nurse; District Nurse Team Leader; Clinical Nurse Leaders; Community Matron; Public Health roles and Health and Safety Leads. These roles are all crucial within the aims of The Long Term Plan (NHS, 2019) and are all advocates working for patients and improving outcomes.

You will also be able to continue your academic studies to full master's degree and then on to doctorate level study.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating. Practice partners will be included in the work going forward to ensure that service users are fully integrated into the programme – plans include involving service users within pathway sessions and OSCE where this is possible and practical to the service user.

Learning and Teaching

This programme requires the development of a sound underpinning of research-informed theoretical knowledge to inform professional practice which, in turn, is informed by that practice. The programme approach is based on contextual learning. Contextual learning relates not just to theoretical knowledge, but also to the underpinning values, beliefs, ethics and skills, as applied to people of all ages and abilities, recognising differences and diversity within the population, and is therefore relevant for qualified professional practitioners.

Concepts that also underpin contextual learning within the curriculum are evidence-based practice and reflective practice. As a student, you will be required to analyse and evaluate your learning and your practice and make sense of it in terms of informing future practice.

Evidence-based practice can be seen as an integral part of reflective practice, in that it takes a problem solving approach to practice that integrates a systematic search for and critical appraisal of the most relevant evidence to support practice, also taking into account knowledge gained from your

own and others' expertise and from patient preferences and values (Melnyk and Fineout-Overholt, 2011).

The programme will be delivered through flexible distributed learning, using a range of learning contexts for enactment of the curriculum. Learning is based on the NMC (2001) Standards for Specialist Education and Practice, which for the full-time mode of study is delivered 50% in the University setting and 50% within practice placement supported by a practice assessor and practice supervisor. As a student, you will actively be facilitated to apply and integrate your professional knowledge within your clinical practice, thus providing an educational experience which seeks to facilitate your clinical practice in its current context as well as supporting future development. Where necessary, the programme team can call on a range of professional colleagues within and outwith the University for additional specialist support for your learning. Teaching and learning strategies will therefore engage you in activities that help you to connect theory to the context of real-life situations, which leads to meaningful learning.

Intellectual, subject-specific and key transferable skills are central to learning opportunities and assessment. As a student, you will be encouraged to develop an enquiring critical approach to your study and professional practice, to critically reflect on your skills development in your learning and practice contexts in order to develop your ability to make sound professional judgements.

This dynamic programme addresses a range of essential concepts for specialist practice, which are embedded across the modules. Teaching and learning are research informed within the whole programme, where you will join your peers within your chosen discipline to engage with critical debate of concepts and theories to progress your knowledge and skills. This coherent programme structure enables and encourages learning across modules, so that skill, knowledge and confidence developed in one module are used to create new insights and faster progress in another module. At its best, this approach develops the learner's ability to work autonomously, making connections between elements of the programme, developing a holistic overview of the subject, and using critical reflection to understand their own achievements, strengths and development needs as graduates.

Interprofessional learning is an essential component of the programme where we join with each discipline to study a 20 credit HCSP 7005 Contemporary Leadership and Management of Change for Community Specialist Practitioners and also engagement within Action Learning Sets where you will contribute to small group critical discussion such as collaborative and partnership working to improve patient outcomes; understanding the need to practice non-discriminatory and how patients and public can improve service delivery that will form the basis of your learning experience.

A variety of methods and strategies will be used to ensure development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independent enquiry-based learning. As a student, you will have face-to-face learning and teaching, learning and teaching which is delivered online and supported and enhanced by the use of a range of e-learning technologies such as Blackboard, Pebblepad and Turnitin, where suitable. As a student therefore, you will be expected to use these technologies to support your learning. The delivery of study, academic and digital skills are embedded and extend and adapt definitive resources available centrally through Information Services (IS), thus enhancing accessibility and inclusivity through flexible delivery, and the appropriate use of technology to support a high-quality student experience.

Summative and Formative Assessment

Learning and assessment are considered as interrelated. Everything that you undertake as a student – and the products of that learning – is inherent within active participation and formative opportunities for dialogue and feedback throughout. Formative assessment is an important feature within the programme. The programme includes formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol and McFarlane-Dick, 2006). Formative assessment provides specific opportunities for tutors to support your successful achievement at the academic level chosen by you for the programme. Formative work also

comprises work that informs or becomes part of the summative assessment and may include in-class or on-line activities such as 500 words addressing one of the learning outcomes of a module. Peer and self-assessment are also used to give students timely feedback on formative tasks (University of Cumbria current Guidelines for Good Assessment Practice).

Following formative feedback, the student is encouraged to reappraise and redraft their work to reflect their learning from the feedback provided.

Gibbs (1999) advocates the notion of formative assessment being a shared experience, with a "social dimension", arguing that it facilitates students' ability to make judgements about the quality of work and to take responsibility for their own development and learning, responding to constructive feedback.

The assessment strategy for the programme reflects the University's Learning, Teaching & Assessment Strategy 2017 - 2022. Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourages and enables progressive development through feedback, and is of relevance to practice needs that also develop skills and capacity for a wider employability context. The use of a webfolio within the programme particularly promotes developmental learning and assessment.

Tutorial support is available through a Personal Tutor system as well as through access to module and specialist tutorial support. Additional support to learning is provided by Library and Information Services. Tutors have relevant knowledge and skills to be able to support your learning on this programme and make use of a variety of scholarly and practice-based activities to ensure that you are engaged in a programme of study that can be contextualised in current practice as a specialist practitioner in your chosen Framework. Work based learning in practice settings is supported by the Practice Assessor, whose role is central to the contextualisation of professional knowledge within your clinical practice, thus supporting the underpinning philosophy of contextual learning, and the embedding of employable knowledge and skills within the curriculum.

Compassionate care of members of the public as service users or patients and their families/carers is the central focus of all our health and social care professionals' curricula. We recognise that many service users or patients and their families/carers are experts by virtue of their experiences, and this means that we strive to incorporate their active participation in curriculum development and delivery, and in the recruitment and assessment of students. We seek to ensure that our students are fully aware of the fundamental and intrinsic value of public and patient contributions and concerns, however they are made, they will also be respectful and demonstrate values and behaviours which are congruent with high-quality patient/client-focused care and compassionate professionalism. Hence, you will be encouraged to consider the perspectives of the public and patients as an integral part of the programme, thus also facilitating the implementation of learning in practice in ways that improve clinical outcomes for patients and families.

In summary therefore, the acquisition of knowledge and understanding on the programme is through a combination of the following:

- Lectures

- Facilitated discussion and debate - online and classroom based

- Group presentations

- Tutorials

- OSCE

- Guided and independent study and reading

- Reflection on professional and inter-professional working

- Use of virtual electronic learning environment

- Work based learning
- Involvement in partnership working with patients/clients and carers.

Summative assessment methods used within the programme to enable you to demonstrate achievement of the NMC (2001) Standards for Specialist Education and Practice are:

- Webfolio
- Achievement of NMC proficiencies

Quality Assurance

The programme team uses student feedback in the continuing development of the programme, to enhance the students' experience of learning, teaching and assessment, and to ensure that the programme remains fit for the preparation of students to work in the contemporary clinical environment. Student feedback is received Staff Student Forums and through programme evaluations. We recognise the value that Student Academic Representatives from the full-time, part-time and online modes of study gives students the opportunity to feed into and help us to develop the programme and to offer students the optimum learning experience.

Evaluations feed into Annual Monitoring Reports (AMRs) at programme level and an institutional Student Outcomes Action Plan. These reports are then discussed and scrutinised at a strategic level through the University's Student Success & Quality Assurance Committee. The experience and recommendations of External Examiners are also used to review the programme and its comparability with similar programmes elsewhere, and to enhance the programme where this is indicated.

Curricula

The curriculum is co-created to reflect contemporary specialist practice and current and future workplaces. It is focused on employability skills and enrichment opportunities for lifelong learning, developing a range of attributes to prepare you for a global job market. The programme will be systematically and critically reviewed to ensure that it is current and meets the needs of our stakeholders within the NHS. Using the principles of Universal Design for Learning, the programme will be inclusive, accessible, effective, relevant, contextualised and innovative. Approaches to learning, teaching and assessment will be evidence-informed and will embrace pedagogic research and practice. We will continue to develop learning partnerships that enhance the region and promote opportunities for access to higher learning. Partners and external bodies contribute to, feedback on, and support the professional and personal development of our learning community and environment.

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support retention and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential. Student success is enabled through highly qualified academic and professional service staff, mentoring programmes, and peer support. Successful students are resourceful and make discerning use of all learning opportunities provided across the University. You are taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high-quality academic resources through physical and digital libraries and are supported to develop skills that enable you to be critical, reflective, discerning and an independent learner and researcher.

Our curricula encourage an academic discourse that is clear, challenging and inclusive. We utilise differentiated strategies and approaches to learning, teaching and assessment that augment professional skills, enhance academic enquiry and promote confidence. Experiential learning within real and simulated professional environments will be supported by practitioners who are skilled and knowledgeable in their disciplines and professions and understand how learning through work is facilitated and evidenced.

Our campuses offer space for you to work independently, collaboratively and autonomously according to your own goals. There is significant learning that takes place off campus, in the workplace or in the community. This is enabled through the curriculum structure, with clear mechanisms to support you via practice assessors and practice supervisors, managers and digital environments. The curriculum is designed in consultation and through communication with key stakeholders, including employers and Professional and Statutory Regulatory Bodies (PSRBs) such as the Nursing and Midwifery Council (NMC). A balance is maintained between subject skills and knowledge and skills for working with others, self-management, teamwork, problem-solving and resilience. A focus on professional competency and readiness for work is embedded within programmes so that, on completion of your studies, you can operate confidently and effectively in your chosen career and be active in personal and career development.

As a student, you will have opportunities to develop the full range of digital skills necessary to be successful in the global workplace. The University provides you access to a range of digital environments and resources that are developed and maintained to support a high-quality learner experience. Where possible we ensure that you can access these environments through a variety of personal and mobile devices. Our physical campuses are technology rich and accessible and promote learning and critical thinking through engagement with the digital environment and technologies. Our students encounter a professionally relevant and stimulating curriculum that exploits the benefits of digital technologies and is taught by staff who possess the necessary digital capabilities. The capabilities associated with information literacy, digital creation, critique and scholarship, digital communication, digital collaboration and learning are embedded within this programme and its modules.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

On commencement of the programme, you will undertake a 3-day Induction with the programme team that introduces the programme, modules and assessment timeframes. In addition, an introduction to university-wide systems such as Blackboard, Pebblepad and Turnitin, and the support offered by Information Services, outlines what is available to you throughout the programme.

During induction, you will have the opportunity to learn how to use Cite them Right to reference correctly, and how to use Turnitin to detect plagiarism. Early on in the programme, you will have the opportunity to reflect on your transferable skills and share this with your peers, Personal Tutor and Practice Assessor. There will also be opportunities to acquire knowledge and skills that will support your career development and ensure you are fit for purpose as a leader within your discipline.

Personal Tutoring

You will also be allocated a Personal Tutor which will be your Academic Assessor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

There will be opportunities to request personal tutoring either face to face or via telephone or Microsoft Teams. After each Framework day there is one hour set aside for any student to access your personal tutor. In addition, your personal tutor will visit you in practice, where there is the opportunity to have a one-to-one tutorial.

Personal Development Planning

You will have the opportunity to include your personal development plan within your webfolio to explore your learning needs for the next 2 years.

Library Services and Academic Skills

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's online reading and resource list system.

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/

An Ask a Librarian service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/

The Skills@Cumbria service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- Workshops
- Email: skills@cumbria.ac.uk
- Appointments
- Webinars
- Learn Well at Cumbria
- Study from Home Webpage
- Digital Capabilities and LinkedIn Learning Pathways

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Accommodation: Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via instagram: UoC Accommodation

Careers and Employability: The Careers and Employability team is here to help you with all things career-related. Through the career hub My Career Enriched, you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Chaplaincy: Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

Disability and Specific Learning Needs: The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

Health and wellbeing: Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well being service for appointments. We've highlighted a couple of specifics to get started:

- Register for Together All an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: Live Well at Cumbria.

UoC Active: Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

International Student Support: Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: intss@cumbria.ac.uk

Money Advice: The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about Equality, Diversity and Inclusion (EDI). Depending on the nature of your course, you may well already know

about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support.

Preparing for Postgraduate Study

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and it is recommended that you undertake this before you start your PG qualification.

To access the course simply follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
DISTRICT NURSING WITH INDEPENDENT/SUPPLEMENTARY PRESCRIBING (V300) AS MANDATORY					
7	HCSP7002	Leading and Advancing District Nursing	40	CORE	K1, K2, K4, K5, K6, K7, S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30 S31, S32, S33, S34, S35
7	HPHN7411	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300)	40	CORE (see Notes below re APL)	K1, K2, K4, K6, K7, S1, S2, S3, S4, S5, S6, S7, S8, S10, S11, S15, S16, S17, S18, S19, S22, S23, S24, S25, S26, S29, S30 S31, S32, S33, S34, S35
7	HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	20	CORE	K1, K2, K5, K6, K7 S1, S2, S3, S4, S5, S6, S8, S9, S10, S11, S12, S13, S20, S22, S25, S27, S29, S30 S31, S32, S33, S34, S35
7	HCSP7000	Consultation and Physical Examination: Health Assessment Skills for Community Specialist Practitioners	20	CORE	K1, K2, K3, K4, K6, K7, S1, S2, S3, S4, S5, S6, S7, S8, S10, S11, S14, S15, S16, S17, S18, S19, S22, S23,, S24, S25, S29, S30 S31, S32, S33, S34, S35
	HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	Pass/Fail	QPU	K1, K2, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16,

				S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27S28, S29, S30 S31, S32, S33, S34, S35
COMMUNITY LEARNING DISABILITIES NURSING WITH INDEPENDENT/SUPPLEMENTARY PRESCRIBING (V300)

Level	Code	Module	Credits	K/S Mapping
COMMUNITY LEARNING DISABILITIES NURSING WITH INDEPENDENT/SUPPLEMENTARY PRESCRIBING (V300)				
7	HCSP7001	Leading and Advancing Community Learning Disabilities Nursing	40	CORE	K1, K2, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30 S31, S32, S33, S34, S35
7	HCSP7004	Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan	20	CORE	K1, K2, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30 S31, S32, S33, S34, S35
7	HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	20	CORE	K1, K2, K5, K6, K7 S1, S2, S3, S4, S6, S8, S9, S10, S11, S12, S13, S20, S22, S25, S27, S29, S30 S31, S32, S33, S34, S35
7	HPHN7411	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300)	40	CORE (see Notes below re APL)	K1, K2, K4, K6, K7 S1, S2, S3, S4, S5, S6, S7, S8, S10, S11, S15, S16, S17, S18, S19, S22, S23, S24, S25S26, S29, S30 S31, S32, S33, S34, S35
	HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	Pass/Fail	QPU	K1, K2, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23,

7					S24, S25, S26, S27S28, S29, S30 S31, S32, S33, S34, S35
COMMUNITY LEARNING DISABILITIES NURSING					
7	HCSP7001	Leading and Advancing Community Learning Disabilities Nursing	40	CORE	K1, K2, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30 S31, S32, S33, S34, S35
7	HCSP7004	Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan	20	CORE	K1, K2, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30 S31, S32, S33, S34, S35
7	HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	20	CORE	K1, K2, K5, K6, K7 S1, S2, S3, S4, S5, S6, S8, S9, S10, S11, S12, S13, S20, S22, S25, S27, S29, S30 S31, S32, S33, S34, S35
7	HCSP7006	Negotiated Learning for Community Specialist Practitioners	40	CORE	K7 S1, S2, S3, S4, S5, S6, S8, S10, S11, S22, S25, S30 S34 S35
	HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	Pass/Fail	QPU	K1, K2, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27S28, S29, S30 S31, S32, S33, S34, S35

Notes

This programme operates in accordance with the [University's Academic Regulations and Academic Procedures and Processes](), module pass mark: 50% (Postgraduate) with the following permitted exceptions due to the requirements of the professional bodies associated with the Non-Medical Prescribing programme:-

Module HPHN7411, within the NMP programme, has higher pass marks than the standard University pass mark above, details of these pass marks are given on the Module Descriptor form together with the Notes section within the programme specification for the UAwd Non-Medical Prescribing (for Nurses and Midwives).

Module **HCSP6006** is not a module of study but is included to enable you to claim APL for Non-Medical Prescribing for 20 credits at level 6, as part of your Level 7 PGDip programme. Please contact the APL and Assessment Administrators at apl@cumbria.ac.uk

In order to undertake the Non-Medical Prescribing Programme (NMP) as part of this award, students must submit a completed application to demonstrate that all entry criteria for the NMP programme are satisfactorily met, the NMP programme is undertaken as a stand alone programme.

If you have successfully been awarded APL for Non-Medical Prescribing at 40 credits then you will not undertake this and move onto the next modules earlier.

If you have been awarded 20 credits of general or specific APL then you will need to undertake the Negotiated Learning module **HCPD7002** to make up the 20 credit shortfall, but this will be discussed in detail with you at the time of your application for APL.

A failed student will not be permitted to re-register on the same PGDip programme including students who exit from the programme with a PGDip or PGCert Health Care Studies.

To qualify and register as a District Nurse, it is mandatory that you are successful on the University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300).

Exit Awards

PGDip Health Care Studies 120 level 7 credits. On achievement of the academic components of the PGDip but failure of the Qualificatory Practice Unit component. NB exit at this point does NOT confer eligibility to apply for recording with the Nursing and Midwifery Council (NMC)

PGCert Health Care Studies 60 level 7 credits. NB exit at this point does NOT confer eligibility to apply for recording with the Nursing and Midwifery Council (NMC).

* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed.
Qualificatory Practice Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme.

Programme Delivery Structure for a March Cohort:

Module Code	Module Title	Delivery Pattern Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Method(s) of Assessment	Approximate Assessment Deadline
District Nursing - Full Time				
HCSP7002	Leading and Advancing District Nursing	Year (commences March)	Patchwork Text Portfolio	January
HPHN7411	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300)	Autumn (commences September)	Exam, Portfolio, Practical Skills Assessment, Viva Voce	Exam in November /Viva in January /Portfolio and Practical Skills Assessment in February
HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	Extended Spring (commences March)	Oral Presentation Written Assignment	June
HCSP7000	Consultation and Physical Examination: Health Assessment Skills for Community Specialist Practitioners	Year (commences March)	Written Assignment OSCE	September
HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	Year	NMC proficiencies in Practice Document	February
Exit awards listed above				
Community Learning Disability Nursing - Full Time				

HCSP7001	Leading and Advancing Community Learning Disability Nursing	Year (commences March)	Patchwork Text Portfolio	January
HCSP7004	Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan	Spring (commences March)	Written Assignment	September 2021
HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	Extended Spring (commences March)	Written Assignment Oral Presentation	June
HPHN7411	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) **OPTIONAL MODULE**	Autumn (commences September)	Exam, Portfolio, Practical Skills Assessment, Viva Voce	Exam in November /Viva in January /Portfolio and Practical Skills Assessment in February
HCSP7006	Negotiated Learning for Community Specialist Practitioners **OPTIONAL MODULE**	Extended Spring (commences September 201)	Written Assignment supported by designated subject tutors	December
HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	Year	NMC proficiencies in Practice Document	February
Exit awards listed above				

Module Code	Module Title	Delivery Pattern Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Method(s) of Assessment	Approximate Assessment Deadline
Programme Delivery Structure for a March Cohort:				
District Nursing - Part Time and Part Time Predominantly Online				
HCSP7002	Leading and Advancing District Nursing	Over 2 Years (commences March)	Patchwork Text Portfolio	January
HPHN7411	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300)	Autumn (commences September)	Exam, Portfolio, Practical Skills Assessment, Viva Voce	Exam in November /Viva in January /Portfolio and Practical Skills Assessment in February
HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	Extended Spring (commences March)	Written Assignment Oral Presentation	August
HCSP7000	Consultation and Physical Examination: Health Assessment Skills for Community Specialist Practitioners	Over 2 Years (commences March)	Written Assignment OSCE	September
HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	Over 2 Years	NMC proficiencies in Practice Document	February
Exit awards listed above				

Community Learning Disability Nursing - Part Time			
HCSP7001	Leading and Advancing Community Learning Disability Nursing	Over 2 Years (commences March)	Patchwork Text Portfolio	January
HCSP7004	Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan	Spring (commences March)	Written Assignment	September
HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	Extended Spring (commences March)	Written Assignment Oral Presentation	August
HPHN7411	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) **OPTIONAL MODULE**	Autumn (commences September)	Exam, Portfolio, Practical Skills Assessment, Viva Voce	Exam in November 2022/Viva in January 2023/Portfolio and Practical Skills Assessment in February
HCSP7006	Negotiated Learning **OPTIONAL MODULE**	Extended Spring (commences September)	Written Assignment supported by designated subject tutors	December
HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	Over 2 Years	NMC proficiencies in Practice Document	February
Exit awards listed above			

		Delivery Pattern	**Method(s) of Assessment**	**Approximate Assessment Deadline**
Module Code	**Module Title**	**Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long**		
Programme Delivery Structure for a September Cohort:				
District Nursing - Full Time				
HCSP7002	Leading and Advancing District Nursing	Year (commences September)	Patchwork Text Portfolio	May
HPHN7411	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300)	Spring (commences January)	Exam, Portfolio, Practical Skills Assessment, Viva Voce	Exam in March /Viva in May /Portfolio and Practical Skills Assessment in June
HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	Autumn (commences September)	Written Assignment Oral Presentation	December
HCSP7000	Consultation and Physical Examination: Health Assessment Skills for Community Specialist Practitioners	Year (commences September)	Written Assignment OSCE	March
HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	Year	NMC proficiencies in Practice Document	August
Exit awards listed above				

	Community Learning Disability Nursing - Full Time			
HCSP7001	Leading and Advancing Community Learning Disability Nursing	Year (commences September)	Patchwork Text Portfolio	May
HCSP7004	Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan	Autumn (commences September)	Written Assignment	December
HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	Autumn (commences September)	Written Assignment Oral Presentation	December
HPHN7411	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) **OPTIONAL MODULE**	Spring (commences January)	Exam, Portfolio, Practical Skills Assessment, Viva Voce	Exam in March /Viva in May /Portfolio and Practical Skills Assessment in June
HCSP7006	Negotiated Learning for Community Specialist Practitioners **OPTIONAL MODULE**	Spring (commences January)	Written Assignment supported by designated subject tutors	April
HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	Year	NMC proficiencies in Practice Document	August
	Exit awards listed above			

Programme Delivery Structure for a September Cohort:				
Module Code	**Module Title**	**Delivery Pattern**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
District Nursing - Part Time and Part Time Predominantly Online				
HCSP7002	Leading and Advancing District Nursing	Over 2 Years (commences September)	Patchwork Text Portfolio	May
HPHN7411	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300)	Spring (commences January)	Exam, Portfolio, Practical Skills Assessment, Viva Voce	Exam in March /Viva in May /Portfolio and Practical Skills Assessment in June
HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	Autumn (commences September)	Written Assignment Oral Presentation	March
HCSP7000	Consultation and Physical Examination: Health Assessment Skills for Community Specialist Practitioners	Over 2 Years (commences September)	Written Assignment OSCE	January
HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	Over 2 Years	NMC proficiencies in Practice Document	August
Exit awards listed above				

Community Learning Disability Nursing - Part Time				
HCSP7001	Leading and Advancing Community Learning Disability Nursing	Over 2 Years (commences September)	Patchwork Text Portfolio	May
HCSP7004	Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan	Autumn (commences September)	Written Assignment	January
HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	Extended Spring (commences September)	Written Assignment Oral Presentation	March
HPHN7411	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) **OPTIONAL MODULE**	Spring (commences January 223)	Exam, Portfolio, Practical Skills Assessment, Viva Voce	Exam in March /Viva in May /Portfolio and Practical Skills Assessment in June
HCSP7006	Negotiated Learning **OPTIONAL MODULE**	Spring (commences January)	Written Assignment supported by designated subject tutors	June
HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	Over 2 Years	NMC proficiencies in Practice Document	August
Exit awards listed above				

Exceptions to Academic Regulations
There are no exceptions to the Academic Regulations for Community Specialist Practice Exceptions already exist for the V300 module HPHN7411 which are listed under the Notes section above.

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Programme validation and revalidation • NMC monitoring • Module/programme Evaluation • Operational (programme) Team meetings • Managers and Practice Assessor meetings • External Examiner Reports • Module Assessment Boards • University Assessment Board • Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Staff Student Forum • Regular informal discussion with all students during programme • Module Evaluation Forms • Programme Evaluation • National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners

Date of Programme Specification Production:	March 2020
Date Programme Specification was last updated:	July 2023

For further information about this programme, refer to the programme page on the University website

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK

Is the placement requirement more than 50% of the programme?	No