

MSc/PGDip Primary Care Nursing

For students entering in 2008

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Faculty:	Social Sciences
Programme length:	PGDip and professional qualification 52 weeks (4 terms); Masters Degree 36 months
Date of specification:	
Programme Directors:	Val Thurtle/Anne Smith
Board of Studies	BSc/PGDip Public Health/Primary Care Nursing
Accreditation:	The Nursing and Midwifery Council

Summary of Programme Aims

This programme is intended to develop pro-active, informed and critical practitioners who are effective in their own field of specialist community nursing.

Through promotion of personal, professional and academic development, students will synthesise new knowledge to enhance the provision of quality care for individuals, families and communities.

This post-graduate programme is designed to further develop leaders in primary care, specialist practice. Opportunities will be available for students to explore the application of knowledge and skills across the inter-professional arena. This will effectively enable them to initiate change and respond creatively to a community and user/carer led service (DH 2006b).

Recent documentation focuses on three core functions in primary care which are first contact care, continuing care and public health (DH, 2002) in order to provide “the right care, in the right place at the right time” (DH, 2002, p34).

Transferable skills

Students will be graduate registered nurses who will have a wide range of skills and higher level learning needs that will be individually identified and further developed. These will include interpersonal, communication, presentation, leadership, collaborative working, educational and research skills, reflection in practice, critical analysis and synthesis. Throughout the course it is expected that students will be able to transfer these skills to their practice setting. They will also have the opportunity to further extend their leadership skills and those related to written and oral communication, knowledge management, numeracy, problem solving, team working, information technology and career management.

Programme Content

This is a Post-Graduate Diploma in Primary Care Nursing, (full time and part time), and includes the Nursing and Midwifery Council Community Specialist Practice District Nursing qualification (UKCC 2001).

The 52-week programme consists of the following taught modules which are complemented by a specialist module relating to the specific skills required by District Nurses. All modules are compulsory.

Compulsory Modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
HCMS03	Leadership in Health and Social Care	20	M
HCMS02	Policy and Practice in Health and Social Care	20	M
HCMS12	Long Term Conditions and Case Management	20	M
HCMS01	Research Methods -Health and Social Care	20	M
HCMS09	Dissertation Module	60	M
HCMS13	Health and Social Care of Older People and End of Life Care	20	M
HC3QP	Nurse Prescribing V100	10	H
HC3C40	Community Specialist Practice (D/N)	20	H

Part-time/Modular arrangements

N/A

Progression Requirements

Students are required to undertake ten weeks of consolidation at the end of the course (UKCC 2001). In order to proceed to this consolidation, known as 'Supervised Practice', students must have passed Practice Placement at the end of term 2.

Students who successfully complete the PGDip stage are required to spend one year in practice after which they may register for the dissertation stage which will be undertaken on a part time basis.

Summary of Teaching and Assessment

As students will come from a wide range of professional experience, they will be supported in reflecting on experience, identifying individual learning needs and demonstrating evidence of achievement of competencies.

As 50% of this programme is taught within the practice environment, it is envisaged that students will normally be placed with Community Practice Teachers (NMC 2006b) who are working at degree level or above. These practitioners will have responsibility for signing students as fit to practice. There will also be the opportunity for students to access a range of placements to gain broader experience of a variety of practice settings. A wide range of teaching methods will be employed. These will include work based learning, guided discussion, lectures, tutorials, debate, discussion groups, seminars, web based learning, problem and enquiry based learning, workshops, simulation and role play.

A range of assessments includes: essays, literature searches, presentations, examination, reflective accounts and the compilation of a professional learning portfolio. Full details of assessments are given in module specifications.

Mark Interpretation

70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)

Failing categories

40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory Work

For Masters Degrees

As this programme includes a professional award students must normally achieve a pass in all modules. To pass the MSc students must gain an average mark of 50 or more in all modules including the dissertation.

Students who gain an average mark of 70 or more overall including a mark of 70 or more for the dissertation will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 60 or more for the dissertation will be awarded eligible for a Merit.

For PG Diploma

As this programme includes a professional award students must normally achieve a pass in all modules. To pass the PG Diploma students must gain an average mark of 50 or more in all modules.

Students who gain an average mark of 70 or more overall will be eligible for a Distinction. Those gaining an average mark of 60 or more overall will be awarded eligible for a Merit.

Admission Requirements

Students will be registered nurses, with normally at least one year's post-registration experience. Both full and part time routes will be available. They are also required to provide evidence of appropriate prior education and professional study. Students will normally be required to have a first degree in nursing or a related discipline.

Admission Tutor: Anne Smith

Support for Students and their Learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. A range of appropriate professional journals is available at the Bulmershe Library. There is also a special arrangement with several local NHS Trust's libraries, which are accessible to students with specialist interests.

“Blackboard” is a “managed learning environment” (MLE) that offers a web based learning resource. This will be utilised to support learning on a variety of modules and promote support and communication between students, CPTs and university staff.

Interactive white boards are used in the classroom environment to offer innovative approaches to learning and teaching.

There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Disability Advisors, Study Advisors and the Students' Union.

Career Prospects

Local NHS Primary Care Trusts will have normally sponsored students undertaking this course. Their career prospects are therefore excellent and the majority of students who have successfully qualified are initially employed by local Trusts. In order to practise as a community specialist practitioner, on successful completion of the programme, graduates must ensure their specialist practice and V100 qualifications are recorded with the NMC

Opportunities for study abroad or for placements

There are no formal arrangements for exchanges but students undertaking this programme have had the opportunity to undertake a short elective placement around the Easter period. This option should be negotiated with the course team and the sponsor and will be subject to self-funding.

Educational aims of the programme

This programme is intended to develop informed and critical practitioners who are effective in their own field of specialist community nursing. Continuing academic and professional development will be promoted to enable students to attain higher-level research skills combined with the knowledge required for the provision of innovative quality care.

As leaders in primary care, students will be expected to adapt their knowledge and skills to enable them to initiate change and to creatively respond to a community and user/carer led service.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. The promotion of responsive services in Primary Care to enable students to exit as practitioners who can address the needs of communities across a range of settings.2. Research methods, approaches and processes in general in order to apply this knowledge within their own field of primary and public health care practice3. Current policy documents relevant to practice. Develop an understanding of the infrastructures that are required at an organisational level to implement strategies, including knowledge of governance issues related to the research process, commissioning processes and finance management4. Theories underpinning leadership, change management and quality improvement strategies within health and social care agencies5. Processes involved in collaborative working and of explicit consideration of user and carer perspectives in monitoring and developing policy and service.6. Educational theories and their implementation in adult teaching and learning within the community environment.7. Pharmacology, diagnostics, and legal and ethical issues related to the prescription, supply and administration of medicines.8. The developments in services for providing access to care across a range of settings and populations with diverse cultural and socio-economic needs.9. The legal and ethical dilemmas that confront practitioners within primary care.	<p>Teaching/Learning Methods and strategies</p> <p>The knowledge required is delineated through formal lectures, guided reading, blended learning, open learning, web-based learning, student led seminars and group discussion. All theoretical knowledge is related to community nursing and public health nursing practice through the use of theory /practice linking and discussion with personal tutors in college, and community practice teachers in the practicum.</p> <p>Assessment</p> <p>Knowledge is tested through a combination of formative and summative assessment. This includes essays, examination, seminars, a major professional study and portfolio development</p>
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10.Theoretical perspectives informing the processes of aging and decline and the diversity of human responses to adaptation and change	
11.Theoretical perspectives related to the aetiology and management of long term conditions	

Skills and other attributes

<p>B. Intellectual skills – able to:</p> <ol style="list-style-type: none"> 1. Identify and develop personal qualities and demonstrate leadership potential in self and others. 2. Demonstrate analysis and application of epidemiological data. Identify and plan effective ways to address the health needs of the population through community profiling, audit and other mechanisms. 3. Select, critically appraise and evaluate sources of evidence within their own field of practice. 4. Appraise health and social policies and recommend changes to improve health and well being within practice populations from a strategic perspective. 5. Initiate partnership working. Liaise with users and carers, colleagues and others to promote collaborative working. Establish networks with statutory and voluntary organisations 6. Critically evaluate and implement educational theory to facilitate life long learning development with clients and colleagues. 7. Demonstrate the ability to assess, diagnose and make appropriate prescribing decisions. Determine the advantages of nurses moving into extended and complimentary roles within the community setting to deliver services in new and innovative ways. 8. Formulate and achieve personal and 	<p>Teaching/Learning methods and strategies</p> <p>The skills will be developed through formal lectures, guided reading, blended learning, open learning, web-based learning, student led seminars and group discussion.</p> <p>It is expected that these skills will be learned through guided discussion, both in the classroom and in practise through the process of reflection and contract learning.</p> <p>Assessment</p> <p>These outcomes will be assessed through course work and the practice portfolio, which includes a student-centred learning contract and reflective journal. Where appropriate outcomes will be assessed through examination.</p>
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<p>professional learning outcomes through the process of reflection.</p> <p>9. Achieve the appropriate NMC (2001) competencies for specialist community nursing and develop advanced skills in physical assessment and case management as specified within the DH document for Community Matrons to address workforce needs.</p>	
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<p>C. Clinical and Practical skills – able to: Achieve the required competencies related to their community nursing specialism. These are identified by the UKCC, and included within the Specialist Module specifications under the following general headings related to:</p> <ol style="list-style-type: none"> 1. Clinical Nursing Practice 2. Care and Programme Management 3. Clinical Practice Leadership 4. Clinical Development <ul style="list-style-type: none"> • V100 Nurse prescribing • Physical assessment skills to enable holistic assessment of patients and initiation of appropriate packages of care. • Practical clinical skills associated with the delivery of intensive medication regimes. Skills development to enable collaborative working with McMillan teams and other specialists to promote care in the home. 	<p>Teaching/Learning methods and strategies</p> <p>These practical skills will be learned within practice placements. Students' identified and professional learning outcomes will be facilitated and assessed within a practice portfolio by approved community practice teachers and personal tutors</p> <p>Assessment</p> <p>These outcomes will be assessed through course work and the practice portfolio, which includes a reflective journal and student centred learning contract which offers the facility to map appropriate outcomes to specific professional award.</p>
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<p>D. Transferable skills – able to demonstrate:</p> <p>Computer skills Advanced interpersonal and written communication skills Presentation and teaching skills Team working skills Information management skills Effective problem solving skills Effective time management Career management skills</p> <p>Critically review current research Undertake original research as appropriate.</p>	<p>Teaching/Learning methods and strategies</p> <p>All of these skills will be an integral part of the taught programme to include the teaching methods indicated above in AB&C</p> <p>Assessment</p> <p>It is expected that these skills will be demonstrated as part of the assessment indicated above both in the college setting and in practice</p> <p>Undertake Masters dissertation</p>
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Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.