

Higher/Degree Level Apprenticeship Programme Specification

This programme specification is designed for prospective employers and their apprentices, academic staff, enrolled students and their employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Apprenticeship Standard Title	District Nursing		
Programme Title and Name of Award	Degree Level Apprenticeship in District Nursing leading to the award of Postgraduate Diploma District Nursing		
Academic Level	7	Total Credits	120
Apprenticeship Standard and Assessment Plan	https://www.instituteforapprenticeships.org/apprenticeship-standards/district-nurse/ Reference ST0709 The QAA Characteristic Statement for Apprenticeships can be found here .		
LARS Code of the Apprenticeship Standard	504	LARS Code of the University Award	00305233
Professional Body Accreditation / Qualification	The apprenticeship programme has been accredited by Nursing and Midwifery Council (NMC) endorsing it as meeting the requirements to register with the NMC as a District Nurse. It also meets the national Apprenticeship Standard published by the Education and Skills Funding Agency and the Institute for Apprenticeships for District Nurse. The programme also prepares District Nursing students to be eligible for annotation to the NMC register as a District Nurse Independent/Supplementary Prescriber (V300), which is mandatory for District Nurses.		
Date of Professional Body Accreditation	01/02/2021	Accreditation Period	Indefinite NMC approval (*subject to the disclaimer given below)
Employer Organisation	Blackpool Teaching Hospitals NHS Foundation Trust, (BTH) University Hospitals Morecambe Bay Trust, (UHMB) North Cumbria Integrated Care NHS Foundation Trust, (NCIC)		

	Airedale NHS Foundation Trust
End Point Assessment	Integrated
End Point Assessment Organisation	As this is an integrated degree apprenticeship, the University of Cumbria is the End Point Assessment Organisation.
External Quality Assurance Body	Institutes for Apprenticeships and Technical Education
HECoS Code	100281 Community Nursing (District Nursing)
Criteria for Admission to the Programme	<p>Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis. Selection of apprentices (in England) is principally an employer-led activity.</p> <p>Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way:</p> <ul style="list-style-type: none"> • Levy paying employers with sufficient funds in their digital account – 100% funding • Non-Levy payers -95% ESFA funding, 5% Employer co-funding. Non-levy paying companies will be asked to pay their 5% of the full cost of the apprenticeship at the start of the programme. • Non-Levy paying organisations, must register on the Governments Digital Apprenticeship Service and reserve funds for their apprenticeship prior to the programme starting unless they are being funded by levy-transfer. <p>All apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, apprentices must apply directly via an employer. After acceptance by an employer, the University of Cumbria will require a formal application, which it will assess according to the programme entry criteria:</p> <p><u>Employer selection criteria</u></p> <p>In addition to the entry requirements as stipulated on the Apprenticeship Standard, any specific requirements of the employer organisation will also apply.</p> <p><u>University selection criteria</u></p> <p>Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Each candidate will be dealt with on a case-by-</p>

case basis. Each candidate for APL will be advised how that may affect ESFA funding. For further information, see the University website.

Detailed criteria for admission to this programme can be found on the programme webpage:

Link to live site to follow

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. Hold qualifications in an approved level 2 in both Maths and English. If this has not been achieved, then completion of these qualifications must occur within the timeframe of the programme, prior to qualifying as a District Nurse Apprentice and prior to the End Point Assessment (EPA)
5. The application must be supported by two references one of which must refer to the applicant's professional competence. One referee must be the applicant's current employer
6. 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 employer, to arrange for and fund this. Please see <https://www.cumbria.ac.uk/applicants/offers/dbs-information/>

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. A selection process in collaboration with Managers from NHS Trusts is undertaken and may include formal interview; diagnostic 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 apprenticeship.
8. 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 students will receive during the

programme. All apprentices are allocated a Practice Assessor 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.

<https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-for-specialist-education-and-practice.pdf>

All apprentices are allocated a Practice Supervisor. All apprentices will be supported by Practice Educator Facilitators (PEF) within the practice areas of each organisation.

9. A self-declaration of good health and character will be undertaken as part of the admission process and will be repeated within during practice placements.
10. 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.
11. 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.
12. 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. A 20 credit level 7 module, namely, HCPD7002, has been built into the programme structure for apprentices to make up the remaining 20 credits in this instance.
13. **Please note** that you will complete the APTM skills radar prior to starting your District Nurse apprenticeship that will evidence recognition of prior learning and experience and where the content, price and duration of the apprenticeship may be reduced.
14. Detailed criteria for admission to this programme can be found on the programme webpage:
<https://www.cumbria.ac.uk/study/courses/apprenticeships/pgd-district-nursing-apprenticeship/>

English & Maths

Apprentices should have a minimum of Level 2 qualifications in English and Maths (or must complete both before the Apprenticeship gateway point is reached).

For this programme holding level 2 qualifications in English and Maths **is** a pre entry requirement.

Exit from employment

If an apprentice is made redundant during their apprenticeship through no fault of their own, then the employer and University

	<p>have a legal duty to help the apprentice try to find alternative employment.</p> <p>If the redundancy is within six months of the planned completion date of the apprenticeship, then ESFA will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.</p> <p>If the redundancy is over six months from the planned end date, the ESFA will fund the remaining agreed cost for 12 weeks to allow the apprentice to find alternative employment. Where a new employer cannot be found the apprentice will be recorded as having left the programme.</p>	
Additional Qualifications	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300)	
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	Blended Learning	
Pattern of Delivery	<p>Full Time or Part Time</p> <p>In addition, you will receive a minimum of 20% off the job training This makes up at least 20% of your contracted hours over the duration of the training period and is delivered either in the workplace or in an external location.</p> <p>You will be studying or undertaking off the job training/work-based learning for at least 21 hours per week for a minimum of 24 weeks per academic year.</p> <p>Total weeks of study: Full Time minimum of 52 weeks and Part Time 2 Years or 104 weeks</p>	
	Total weeks of study:	52
	Delivery pattern:	Blended Learning with days in University, Practice and a Study day
	Standard Semester Dates:	Yes
Delivery Site(s)	Lancaster	
Programme Length	Full Time is 12 months and Part Time is 24 months	
Exit Awards	You may be awarded the following academic credit if you do not complete the requirements of the full apprenticeship.	

	60 Level 7 academic credits: Post Graduate Certificate Health Studies
Period of Approval	University approval from 1 st March 2021 to 31 st July 2025. Indefinite NMC approval issued on 1 st February 2021 (*subject to the disclaimer given below).
<p>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, locations, and employers in every academic cycle. Potential apprentices should contact the University for details of the recruiting offer.</p>	

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 Apprenticeship Standard and Assessment Plan for the Higher-Level Apprenticeship in District Nursing have been designed by employers in the Health sector.

The Higher-Level Apprenticeship for the occupation District Nursing at the University of Cumbria leads to the academic award of PgDip District Nursing

An apprenticeship programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles.

Apprenticeships combine university study and workplace learning to enable apprentices to develop full occupational competence in their profession. This provision of the higher education qualification is integrated with experience, practice and further learning undertaken in the workplace. The minimum duration of an apprenticeship is set in each Apprenticeship Standard and is based on a minimum 30-hour week. Where an apprentice works fewer than 30 hours, the apprenticeship minimum duration must be increased on a pro-rata basis. It is a legal requirement that the apprentice does not pay any training costs or student fees. Apprenticeships are co-designed by employers ensuring that

apprentices are equipped with the skills employers need and for their own future career (Source: The Future Growth of Degree Apprenticeships, Universities UK, March 2016).

The programme has been endorsed (accredited) that it meets the Apprenticeship Standard by NMC. The programme has been designed to meet this employer-led national Standard and to follow the associated Assessment Plan, as well as being referenced to the QAA Subject Benchmarking Statement for District Nursing and other academic standards. Apprentices, who are in permanent full-time professional employment, are also learning in the workplace in a structured delivery pattern, supported by both the University and the employer. In addition, the programme has been developed with the assistance of a range of local employers to ensure it meets the needs of the region.

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, a minimum of 20% of the learning will take place 'off the job', for example in lectures, seminars, job shadowing and industrial visits. 20% is a minimum requirement and the actual number of hours required will be specified in the commitment statement for each programme. Apprentices are responsible for evidencing that they have completed the minimum set out in the commitment statement before they will be allowed to pass gateway for end point assessment.

Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day working environment within contracted hours, leading towards the achievement of an apprenticeship.

Off the job training must:

1. Teach new knowledge, skills and/or behaviours that will contribute to the successful achievement of an apprenticeship.
2. Be directly relevant to the apprenticeship standard.

What's included

Training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties

The teaching of theory (for example: lectures, role playing, simulation exercises, online learning or independent study)

Practical training: shadowing, mentoring, visits to other departments or services

Learning support and time spent writing assessments/assignments

What's not included

Progress reviews or on-programme assessments needed for an apprenticeship

Training which takes place outside of the apprentice's paid working hours

English and maths (up to Level 2) which is funded separately

Further information to define 'off the job' training can be found here:

[Off the job training – Myth v Fact](#)

[Off the job training flowchart - Apprenticeships](#)

To gain entry to the programme, you need to apply to your NHS employing organisation for the District Nurse apprenticeship, which the standard stipulates should take place over a maximum of 24 months. However, early indications this programme team will plan the District Nurse apprenticeship over 12 months for Full Time students and 2 years for Part Time students.

We record your practice hours (which forms part of your on the job learning time) using an online tool deployed across the North-West, which is similar to a time sheet. In addition, during the first 4 weeks and then twice in the first year and twice in the remaining 6 months you will have a 3-way

discussion between you, your Academic Assessor and your employer (tripartite review meeting). At this meeting, your attendance, progress and development needs are discussed and agreed with you, so you are clear on what you need to do to succeed.

The University of Cumbria is proud to have a long history of outstanding nurse education, preparing registered nurses to qualify as a Community Specialist Practitioner in District Nursing. Overarching the District Nurse apprenticeship are the influencing factors of the current philosophical, societal, disciplinary and political landscape: in particular the NHS Long Term Plan (NHS England, 2019) and 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). In addition, the recent publication of the District Nurse Apprenticeship has informed the curricula of this programme. 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 District Nurse apprenticeship looks ahead to the future challenges and opportunities that have influenced the changing context of education and practice for Community Specialist Practitioners in District Nursing, where stakeholder NHS organisations from the large geographical footprint have contributed the needs of the organisations and are reflected within this contemporary District Nurse apprenticeship.

The District Nurse apprenticeship addresses a range of essential concepts for specialist practice, which are embedded across the modules. The concepts of leadership, quality improvement, collaborative and partnership working to improve patient outcomes form the basis of the learning experience. The District Nurse apprenticeship provides you with the opportunity 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, being reflective practitioners with the ability to problem solve, make sound clinical judgements and adapt to new situations and models of working within your area of practice. You will develop your skills in English and in Maths beyond level 2 through the academic modules and within your practice environment.

There is substantial evidence available to support the continued delivery of Specialist Practitioner District Nursing (QNI, 2015; The Kings Fund, 2018), as it is essential that as a District Nurse 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 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

The Nursing and Midwifery Council (NMC)

Programmes preparing apprentices for the profession of nursing are subject to statutory regulation provided by the NMC <http://www.nmc-uk.org/About-us//>. The NMC specifies standards of education, which must be achieved and maintained by Higher Education Institutions (HEIs), their associated clinical practice environments and the standards for proficiency, which apprentices must achieve to be eligible for NMC registration. This mapping document demonstrates how the District Nurse Apprenticeship maps to meet the NMC Standards of Specialist Education and Practice (2001)

Mapping of NMC Standards for Specialist Education and Practice to District Nurse Apprenticeship Standard

Standards for specialist community nursing education and practice	Common Core Learning Outcomes	Skills	Knowledge	Duty	Behaviours
Clinical nursing practice	13.1 assess the health and health related needs of patients, clients, their families and other carers and identify and initiate appropriate steps for effective care for individuals, groups and communities	S1, S6, S7, S8	K1, K9, K10, K12, K13, K14, K15, K24	1, 2, 5	B1, B2, B3, B4, B5, B6
	13.2 plan, provide and evaluate skilled nursing care in differing environments with varied resources. Specialist community nurses must be able to adapt to working in people's homes and also small institutions, health centres, surgeries, schools and places of work	S1, S2, S3, S4, S5	K2, K3, K4, K5, K6, K7, K8, K11	1, 2	
	13.3 support informal carers in a partnership for the giving of care. The majority of care in the community is given by informal carers. They	S15	K2	1, 5	

	need guidance, support and resources to carry out tasks so that there is continuity of care for the patient				
	13.4 assess and manage care needs in a range of settings. These are complex activities which call for informed judgement to distinguish between health and social needs recognising that the distinction is often a fine, but critical, one	S1, S2, S3, S4, S5, S6, S7, S8, S13	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15	1, 2, 4	
	13.5 provide counselling and psychological support for individuals and their carers	S2, S15	K3, K11	1, 2, 5	
	13.6 facilitate learning in relation to identified health needs for patients, clients and their carers	S15	K25, K26, K27	5	
	13.7 prescribe from a nursing formulary, where the legislation permits	S8	K12, K13	2, 5	
	13.8 act independently within a multi-disciplinary/multi-agency context	S18	K17, K18, K19	3, 6	

	13.9 support and empower patients, clients and their carers to influence and use available services, information and skills to the full and to participate in decisions concerning their care	S1, S2	K11, K32	1, 2, 6	
Care and programme management	13.10 advise on the range of services available to assist with care. The services may be at local, regional or national levels. Knowledge of these services will need to be kept up-to-date and advice given to people on how to access and use them	S1, S2	K3, K4, K5, K6, K7, K8	1	B1, B2, B3, B4, B5, B6
	13.11 recognise ethical and legal issues which have implications for nursing practice and take appropriate action	S9, S10, S11	K12, K17, K18	2, 3	
	13.12 identify the social, political and economic factors which influence patient/client care and impact on health	S15, S16	K25, K26	5, 6	

	<p>13.13 stimulate an awareness of health and care needs at both individual and structural levels. Activities will include work with individuals, families, groups and communities and will relate to those who are well, ill, dying or disabled. Those who are able should be assisted to recognise their own health needs in order to decide on action appropriate to their own lifestyle. Those who are not able will require skilled and sensitive help</p>	<p>S15, S16, S17, S18</p>	<p>K10, K25, K26</p>	<p>2, 5, 6</p>	
	<p>13.14 identify and select from a range of health and social agencies, those which will assist and improve the care of individuals, groups and communities</p>	<p>S9</p>	<p>K9, K21, K22,</p>	<p>2, 3, 4</p>	
	<p>13.15 search out and identify evolving health care needs and situations hazardous to health and take appropriate action. This is a continuous activity and</p>	<p>S14, S15</p>	<p>K20, K25, K26, K27, K28, K29, K30, K31</p>	<p>4, 5, 6</p>	

	involves being pro-active, it must not be dependent on waiting for people to request care				
	13.16 initiate and contribute to strategies designed to promote and improve health and prevent disease in individuals, groups and communities	S20, S21, S22, S23	K20, K25, K26, K27, K28, K29, K30, K31	4, 5, 6, 7	
	13.17 empower people to take appropriate action to influence health policies. Individuals, families and groups must have a say in how they live their lives and must know about the services they need to help them to do so	S14, S15	K25, K26, K27	5	
	13.18 provide accurate and rigorously collated health data to employing authorities and purchasers through health profiles in order to inform health policies and the provision of health care	S24, S25	K31, K35, K36, K37, K38, K39, K40	6, 7, 8	
Clinical practice leadership	13.19 act as a source of expert advice in clinical nursing practice	S16, S17, S18, S19	K28, K29, K30, K31, K32, K33	6	B1, B2, B3, B4, B5, B6

	to the primary health care team and others				
	13.20 lead and clinically direct the professional team to ensure the implementation and monitoring of quality assured standards of care by effective and efficient management of finite resources	S16, S17, S18, S19	K28, K30, K33	6	
	13.21 identify individual potential in registered nurses and specialist practitioners, through effective appraisal system. As a clinical expert advise on educational opportunities that will facilitate the development and support their specialist knowledge and skills to ensure they develop their clinical practice	S16, S17, S18, S19	K32, K33	6	
	13.22 ensure effective learning experiences and opportunity to achieve learning outcomes for students through preceptorship, mentorship, counselling, clinical supervision and provision of an	S16, S17, S18, S19, S30	K32, K33	6, 10	

	educational environment				
Clinical practice development	13.23 initiate and lead practice developments to enhance the nursing contribution and quality of care	S16, S17, S18, S19	K33	6	B1, B2, B3, B4, B5, B6
	13.24 identify, apply and disseminate research findings relating to specialist nursing practice	S12, S24, S25	K40	4, 8	
	13.25 undertake audit review and appropriate quality assurance activities	S16, S17, S18, S19	K28, K29, K30, K31	6	
	13.26 create an environment in which clinical practice development is fostered, evaluated and disseminated	S25	K32, K33, K45	8	
	13.27 explore and implement strategies for staff appraisal, quality assurance and quality audit. Determine criteria against which they should be judged, how success might be measured and who should measure success	S16, S17, S18, S19	K28, K29, K30, K31, K32, K33, K45	6, 10	

Content of programme of education	14.1 health promotion, education and health need identification	S20, S21, S22, S23	K34, K35, K36	7	B1, B2, B3, B4, B5. B6
	14.2 biological, behavioural, sociological and environmental studies		K1	1	
	14.3 development of the individual		K1	1	
	14.4 nature and causation of disease and/or conditions and their physical, emotional and social consequences		K1	1	
	14.5 advanced pharmacology studies and nurse prescribing from a nursing formulary, where the legislation permit	S8	K12	2	
	14.6 diagnostic, therapeutic, resuscitative and technological procedures and techniques	S2, S15	K3	1, 5	
	14.7 ethics of professional practice and relevant literature/legislation	S11	K12	3	
	14.8 care and case management	S6, S7, S8	K1, K9, K10, K11, K12, K13, K14, K15	1, 2	

	14.9 problem solving and decision making	All	All	All
	14.10 preventative strategies and intervention techniques for abuse and violence	S26, S27, S28	K41, K42, K43, K44	9
	14.11 negotiation and person-effectiveness skills	S20	K46	7, 10
	14.12 counselling, supportive, communicative and related therapeutic techniques	S2, S15	K3, K23	1, 5
	14.13 quality assurance - evaluation of standards and outcomes of nursing, health and care interventions	S16, S17, S18, S19	K28, K30, K31	6
	14.14 leadership, management and resource management skills	S29, S30	K20, K33, K45	4, 6, 10,
	14.15 health economics and policy	S20, S21, S22, S23	K34, K35, K36	7
	14.16 community development skills	S3	K36	1, 7
	14.17 research approaches, methodology and techniques and	S24, S25	K40	8

	application to practice				
	14.18 appreciation of information technology and its application to practice		K31, K44	6, 9	
	14.19 approaches to education and teaching skills	S30	K16	3, 10	
	14.20 clinical supervision of practice, peer review and peer assessment techniques	S30	K32, K33	6, 10	
District Nursing Areas	Learning Outcomes	Skills	Knowledge	Duty	Behaviours
Clinical nursing practice	28.1 assess the health and health-related needs of patients, clients, their families and other carers and identify and initiate appropriate steps for effective care for individuals and groups	S1, S4, S6, S7, S8, S13, S14, S26	K1, K2, K3, K4, K5, K6, K7, K9, K10, K13, K14, K15, K21, K22, K23, K24, K38, K42, K43	1, 2, 4, 5, 8, 9	B1, B2, B3, B4, B5, B6
	28.2 assess, diagnose and treat specific diseases in accordance with agreed nursing/medical protocols	S1, S4, S6, S7, S8, S13, S14, S26	K1, K2, K3, K4, K5, K6, K7, K9, K10, K13, K14, K15, K21, K22, K23, K24, K38, K42, K43	1, 2, 4, 5, 8, 9	
	28.3 assess, plan, provide and evaluate specialist clinical nursing care to meet care needs	S1, S4, S6, S7, S8, S13, S14, S26	K1, K2, K3, K4, K5, K6, K7, K9, K10, K13, K14, K15, K21, K22, K23, K24, K38, K42, K43	1, 2, 4, 5, 8, 9	

	of individual patients in their own homes				
Care and programme management	28.4 contribute to strategies designed to promote and improve health and prevent disease in individual groups	S15, S16, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28	K10, K14, K25, K26, K28, K34, K35, K36, K37, K39, K40, K44, K46	2, 5, 6, 7, 8, 9, 10	B1, B2, B3, B4, B5, B6
	28.5 manage programmes of care for patients with chronic disease	S1, S2, S3, S4, S5, S9, S10, S11, S12, S13, S16, S17, S18, S19, S27, S28, S29, S30	K2, K4, K5, K6, K7, K8, K9, K11, K12, K14, K15, K16, K17, K18, K19, K20, K21, K22, K23, K27, K28, K29, K30, K31, K32, K33, K41, K42, K43, K44, K45, K46	1, 2, 3, 4, 5, 6, 9, 10	
	28.6 play a key role in care management as appropriate	S1, S2, S3, S4, S5, S8, S12, S13, S19, S28	K2, K4, K5, K6, K7, K8, K10, K13, K18, K20, K21, K22, K42, K44, K46	1, 2, 3, 4, 6, 9, 10	

References

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

Institute for Apprenticeships and Technical Education (2019) District Nurse Apprenticeship Standard. Available from <https://www.instituteforapprenticeships.org/apprenticeship-standards/district-nurse/>

Good health and good character; The NMC Code of Apprentice Conduct

The public has a right to expect the highest possible standards of behaviour and professionalism from all of its Nurses, and that qualifying Nurses are fit to practise. This also relates to recruitment of apprentices (see section 10), as well as their conduct during the programme.

All apprentices are expected to comply with the NMC Code:

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

and the University of Cumbria Apprentice Code of Conduct:

<http://www.cumbria.ac.uk/ApprenticeLife/Support/PuttingThingsRight/ApprenticeConduct.aspx> .

It is a statutory requirement that nursing apprentices sign an annual declaration of good health and good character confirming students' continued fitness to practise.

At the end of the programme, a statement of good health and good character is provided by the professional lead for pre-registration nursing, which is then forwarded to the NMC. At the point

of registration with the NMC, on completion of the programme, the signing of the NMC *declaration of good health and good character* may be withheld if there are any unresolved professional issues.

In addition, the District Nurse apprenticeship has a particular focus on:

- Clinical Practice
- Care and Programme Management

The University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) is mandatory and is included within the District Nurse apprenticeship. You will attend all University days and undertake a minimum of 90 days in a practice placement over a period of 52 weeks, where a Practice Assessor, Practice Supervisor and the team, will support you.

Typical weeks will consist of 1 or 2 days in University and 2 days in your workplace with 1 study day (which will consist of an element/elements of off the job learning). At the beginning of your District Nurse apprenticeship, you will have a 3-day Induction where you will have the opportunity to meet other apprentices and students on the Community Specialist Practitioner programme and be introduced to the programme, team. You will have guidance and support to understand the apprenticeship, how to collect evidence and how the tri-partite reviews work to support your learning and development. You will be guided on how to manage the minimum of 20% off the job learning and how to meet the duties, knowledge, skills and behaviours of the District Nurse apprenticeship and of course, how to meet the NMC proficiencies to be recorded on the NMC register on successful completion. We will be supporting you to learn how to use Blackboard to access resources, how to use Pebblepad to compile your Portfolio and how to use the Practice Assessment Document to evidence that you are meeting the knowledge, skills and behaviours. In addition, you will record your progress meeting the NMC proficiencies within the 4 domains.

In 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. For the 12 months, you will study with other District Nurse students on the Community Specialist Practice programme, therefore 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.

During your apprenticeship, you will take responsibility for a caseload, with supervision and support from your Practice Assessor and Practice Supervisor. A multi-professional educational audit of all placement areas will have been undertaken to approve the suitability of the placement and that it remains current throughout the 2 Years. The [NMC \(2018\) Standards for Student Supervision and Assessment](#) (SSSA) 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 Community Specialist Practitioner in District Nursing and has the appropriate experience to support and assess you throughout your apprenticeship 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 tripartite support structure is in place between the University, yourself as the apprentice and the Practice Assessor and Manager within the workplace, and this support is formalised through a signed Tripartite Agreement.

Following your acceptance of a place on the apprenticeship, you will be encouraged to complete a short online course called Preparing for Post-Graduate Study. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at level 7. Throughout your studies, you are encouraged to balance academic work and learning in practice with time with your family and friends and to engage with other activities so that you maintain a good sense of health and well-being.

The apprenticeship programme is offered at the University on an "open cohort" basis in a flexible part-time block mode that normally takes 3, 4 or 5 years to complete. "Open cohort" means that students from different employers study the same programme as a group at the same time.

However, subject to negotiation, certain bespoke delivery modes may be offered, whilst retaining the same overall programme structure.

Regular tripartite reviews between the apprentice, the employer and the University tutor will take place to review progress and set targets for ongoing learning.

Aims of the Programme

The overall aims of the Programme are:

The overall aim of the apprenticeship is to practice as a District Nurse so that 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 Public Health England, 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. The University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) is in accordance with the legislation and professional standards applying to your professional registration, and you will therefore be eligible to apply for annotation as an Independent/Supplementary Prescriber (V300) to your registration with the Nursing and Midwifery Council (NMC).

Postgraduate Diploma

The programme aims to provide a challenging and flexible learning environment for registered nurses to develop as competent, reflective District Nurses 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 your professional 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 your professional practice, including acquisition of coherent and detailed knowledge, based on current research and advanced scholarship.

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, 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:

District Nurse Apprenticeship Standard

<https://www.instituteforapprenticeships.org/apprenticeship-standards/district-nurse/>

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:

K1: The complex causes, signs, symptoms and impact of interacting physical and mental health conditions.

K2: The principles of delivering and evaluating safe and effective palliative and end of life care including the principles of managing symptoms and involving carers.

K3: The principles, concepts and theories of evidence-based therapeutic interventions.

K4: How to apply the principles of case management.

K5: The principles of risk stratification.

K6: How to recognise, manage and evaluate the deterioration of patients in order to decide effective anticipatory care.

K7: The principles of managing long term conditions and interactions between long term conditions.

K8: The complex risks to patients in transition between services.

K9: How to use assessment and decision-making models and proactive case management for effective care planning.

- K10:** Advanced communication skills to develop therapeutic relationships.
- K11:** The principles of advocacy and acting as the patients advocate in complex situations whilst also respecting the patient's autonomy and ensuring ethical principles are upheld.
- K12:** The local and national policies, regulatory frameworks and guidelines for care e.g. prescribing.
- K13:** Pharmacotherapeutics relative to your scope of practice.
- K14:** The range of advanced physical, psychological and population-based assessment methods and the application of pathophysiology to underpin assessment and diagnosis.
- K15:** The principles of social prescribing.
- K16:** The strategies and methodologies for effective teaching, learning and staff development.
- K17:** The local and national policies and procedures within your role and the NMC code.
- K18:** The principles and concepts of accountability in the role of District Nurse team leader and how to delegate responsibility.
- K19:** The theories, techniques and models of leadership, management and team working and how these can be applied across professional boundaries in health and social care.
- K20:** The principles of workload and workforce planning and application to practice including when to make the case for service changes.
- K21:** How to avoid unnecessary admission and facilitate timely discharge when there are many interacting factors.
- K22:** The range of appropriate places of care and how to facilitate and justify access to these.
- K23:** The principles of consent and capacity in relation to the Mental Capacity Act and deprivation of liberties.
- K24:** Core assessment skills to assess mental wellbeing within the scope of the role and the limits of competence.
- K25:** The theories, methods and principles of health promotion and prevention.
- K26:** The range of advanced health promotion tools available for use.
- K27:** The theories, methods and principles underpinning self-care e.g. motivational interviewing and advanced communication skills.
- K28:** The theories, methods and principles of quality assurance, service improvement and change management.
- K29:** How to formulate specialist business cases for service change and improvement.
- K30:** How to apply the audit process and change management theories related to district nursing practice.
- K31:** How to critically analyse, interpret and evaluate data and information.
- K32:** How to foster a culture of openness and learning.
- K33:** The theories, methods and principles of leadership.
- K34:** How to use the public health outcomes framework.
- K35:** How to critically analyse, interpret and evaluate wider public health and demographic data.
- K36:** How to create a community profile.
- K37:** The complex range of evaluation and audit methods used in clinical practice.
- K38:** Critical appraisal techniques and how to apply them to clinical practice.

K39: The service evaluation and improvement methodology.

K40: Research methodology and how to implement research.

K41: The range of evidence-based strategies to manage risk in clinical practice and in relation to the different environments a district nurse works within.

K42: The cost benefit and individual analysis of the risks, taking account of individual's views and responsibilities.

K43: Relevant safeguarding policies and procedures.

K44: How to apply the principles of confidentiality and information sharing policies.

K45: How to influence and the importance of political awareness.

K46: The principles of resilience and how this is built within yourself and others.

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

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

S1: Manage a caseload of patients in a variety of community settings using a person-centred approach including implementation of risk stratification and case management strategies to determine those at most risk of poor health outcomes.

S2: Use specialised skills to work collaboratively with the patient and the multidisciplinary team, to improve anticipatory care, self-management, facilitate timely discharges and reduce avoidable hospital admissions to enable care to be delivered closer to, or at home.

S3: Manage and co-ordinate programmes of care, for individuals with complex acute and long-term conditions, striving to make the patient journey seamless between mental and physical health care, hospital and community services and between primary and community care.

S4: Assess when a referral is required and maintain overall responsibility for the management and co-ordination of care.

S5: Manage the delivery of service whilst critically evaluating the capacity and demand and being mindful of patient and staff safety.

S6: Autonomously assess the complex health needs of people, families and other informal carers to formulate care plans, anticipatory care and care packages.

S7: Appropriately manage problems and make decisions in partnership with people, families and other informal carers using advanced communication skills.

S8: Use evidence based physical and clinical assessments of individuals with complex health care needs to make accurate diagnostic decisions, including prescribing.

S9: Lead and support the clinical team to provide community nursing interventions in a range of settings.

S10: Manage clear lines of accountability for the assurance of clinical governance and care quality.

S11: Manage the district nursing team within regulatory, professional, legal, ethical and policy frameworks ensuring staff feel valued and developed.

S12: Critically analyse, act on and evaluate trends and demands on the district nursing service to inform workload and workforce planning.

- S13:** Work with other services, teams and colleagues to support fewer unnecessary admissions and facilitate timely discharges.
- S14:** Assess and identify the mental capacity of people.
- S15:** Use specialised skills to work in partnership with individuals, formal and informal carers and other services to promote health education, self-care and patient-led care, to maximise the individual's independence and understanding of their condition(s).
- S16:** Critically analyse, interpret and evaluate complex data and information to improve patient care.
- S17:** Determine and use specialised skills to influence and negotiate the development of operational plans for the service.
- S18:** Lead a team to deliver service improvement and change management that involves many interacting factors.
- S19:** Quality assure services and make service improvements.
- S20:** Determine and use specialised skills to influence and negotiate the development of public health initiatives.
- S21:** Collaborate with other agencies to analyse and evaluate public health principles, priorities and practice and implement these policies.
- S22:** Participate in the collation of a community profile to understand local assets.
- S23:** Utilise position within the organisation to influence position of community nursing teams in the provision of care for communities under their umbrella.
- S24:** Engage in research activity and develop evidence-based strategies to enhance the quality, safety, productivity and value for money of health and care.
- S25:** Lead improvements to care service delivery through the implementation of research findings, best practice, outcome of audits and patient feedback.
- S26:** Critically assess and evaluate risk using a variety of specialised tools across a broad spectrum of often interrelated and unpredictable situations, including staff, and people within their home environments.
- S27:** Formulate and implement risk assessment and management strategies that take account of people's views and responsibilities, whilst promoting patient and staff safety and preventing avoidable harm to individuals, carers and staff.
- S28:** Ensure all staff are able to recognise vulnerability of adults and children and understand their responsibilities and those of other organisations in terms of safeguarding legislation, policies and procedures.
- S29:** Lead the service change required to deliver services and evaluate the outcome.
- S30:** Develop, support and train the team to meet new and evolving requirements in patient care.

Programme Outcomes – Behaviours

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

- B1:** Treat people with dignity at all times.
- B2:** Respect people's diversity, beliefs, culture and individual needs.

B3: Show respect and empathy for patients, their families and carer's and those you work with at all times.

B4: Be adaptable, reliable and consistent and have the courage to challenge areas of concern.

B5: Show flexibility, self-awareness and emotional intelligence when dealing with patients, carers, teams and self.

B6: Act as a positive role model for staff and teams.

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:

The programme outcomes are referenced to the Apprenticeship Standard for District Nursing (and also the related Assessment Plan) <https://www.instituteforapprenticeships.org/apprenticeship-standards/district-nurse-v1-0>

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-spg-standards.pdf>

NMC (2018) 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

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

Internal Reference Points

[UoC Strategic Plan](#)

[UoC Learning, Teaching and Assessment Strategy](#)

[UoC Academic Regulations and Academic Procedures and Processes](#) As an apprenticeship, the programme integrates the learning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

Graduate Prospects

Following successful completion of the 12 months where the District Nurse Apprenticeship is aligned to the Community Specialist Practice PGDip programme, you will be eligible to record your qualification on the NMC register and have the Postgraduate Diploma of 120 level 7 credits. In addition, you will submit your practice assessment document evidencing achievement of all the knowledge, skills and behaviours (KSBs) where on successful submission, and passing the end point assessment you will qualify for an Apprenticeship in District Nursing. These are portable qualifications 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.

The programme team will liaise with your employer and the careers team within the University to support your application for promotion to senior roles within healthcare.

Delivery Arrangements and Attendance

The District Nurse apprenticeship is taught in conjunction with the Community Specialist Practice Programme over a period of 12 months. Within your Practice Document, your Practice Assessor will sign a confirmation statement at the end to confirm that you have met all of the proficiencies of the NMC Standards for Specialist Education and Practice and upon successful completion you will be recorded on the NMC Register as a District Nurse. This will involve attending University 2 days each week and being in practice 2 days each week, with 1 study day (which will consist of an element/elements of off the job learning). After 12 months, and if successful, you will be awarded the Degree Level Apprenticeship in District Nursing leading to the award of Postgraduate Diploma District Nursing. The programme also prepares District Nursing students to be eligible for annotation to the NMC register as a District Nurse including the Independent/Supplementary Prescriber (V300), which is mandatory for District Nurses.

Refer to **Appendix 1** for further information on apprenticeship delivery models

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

As an apprentice 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.

Learning and Teaching

Knowledge, understanding, skills and other attributes are taught at the University with apprentices putting them into context and appreciating their relevance through applying them in the workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. In particular,

work-based learning forms part of many modules, typically as work-based projects or other directed assignments.

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 (Melnik 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 outside the University for additional specialist area 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 judgments.

A variety of methods and strategies will be used to ensure your 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, and learning and teaching which is delivered online which is supported and enhanced by the use of a range of e-learning technologies such as Blackboard, Pebblepad and Turnitin where suitable. You will be expected to use these technologies to support your learning. The delivery of study, academic and digital skills are embedded, extend, and adapt definitive resources available centrally through Library and Information Services (LIS), 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

Assessments will also include work-based projects and experience or other assignments, drawing on your knowledge of and experience in the workplace. Throughout the programme, your employer has an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment. It is a requirement for the Apprenticeship programme that apprentices must maintain a portfolio of your completed assessed academic work and workplace activities to provide evidence of your achievements and capabilities and that this portfolio is discussed and reviewed with your employer on a regular basis. The progress with the development of your portfolio will be discussed during tripartite learner review meetings to ensure that you are

making suitable progress. The building of this portfolio is therefore integral to the degree programme and the end point 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 the 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 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
- OSCE
- Tutorials
- 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 the preparation of students to work in the contemporary clinical environment. Student feedback is received from Staff Student Forums and through programme evaluations. We recognise the value of Student Academic Representatives from the full-time, part-time and online modes of studying the programme, and give students the opportunity to feed into and help us to develop the programme and to offer students the optimum learning experience.

Evaluations feed into the Annual Monitoring Report (AMR) at institute level (Institute of Health). The Institute level AMR is 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.

To further ensure the maintenance of quality throughout the programme (and to comply with Apprenticeship regulations) - The learner has to demonstrate specific competencies (Knowledge, Skills & Behaviours) throughout the apprenticeship, and progress will be regularly monitored by the University through the Tripartite Review process. Completed Tripartite Review meetings summarise all aspects of the Apprentice's progress including the work based mentoring element and a copy of the notes will be kept on the Apprentice's student file as evidence of progress throughout the apprenticeship.

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. Academics and expert practitioners who facilitate learning through structured inquiry teach you. 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. Practitioners who are skilled and knowledgeable in their disciplines and professions and understand how learning through work is facilitated and evidenced will support experiential learning within real and simulated professional environments.

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, 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.

Developing Digital Capabilities of Students

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 programmes and modules.

Responsive Learner Support

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 students for opportunities beyond study; and promote independence and resilience, enabling our students to achieve their 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. Academics and expert practitioners who facilitate learning through structured inquiry teach our students. They are provided with access to high quality academic resources through physical and digital libraries and are supported to develop skills that enable them to be critical, reflective, discerning and independent learners and researchers.

Employability and Graduateness

Workplace experience is part of every course of study, whether through formal placement, simulated work environments, or contact with industry experts. We will develop curricula that require students to set vocational goals and to pursue them through formal study, volunteering, work-based learning or reflection on employment-related experience. Where appropriate, our students will learn in environments, which replicate the relevant workplace setting. The use of specialist facilities is embedded within programmes to provide our students with a realistic experience of their professional context. Our campuses offer space for students to work independently, collaboratively and autonomously according to their own goals. Where significant learning takes place off campus, in the workplace or in the community, this is enabled through the curriculum structure with clear mechanisms for the support of students via workplace mentors, placement providers, employers and digital environments. The curriculum is designed in consultation and through communication with key stakeholders, including employers, Professional and Statutory Regulatory Bodies (PSRBs) and community organisations. 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 their studies, our students can operate confidently and effectively in their chosen careers and be active in personal and career development. The University is committed to ensuring that external partners are selected for the quality of student opportunity they provide, and that they are comprehensively inducted and supported for their work with students.

Maths and English Development

Where Apprentices already hold the minimum Level 2 qualifications in English and Maths, these skills will be assessed and will be continually developed throughout the apprenticeship programme. This is supported by all apprentices completing an initial assessment of their English and Maths ability at the start of the programme. This is intended to establish a baseline against which progress should be monitored and reviewed in tripartite review meetings.

Management of Work Integrated Learning

A key element of an Apprenticeship is that your work and learning are integrated to ensure you can demonstrate you meet the skills, knowledge and behaviour requirements of the District Nursing Apprenticeship Standard. This programme will do that by:

- Robustly recording your off-the-job training and its impact on your development and your Employer. In addition to formal classes/workshops, you will potentially have access to other settings within your own workplace and placements to support your development (you will have time sheets to capture hours and a practice document to complete to evidence this).
- Supporting you to transfer classroom learning to the workplace through productive tripartite meetings with your Employer and University at which we will discuss your development and agree SMART targets with you for continuing progress/support. These meetings will usually be face-to-face or via Microsoft Teams with the University and your Employer or work supervisor. Your tutor will take the lead in organising these and it is important you and your Employer make time to attend and engage in the meeting. Each meeting is documented and all who attend receive a copy of the completed meeting form – yours should be filed in our portfolio.
- Providing you with the platform and skills to develop your portfolio of evidence, which you and your employer can use to decide if you are ready for End-Point Assessment. We also send regular reports to your employer after key points in the year, so they are kept informed of your progress.

Supporting you if you are not making expected progress so you can get back on track. Effective tripartite meetings will provide early indication of any concerns to be addressed in relation to your progress or engagement with the programme.

End Point Assessment

All apprentices must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can actually perform in the occupation they have been trained in and can demonstrate the duties, knowledge, skills and behaviours set out in the occupational standard.

The University and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme and work integrated learning elements of training have been completed (the practical period) and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once all gateway criteria have been met and they are confident that their apprentice is ready.

The end point assessment for integrated degree apprenticeships that lead to a career in a regulated profession (one where access to the profession is totally controlled by a professional body for example, the Nursing and Midwifery Council and Health Care Professions Council) will be set at the same standard as other entry routes into the profession. This means that where apprentices fail to meet the gateway criteria for such and integrated end point assessment, they will not be able to complete the university's academic award.

District nurses are subject to statutory regulation by the Nursing and Midwifery Council (NMC). The NMC sets the standards of proficiency required for entry to the professional register and these are in effect the occupational standards for district nurses. The NMC also has the statutory duty to set requirements of programmes necessary to support the achievement of the occupational standard. The End Point Assessment is Integrated and assesses whether students have also passed the apprenticeship, and is based on the same professional knowledge, skills and behaviours as the occupational standards. This document sets out the requirements for the Integrated end-point assessment (EPA) for the District Nurse apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. All apprentices will spend a minimum of 12 months on-programme. The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

Professional body recognition

This apprenticeship is based on the NMC Standards for Specialist Education and Practice. This means that those who successfully complete the apprenticeship will be eligible to apply for registration with the NMC and will go on to demonstrate that they meet the wider requirements for registration (good character, indemnity, etc).

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this Apprenticeship standard. This should include how an apprentice qualifies for Reasonable Adjustment.

Student Support

We provide responsive apprentice support that promotes student success. Our approach to apprentice 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 an apprentice 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.

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person;

- A Mentor designated by the employer to provide vocational and pastoral support for individual students, who may or may not be your line manager. In particular support will be provided for work-based learning assignments and the final year project.

The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the student, and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your profile on the APTM system and may be audited by the ESFA or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships.

Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University.

University Induction

On commencement of the programme, you will undertake a 3-day Induction 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 the Library and Information Services are available to you throughout the programme. During induction, you will have the opportunity to learn about Cite them Right to reference correctly and how to use Turnitin to detect plagiarism. Early 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 be opportunity to learn knowledge and skills that will support your career development and be fit for purpose as a leader within your discipline.

Mentors will also be invited to the induction session for apprentices.

Personal Tutoring

You will also be allocated a Personal Tutor. 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 1:1 tutorial.

Apprenticeship Liaison

You will also be allocated an Apprenticeship Liaison Tutor. Your Apprenticeship Liaison Tutor will manage the relationship between each employer, the students working for that employer, and the University.

Apprenticeship funding rules and guidance for employers, August 2019 to July 2020, Version 1, July 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821577/1920_Employer_Rules_Version_1.0_FINAL.pdf

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](#)

[Head Start to Apprenticeships](#) Head Start to Apprenticeships is a self-learning module that is completed online and at your own pace. The module gives new apprentices an opportunity to prepare for their transition into university study by starting to develop the academic skills and digital capabilities, as well as understand the apprenticeship processes, to help become successful apprentices. A digital badge is generated for each finished unit and a complete set of badges results in a Certificate of Completion for Head Start to Apprenticeships. All apprentices are given the opportunity to register and complete Head Start prior to registering for their main programme of study. This course is free and available via Blackboard, the Virtual Learning Environment and MOOC.

More details and guidelines on how to access the course are available in the [Head Start to Apprenticeships](#) section of our website.

[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 is recommended to students who are about to start their 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.

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 [IT 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 [IT Services 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.

Any apprentice identified as having a learning support need either through self-declaration or through assessment by a tutor will be offered an individual assessment of their learning support needs, in order to develop a learning support plan. Learning support will then be given by the disability support team in line with this plan.

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

Pop Up Information Points

Keep a look out for these! They are happening on your campus around Sept/October and January. There will be approachable students and staff around to help out with any practical queries as you settle into your studies, and to remind you of the wide range of support available. You are encouraged to attend as it will give you the opportunity to talk to people about a range of things, such as your finances, and budgeting, additional help for a specific learning difficulty or disability,

finding part-time work and working towards your dream career, getting involved in new activities, or juggling everything alongside your studies.

Programme Curriculum Map						
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved	Apprenticeship Standards achieved (see Appendix 2)
7	HCSP7002	Leading and Advancing District Nursing	40	CORE	K1, K2, K4, K5, K6, K7 K8, K9, K10, K11, K15 through to K46 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, B1 through to B6	K1, K2, K4, K5, K6, K7 K8, K9, K10, K11, K15 through to K46 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, B1 through to B6
7	HPHN7411	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300)	40	CORE (see Notes below re APL)	K1, K2, K4, K6, K7, K12, K13 S1, S2, S3, S4, S5, S6, S7, S8, S10, S11, S15, S16, S17, S18, S19, S22, S23, S24, S25, S26, S29, S30 B1 through to B6	K1, K2, K4, K6, K7, K12, K13 S1, S2, S3, S4, S5, S6, S7, S8, S10, S11, S15, S16, S17, S18, S19, S22, S23, S24, S25, S26, S29, S30 B1 through to B6
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 B1 through to B6	K1, K2, K5, K6, K7 S1, S2, S3, S4, S6, S8, S9, S10, S11, S12, S13, S20, S22, S25, S27, S29, S30 B1 through to B6

7	HCSP7000	Consultation and Physical Examination: Health Assessment Skills for Community Specialist Practitioners	20	CORE	K1, K2, K3, K4, K6, K7, K14 S1, S2, S3, S4, S5, S6, S7, S8, S10, S11, S14, S15, S16, S17, S18, S19, S22, S23, S24, S25, S29, S30 B1 through to B6	K1, K2, K3, K4, K6, K7, K14 S1, S2, S3, S4, S5, S6, S7, S8, S10, S11, S14, S15, S16, S17, S18, S19, S22, S23, S24, S25, S29, S30 B1 through to B6
	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 B1 through to B6	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 B1 through to B6
DISTRICT NURSE APPRENTICESHIP MARCH – FEBRUARY COHORT SCHEMATIC STRUCTURE						
Programme Curriculum Map						
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved	Apprenticeship Standards achieved (see Appendix 2)
					S30 B1 through to B6	S30 B1 through to B6
Modules						

District Nurse Apprenticeship	March through to September HCSP 7000 Consultation and Physical Examination Assessment Skills (20 credits)	HCSP7005 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
				Qualificatory Practice Unit

FRAMEWORK	DISTRICT NURSE APPRENTICESHIP SEPT – AUGUST COHORT SCHEMATIC STRUCTURE			
	MODULES			
	September through to March	April through to July	January through to August	
District Nurse Apprenticeship	HCSP 7000 Consultation and Physical Examination Assessment Skills	HCSP7005 Contemporary Leadership and Management of Change for	HPHN 7411 University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300)	

	(20 credits)	Community Specialist Practitioners (20 credits)	(40 credits)
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HCSP 7002 LEADING AND ADVANCING DISTRICT NURSING (40 CREDITS) September through to August

HCSP 9000 QUALIFICATORY PRACTICE UNIT: COMMUNITY SPECIALIST PRACTITIONER September through to August

Notes

In accordance with the Apprenticeship Standard and Assessment Plan, students must maintain a portfolio of their completed work to demonstrate their achievements and capabilities. It consists of the practical output of all assessments completed during the programme, including the final project report and presentation (if applicable)

A failed student will not be permitted to re-register on the same 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.

You may be awarded a Post Graduate Certificate Health Studies if you achieve 60 Level 7 academic credits if you do not complete the requirements of the Apprenticeship. Also if you successfully complete the V300 (HPHN7411) this will be acknowledged and recordable with the NMC.

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).

*** Key to Module Statuses**

Core Modules	Must be taken and must be successfully passed
Qualificatory 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

Indicative Academic Programme Delivery Structure: Full Time

The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers

March cohort

Module Code	Module Title	Number of Delivery Hours	Delivery Pattern	Method of Delivery	Method(s) of Assessment	Approximate Assessment Deadline
			Sept – Dec Jan – May June - Aug	Block Release / Day Release / Distance Learning / Work-based Learning		
HCSP7002	Leading and Advancing District Nursing	400	Year	15 Days in University	Patchwork Text Portfolio	January
HPHN7411	University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300)	400	Extended Spring	12 Days in University and 12 Days in Practice	Exam, Portfolio, Practical Skills Assessment, Viva Voce	November/February/January
HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	200	Autumn	5 Days in University	Written Assignment Presentation	October
HCSP7000	Consultation and Physical Examination: Health Assessment Skills for Community Specialist Practitioners	200	Year	7 Days in University	Written Assignment	

HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	90 Days	Year	Work Based learning	OSCE	September
September cohort						
HCSP7002	Leading and Advancing District Nursing	400	Year	15 Days in University	Patchwork Text Portfolio	July
HPHN7411	University Award Independent/Supplement ary Prescribing for Nurses and Midwives (V300)	400	Spring	12 Days in University and 12 Days in Practice	Exam, Portfolio, Practical Skills Assessment, Viva Voce	May/August/Jul y
HCSP7005	Contemporary Leadership and Management of Change for Community Specialist Practitioners	200	Spring	5 Days in University	Written Assignment Presentation	June
HCSP7000	Consultation and Physical Examination: Health Assessment Skills for Community Specialist Practitioners	200	Year	7 Days in University	Written Assignment OSCE	March
HCSP9000	Qualificatory Practice Unit: Community Specialist Practitioner	90 Days	Year	Work Based learning	NMC proficiencies in Practice Document	August

Training Hours

According to the ESFA's apprenticeships funding rules, all apprenticeship programmes must contain a minimum of 20% off-the-job training hours. The 20% off-the-job training is calculated using the apprentice's contracted employment hours across their whole apprenticeship, equivalent to around one day per working week. The ESFA has defined off-the-job training as "*learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties*".

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills.

Off the job training must be completed in normal paid working hours and 20% is a minimum requirement. The actual number of hours required for each apprentice will be set out in the apprentice's commitment statement. It is the apprentice's responsibility to maintain an up to date record of off the job learning hours completed. The number of hours required in the commitment statement must be completed before an apprentice can complete the apprenticeship

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date and with fewer hours than set out in the commitment statement. A separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum of 20% for the duration of the apprenticeship.

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the NMC

Approved exceptions already exist for the V300 programme as detailed in the Notes field above and on the HPHN7411 Module Descriptor.

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	<ul style="list-style-type: none">• Module Evaluation• Programme Validation and Periodic Review• Annual Monitoring• Peer Review of Teaching• External Examiner Reports• Apprenticeship Steering Group• Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and	<ul style="list-style-type: none">• Staff Student Forum• Module Evaluation Forms

the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	<ul style="list-style-type: none"> • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Meetings with Employers • External surveys requested by regulatory bodies
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Date of Programme Specification Production:	August 2020
Date Programme Specification was last updated:	December 2021
For further information about this programme, refer to the programme page on the University website	

Appendix 1

Apprenticeship delivery structure

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required. Hence this specification distinguishes between:

- 1) The Curriculum Map, which consists of:
 - the modules including the level, delivery mode (e.g. face to face or blended learning), and delivery activities (e.g. lectures, guided independent study);
 - the designation of modules as core, compulsory, or optional

- 2) The Programme Delivery Structure, which consists of:
 - the semester(s) in which each module is delivered
 - the delivery method for each module (e.g. block release or day release)
 - the method of assessment and indicative assessment deadline(s)

This programme can be made available in two modes of study:

- a) Standard Mode of Study:
 - the initial offer by the university: with the defined curriculum map and programme delivery structure
 - flexible duration of 3, 4 or 5 years
 - delivered full-time through a mix of day release and block release across all three semesters
 - with a cohort open to all employers.

- b) Custom Mode of Study:
 - determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.

Appendix 2

Apprenticeship Standards to which the Curriculum Map refers

DISTRICT NURSE APPRENTICESHIP STANDARD	HCSP7002 Leading and Advancing District Nursing (40 credits)	HPHN7411 University Award Independent/Supplementary Prescribing for Nurses and Midwives (V300) (40 credits)	HCSP7005 Contemporary Leadership and Management of Change for Community Specialist Practitioners (20 credits)	HCSP7000 Consultation and Physical Examination: Health Assessment Skills for District Nursing (20 credits)	HCSP9000 Qualificatory Practice Unit: Community Specialist Practitioner
DUTIES					
Duty 1 Provide advanced case management for people with highly complex unpredictable needs including those nearing and at the end of their lives.	√				√
Duty 2 Holistically assess health needs and make diagnostic decisions for people, including those nearing and at the end of their lives with highly complex unpredictable needs.	√	√		√	√
Duty 3 Lead a team to manage a complex, dynamic and	√		√		√

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unpredictable caseload.					
Duty 4 Take responsibility and accountability for care delivery, anticipatory care planning to avoid unnecessary admission and facilitate timely discharge.	✓	✓		✓	✓
Duty 5 Promote health education and self-care to individuals to achieve their health outcomes.	✓	✓			✓
Duty 7 Develop practice to respond to the public and community health needs.	✓	✓			✓
Duty 8 Participate in	✓		✓		✓

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and undertake research and evaluation to improve care and services for the people and communities.					
Duty 9 Develop and implement risk assessment and management strategies taking into account people's views, choices and responsibilities, whilst promoting safeguarding of individuals, carers and staff.	√				√
Duty 10 Manage increasing demands on the service, deliver and manage change to meet the evolving shape of services	√		√		√

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through flexibility, innovation, strategic and operational clinical leadership.					
KNOWLEDGE					
K1: The complex causes, signs, symptoms and impact of interacting physical and mental health conditions				✓	✓
K2: The principles of delivering and evaluating safe and effective palliative and end of life care including the principles of managing symptoms and involving carers	✓				✓
K3: The principles,	✓	✓			✓

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concepts and theories of evidence-based therapeutic interventions					
K4: How to apply the principles of case management	√				√
K5: The principles of risk stratification	√				√
K6: How to recognise, manage and evaluate the deterioration of patients in order to decide effective anticipatory care	√				√
K7: The principles of managing long term conditions and interactions between long term conditions	√				√

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K8: The complex risks to patients in transition between services	√				
K9: How to use assessment and decision-making models and proactive case management for effective care planning	√				√
K10: Advanced communication skills to develop therapeutic relationships	√	√			√
K11: The principles of advocacy and acting as the patients advocate in complex situations whilst also respecting the patient's autonomy and ensuring ethical	√	√			√

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principles are upheld					
K12: The local and national policies, regulatory frameworks and guidelines for care e.g. prescribing	✓	✓			✓
K13: Pharmacotherapeutics relative to your scope of practice		✓			✓
K14: The range of advanced physical, psychological and population-based assessment methods and the application of pathophysiology to underpin assessment and diagnosis				✓	
K15: The principles of	✓				✓

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social prescribing					
K16: The strategies and methodologies for effective teaching, learning and staff development	√				√
K17: The local and national policies and procedures within your role and the NMC code	√	√	√		√
K18: The principles and concepts of accountability in the role of District Nurse team leader and how to delegate responsibility	√				√
K19: The theories, techniques and models of leadership,	√		√		√

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management and team working and how these can be applied across professional boundaries in health and social care					
K20: The principles of workload and workforce planning and application to practice including when to make the case for service changes	√		√		√
K21: How to avoid unnecessary admission and facilitate timely discharge when there are many interacting factors	√				√
K22: The range of appropriate	√				√

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places of care and how to facilitate and justify access to these					
K23: The principles of consent and capacity in relation to the mental capacity act and deprivation of liberties	√				√
K24: Core assessment skills to assess mental wellbeing within the scope of the role and the limits of competence	√				√
K25: The theories, methods and principles of health promotion and prevention	√				√

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K26: The range of advanced health promotion tools available for use	√				√
K27: The theories, methods and principles underpinning self-care e.g. motivational interviewing and advanced communication skills	√				√
K28: The theories, methods and principles of quality assurance, service improvement and change management	√		√		√
K29: How to formulate specialist business cases for service			√		√

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change and improvement					
K30: How to apply the audit process and change management theories related to district nursing practice	√				√
K31: How to critically analyse, interpret and evaluate data and information	√	√	√		
K32: How to foster a culture of openness and learning	√				√
K33: The theories, methods and principles of leadership	√		√		√
K34: How to use the public health	√				

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outcomes framework					
K35: How to critically analyse, interpret and evaluate wider public health and demographic data	√				
K36: How to create a community profile	√				
K37: The complex range of evaluation and audit methods used in clinical practice	√				√
K38: Critical appraisal techniques and how to apply them to clinical practice	√	√	√		√
K39: The service evaluation and	√		√		√

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improvement methodology					
K40: Research methodology and how to implement research	√				
K41: The range of evidence-based strategies to manage risk in clinical practice and in relation to the different environments a district nurse works within	√				√
K42: The cost benefit and individual analysis of the risks, taking account of individual's views and responsibilities	√				√
K43: Relevant safeguarding policies and procedures	√				√

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K44: How to apply the principles of confidentiality and information sharing policies	√	√			√
K45: How to influence and the importance of political awareness	√		√		
K46: The principles of resilience and how this is built within yourself and others	√				√
SKILLS					
S1: Manage a caseload of patients in a variety of community settings using a person-centred approach including implementation of risk stratification and case	√				√

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management strategies to determine those at most risk of poor health outcomes					
S2: Use specialised skills to work collaboratively with the patient and the multidisciplinary team, to improve anticipatory care, self-management, facilitate timely discharges and reduce avoidable hospital admissions to enable care to be delivered closer to, or at home	√			√	√
S3: Manage and co-ordinate programmes of care, for individuals with	√				√

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complex acute and long-term conditions, striving to make the patient journey seamless between mental and physical health care, hospital and community services and between primary and community care					
S4: Assess when a referral is required and maintain overall responsibility for the management and co-ordination of care	√				√
S5: Manage the delivery of service whilst critically evaluating the capacity and	√				√

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demand and being mindful of patient and staff safety					
S6: Autonomously assess the complex health needs of people, families and other informal carers to formulate care plans, anticipatory care and care packages	√				√
S7: Appropriately manage problems and make decisions in partnership with people, families and other informal carers using advanced communication skills	√				√
S8: Use evidence based	√	√		√	√

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physical and clinical assessments of individuals with complex health care needs to make accurate diagnostic decisions, including prescribing					
S9: Lead and support the clinical team to provide community nursing interventions in a range of settings	✓				✓
S10: Manage clear lines of accountability for the assurance of clinical governance and care quality	✓				✓
S11: Manage the district nursing team within	✓				✓

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regulatory, professional, legal, ethical and policy frameworks ensuring staff feel valued and developed					
S12: Critically analyse, act on and evaluate trends and demands on the district nursing service to inform workload and workforce planning	√				√
S13: Work with other services, teams and colleagues to support fewer unnecessary admissions and facilitate timely discharges	√				√
S14: Assess and identify the mental capacity of people	√				√

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S15: Use specialised skills to work in partnership with individuals, formal and informal carers and other services to promote health education, self-care and patient-led care, to maximise the individual's independence and understanding of their condition(s)	√			√	√
S16: Critically analyse, interpret and evaluate complex data and information to improve patient care	√				√
S17: Determine and use specialised skills to influence and	√				√

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negotiate the development of operational plans for the service					
S18: Lead a team to deliver service improvement and change management that involves many interacting factors	√		√		√
S19: Quality assure services and make service improvements	√		√		√
S20: Determine and use specialised skills to influence and negotiate the development of public health initiatives	√				√
S21: Collaborate with other agencies	√				√

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to analyse and evaluate public health principles, priorities and practice and implement these policies					
S22: Participate in the collation of a community profile to understand local assets	√				√
S23: Utilise position within the organisation to influence position of community nursing teams in the provision of care for communities under their umbrella	√				√
S24: Engage in research activity and develop evidence-based strategies to	√	√	√		√

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enhance the quality, safety, productivity and value for money of health and care					
S25: Lead improvements to care service delivery through the implementation of research findings, best practice, outcome of audits and patient feedback	√		√		√
S26: Critically assess and evaluate risk using a variety of specialised tools across a broad spectrum of often interrelated and unpredictable situations, including staff, and people within their	√				√

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home environments					
S27: Formulate and implement risk assessment and management strategies that take account of people's views and responsibilities, whilst promoting patient and staff safety and preventing avoidable harm to individuals, carers and staff	✓				✓
S28: Ensure all staff are able to recognise vulnerability of adults and children and understand their responsibilities and those of other organisations in terms of	✓	✓			✓

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safeguarding legislation, policies and procedures					
S29: Lead the service change required to deliver services and evaluate the outcome	√				√
S30: Develop, support and train the team to meet new and evolving requirements in patient care	√				√
BEHAVIOURS					
B1: Treat people with dignity at all times	√	√		√	√
B2: Respect people's diversity, beliefs, culture and individual needs	√	√		√	√
B3: Show respect and	√	√		√	√

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empathy for patients, their families and carer's and those you work with at all times					
B4: Be adaptable, reliable and consistent and have the courage to challenge areas of concern	√	√	√	√	√
B5: Show flexibility, self-awareness and emotional intelligence when dealing with patients, carers, teams and self	√	√		√	√
B6: Act as a positive role model for staff and teams	√			√	